



# SYLLABI

Courses for Incoming Exchange Students

Bachelor PGE

Lille

FALL 2022

**Last Update: October 7, 2022**

Syllabi missing in this document means they are unavailable for the moment.

INTERNATIONAL FINANCIAL REPORTING 2770		
2022 - 2023	Credit : 2.0	<b>IESEG - School of Management</b>
<b>Class code :</b>	2223_SYL_ACC_2770	ACC

Level	Year	Semestre	Campus	Language of instruction
Bachelor	-	S6	L / P	English

### Prerequisites

This course is intended as a follow-up on an introductory class on Financial Accounting. Prerequisites for the current course are a good understanding of the accounting information system and of the content and format of financial statements.

### Learning objectives

When finishing this course students should be able to read and understand financial statements more in detail and especially extract information that is relevant in interpreting the intercompany investments. The student should also be able to run analyses similar as what was done in class, and build a conclusion with regard to strategic decisions that a company can take.

- 6.A Thoroughly examine a complex business situation
- 1.C Communicate effectively in English
- 1.A Demonstrate an international mindset
- 5.B Construct expert knowledge from cutting-edge information

### Course description

Companies increasingly invest in other companies to make a return, to grow or to face competition, both nationally and internationally. These investments are shown in companies' financial statements. How they are reported and presented can however be very different and heavily depends on the size and the aim of the investment. It is the goal of this course to show the different reporting formats, to explain concepts that are important in the context of intercompany investments like intangible assets and impairment testing and to illustrate some computations. The course is a good preparation for students that are interested in firm valuation and corporate finance. Note that the course is set up from a readers' perspective, without the technicalities of debit and credit, so a basic understanding of financial statements should do.

Topics covered during this course:

1. Understanding financial statements
2. Minority passive investments
3. Minority active investments
4. Controlling investments
5. Intangible assets
6. Impairment testing

### Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
---------------	---	---	---	---	---	---	---	---	---	----	----	----	----	----

Type of test	Participation	Group project	End of term exam											
Nb of hours if written exam			2.0											
2nd session														
Coefficient	15.0	35.0	50.0											

### Evaluation

Students are required to actively participate during the course. This will be asked to comment and answer on assigned cases and they will have to prepare a group presentation on the red line case of the course. Feedback will consist of in class advice, recommendations on additional material/practice. For feedback on the final exam, students can contact the professor to get more details on their performance.

### Recommended reading

None.

### Work load

Type of course	Number of hours
<b>Face to face</b>	
Interactive courses	16.0
<b>Independent study</b>	
Personnal work	24.0
Collective project	10.0

Total	
-------	--



INTERNATIONAL FINANCE 2771		
2022 - 2023	Credit : 2.0	<b>IESEG - School of Management</b>
Class code :	2223_SYL_FIN_2771	FIN

Level	Year	Semestre	Campus	Language of instruction
Bachelor	-	S6	L / P	English

### Prerequisites

None.

### Learning objectives

At the end of the course, the student should be able to understand

- the importance of multinational transactions
- international monetary arrangements and balance of payments
- how foreign exchange rates are determined
- foreign exchange risk

- 1.A Demonstrate an international mindset
- 6.A Thoroughly examine a complex business situation
- 5.B Construct expert knowledge from cutting-edge information

### Course description

This course aims to provide students with knowledge of international finance and help them develop skills to properly handle FX securities in a global environment. Topics include FX markets, international monetary arrangements, foreign exchange rates parities, determinants of exchange rates, FX derivatives, as well as FX risk management.

Assessment / Feedback														
Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Continuous assessment	Presentation	End of term exam											
Nb of hours if written exam	0.5	0.5	1.0											
2nd session			true											
Coefficient	40.0	20.0	40.0											

### Evaluation

Feedback will be provided in the form of MCQs and numerical exercises which will be used as a base for discussions as part of the six teaching days. The Assessment will take the form of (mid-term) quizzes and presentations, and one final exam with theoretical and practical questions in which students will be asked to define, apply, and use concepts learned in class.

### Recommended reading

International Financial Management, 8th Edition, by Eun and Resnick, McGraw Hill

### Work load

Type of course	Number of hours
Lecture	16.0
Personnal work	20.0
Independent work	
Reading reference manuals	14.0
Total	50.0

INTERNATIONAL HRM 2769		
2022 - 2023	Credit : 2.0	<b>IESEG - School of Management</b>
<b>Class code :</b>	2223_SYL_HRM_2769	HRM

Level	Year	Semestre	Campus	Language of instruction
Bachelor	-	S6	L / P	English

### Prerequisites

Students have successfully taken the introductory course in HRM.

### Learning objectives

- Understand the complexity deriving from managing people in a multinational company.
- Comprehend the aim of and applied HRM tools and the different approaches that multinational companies might adopt.
- Properly and ethically use the main methodologies related to every HR operational system in an international context.

- 1.A Demonstrate an international mindset
- 3.A Breakdown complex organizational problems using the appropriate methodology
- 2.B Solve professional dilemmas using concepts of CSR and ethics
- 1.B Successfully collaborate within a intercultural team

### Course description

The International HRM course is centred on how MNCs manage expatriates in dealing with trans-national operations. In particular, the course is built around the following HRM operational systems: staffing, recruitment and selection, performance assessment, compensation, and training.

### Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Group project	Participation	Individual project											
Nb of hours if written exam			4.0											
2nd session			true											
Coefficient	30.0	15.0	55.0											

### Evaluation

The feedback to be provided to students is indeed meant to reinforce their team based and individual learning process and related performances. Providing formal and written feedback to each student is of great importance for the effectiveness of the learning process of students. It is suggested to provide to students three levels of feedback:

1. (Optional) A general written feedback to the entire cohort in which the overall trend of the class is synthesized in relation to each dimension of the assessment system;
2. A specific written feedback related to the teamwork tasks (in addition to the oral feedback given during the presentation);
3. A specific written feedback related to the individual assignment.

Finally, students are invited to contact their instructor in order to plan a meeting if necessary.

### Recommended reading

Dowling, Festing & Engle. International Human Resources Management. Thomson,  
Case studies, articles  
and slides are selected by the instructors and available on IESEG online.

### Work load

Type of course	Number of hours
Lecture	6.0
Interactive courses	10.0
Personnal work	14.0
Collective project	4.0
Individual project	4.0
Reading reference manuals	8.0
Research	4.0
<b>Total</b>	<b>50.0</b>





INTERNATIONAL BUSINESS LAW 2773		
2022 - 2023	Credit : 2.0	<b>IESEG - School of Management</b>
<b>Class code :</b>	2223_SYL_LAW_2773	LAW

Level	Year	Semestre	Campus	Language of instruction
Bachelor	-	S6	L / P	English

### Prerequisites

Students must have completed all previous law courses or have a basic understanding of contract law, torts, and company law.

### Learning objectives

At the end of the course, the student should be able to:

- Understand the international legal environment of business: its main actors, institutions and rules.
- Use international contracts strategically, identify key contractual clauses and spot red flags.
- Be able to select the best alternative to settle transnational disputes.
- 1.A Demonstrate an international mindset
- 5.B Construct expert knowledge from cutting-edge information
- 4.C Convey powerful messages using contemporary presentation techniques
- 3.B Propose creative solutions within an organization
- 2.B Solve professional dilemmas using concepts of CSR and ethics

### Course description

1. The international legal environment of business: players, rules and institutions. Legal implications when deciding to enter foreign markets. Alternatives. Strategic use of Comparative Law. What do legal families have to do with doing business? Governance databases.
2. International contracts. How to negotiate, draft and read international contracts. Principles. Freedom of contract. Key contractual clauses: applicable law and competent forum. Force majeure and hardship. The CISG. The Incoterms.
3. EU Law (the internal market). EU International Private Law: the Rome I Regulation.
4. Solving transnational business disputes (prevention, litigation, negotiation, mediation, arbitration). Enforcing foreign decisions and awards

Assessment / Feedback														
Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Continuous assessment	Group project	End of term exam											
Nb of hours if written exam			2.0											
2nd session			true											

Coefficient	20.0	30.0	50.0											
-------------	------	------	------	--	--	--	--	--	--	--	--	--	--	--

## Evaluation

Formative and summative feedback will be provided, at a general and individual level.

## Recommended reading

The professor will provide relevant articles, book chapters and other resources during the course.

The students do not need to buy any specific book for this course. The books mentioned below are suggested for reference only.

- Wevers, H. (2021). A basic guide to international business law (5th ed.). Wolters-Noordhoff B.V.
- DiMatteo, L. A. (2016). International business law and the legal environment: a transactional approach (3rd ed.). Routledge.
- Bishop, Bernard. (2009). European Union law for international business: an introduction. Cambridge University Press.

Mandatory reading:

- DiMatteo, L. A. (2010). Strategic contracting: Contract law as a source of competitive advantage. American Business Law Journal. <https://doi.org/10.1111/j.1744-1714.2010.01108>.

Other resources:

- United Nations Convention on Contracts for the International Sale of Goods (Vienna, 1980) (CISG) [[https://uncitral.un.org/sites/uncitral.un.org/files/media-documents/uncitral/en/19-09951\\_e\\_ebook.pdf](https://uncitral.un.org/sites/uncitral.un.org/files/media-documents/uncitral/en/19-09951_e_ebook.pdf)].
- Regulation (EC) No 593/2008 of the European Parliament and of the Council of 17 June 2008 on the law applicable to contractual obligations (Rome I) [<https://eur-lex.europa.eu/legal-content/EN/ALL/?uri=celex%3A32008R0593>].
- Incoterms® 2020 [<https://iccwbo.org/resources-for-business/incoterms-rules/incoterms-2020/>].

## Work load

Type of course	Number of hours
Lecture	16.0
Personnal work	8.0
Collective project	8.0

Reading reference manuals	8.0
Research	8.0
<b>Distance learning</b>	
remote seminar	2.0
<b>Total</b>	<b>50.0</b>

GLOBAL BRAND MANAGEMENT 0668		
2022 - 2023	Credit : 2.0	<b>IESEG - School of Management</b>
<b>Class code :</b>	2223_SYL_MKT_0668	MKT

Level	Year	Semestre	Campus	Language of instruction
Bachelor	-	S6	L / P	English

### Prerequisites

The student should have basic knowledge in marketing and show an interest in global brand management.

### Learning objectives

At the end of the course, the student should be able to :

Master the basic concepts and theory for planning, implementing, and evaluating global management strategies.

Effectively design brand elements.

Develop a clear brand positioning strategy and architecture.

Know how to enhance brand equity from both a financial and consumer perspective.

Master the basic brand communication tools.

Draft a clear and effective global brand management strategy.

- 4.C Convey powerful messages using contemporary presentation techniques
- 1.A Demonstrate an international mindset
- 6.B Synthesize multifaceted information from various sources across different functional fields
- 6.A Thoroughly examine a complex business situation
- 5.D Make effectual organizational decisions
- 1.C Communicate effectively in English
- 5.B Construct expert knowledge from cutting-edge information
- 3.B Propose creative solutions within an organization

### Course description

This course presents an introduction to global brand management. The topics covered in class include an introduction to brands and brand management, the brand elements, brand positioning, brand architecture, customer-based brand equity, brand image and personality, brand marketing and communication as well as the global brand strategy. In addition to lectures, the course consists of (video) case studies, in which students will have to critically apply the concepts discussed in class and propose their own solutions to the various real-life problems and/or situations. Last but not least, students will be asked to demonstrate their knowledge based on a short MCQ exam. An active, interactive, and critical approach is fundamental for this course.

### Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
---------------	---	---	---	---	---	---	---	---	---	----	----	----	----	----

Type of test	Participation	Continuous assessment	Group project	End of term exam										
Nb of hours if written exam				1.5										
2nd session														
Coefficient	15	30	20	35										

### Evaluation

The course will be evaluated based on your participation in class, in-class case studies and an MCQ/open question exam.

### Recommended reading

Class Book:

Keller, K.L. (2012), Strategic Brand Management: Building, Measuring and Managing Brand Equity (Fourth Edition), Pearson: Harlow.

Advised Books:

Johansson, Johnny K. (2009), Global Marketing - Foreign Entry, Local Marketing, & Global Management (Fifth Edition), McGraw-Hill/Irwin: New York.

Kapferer, J.-N. (2012), The New Strategic Brand Management: Advanced Insights & Strategic Thinking (Fifth Edition), Kogan Page: London.

Internet sources:

IESEG online

Interbrand <https://www.interbrand.com/best-brands/>

### Work load

Type of course	Number of hours
Interactive courses	16.0
Personnal work	10.0
Collective project	10.0
E-learning	4.0



Reading reference manuals	4.0
Research	6.0
<b>Total</b>	50.0

INTERNATIONAL SUPPLY CHAIN MANAGEMENT AND LOGISTICS 2767		
2022 - 2023	Credit : 2.0	<b>IESEG - School of Management</b>
<b>Class code :</b>	2223_SYL_OPS_2767	OPS

Level	Year	Semestre	Campus	Language of instruction
Bachelor	-	S6	L / P	English

### Prerequisites

An understanding of the foundations of business administration and economics is expected.  
 Knowledge acquired in a basic course of operations management.  
 Presentation skills.

### Learning objectives

By the end of the seminar, students will

- be able to demonstrate management skills apt for analysing supply chains and identifying sustainable innovations suitable for future-oriented solutions
- understand of issues of logistics and supply chain management in an international environment
- have gained deepened insight into current research and development work in logistics and supply chain management
- have acquired specialised methodological knowledge for the management of logistics and supply chains
- have a systemic perspective on supply chain management and logistics within organisations
- understand the relevance and prerequisites of logistics sustainability

Students are expected to engage actively in the seminar and contribute. Beyond the specific SCM and logistics know-how developed during the seminar, an improvement of teamwork and presentation skills is part of the objectives.

- 2.C Generate sustainable solutions for organizations
- 6.B Synthesize multifaceted information from various sources across different functional fields
- 6.A Thoroughly examine a complex business situation
- 6.C Combine different skills and management disciplines in support of interdisciplinary responsibilities
- 5.C Employ state-of-the-art management techniques
- 3.B Propose creative solutions within an organization
- 4.C Convey powerful messages using contemporary presentation techniques
- 5.A Predict how business and economic cycles could affect organizational strategy
- 3.A Breakdown complex organizational problems using the appropriate methodology
- 1.C Communicate effectively in English
- 1.B Successfully collaborate within a intercultural team
- 1.A Demonstrate an international mindset

### Course description

The environment of production and distribution is more and more fickle and challenging for organisations, as recent developments such as the COVID pandemic and the Brexit have shown. The implications on supply chains and logistics were significant, ranging from shortage in raw materials and logistics staff, to disruptions of supply chains due to different rules and regulations. As a consequence, corporates are challenged to reconsider their supply chains, which are often international.

How to ensure production and delivery to customers in challenging and disruptive circumstances?

Do product portfolios have to be adjusted or production strategies?

And how to integrate the growing need to meet sustainability targets?

Answering these questions requires know-how, agility and an open mind, analytical skills and a systemic perspective.

Therefore, the objective of this course is to provide a solid understanding of the structures, interconnections, concepts, challenges and opportunities of international supply chains and logistics, as well as of the dynamics of their environment and of their management.

This includes the analysis of supply chains, their design and planning, ensuring their sustainability and resilience, via profitability, reliability and adaptability. This also includes the development of a thorough understanding of the impact of digitalisation on supply chain management and logistics and the identification of its successful integration for the optimisation of efficiency and sustainability.

The Teaching and Learning Strategy of the seminar is focusing on a balanced mix of development of know-how and practical applications. Therefore, self-studying in preparation for the seminars will be complemented with case studies, analysis of real-life supply chains and, subject to confirmation, a logistics site visit as integrative part of the seminar. The seminar is backed by a systemic approach, therefore integrating supply chain management and logistics into the context of organizational structures, including the interrelation to other areas such as operations, organisation management, marketing, finance, product development, etc.

Assessment / Feedback														
Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Group project	End of term exam												
Nb of hours if written exam		2.0												
2nd session														
Coefficient	50.0	50.0												

## Evaluation

Feedback includes

- > evaluation of an exam (40%)
- > contribution throughout classes (30%)
- > contribution in the group work (30%)

## Recommended reading

Chopra, Sunil: Supply Chain Management - Strategy, Planning, and Operation; Pearson

McKinnon, Alan: Decarbonizing Logistics - Distributing Goods in a Low Carbon World; Kogan Page

Key documentation will be distributed prior to the seminar

## Work load

Type of course	Number of hours
Interactive courses	16.0
Collective project	14.0
Individual project	10.0
Reading reference manuals	6.0
<b>Outside training</b>	
Company visit	4.0
<b>Total</b>	<b>50.0</b>

INTERNATIONAL BUSINESS STRATEGIES 2772		
2022 - 2023	Credit : 2.0	<b>IESEG - School of Management</b>
<b>Class code :</b>	2223_SYL_STS_2772	STS

Level	Year	Semestre	Campus	Language of instruction
Bachelor	-	S6	L / P	English

### Prerequisites

Prior to class you are expected to read the assigned case studies, articles  
 All course materials will be available on IESEG online (IO).

### Learning objectives

Identify and understand major trends and transformations affecting international business and strategy.  
 Apply to real organizations theoretical frameworks and models.  
 Audit a firm's global strategy and positioning, synthesize its organizational capabilities and assess its competitive advantage and performance.  
 Solve complex organizational issues and make realistic recommendations

- 1.A Demonstrate an international mindset
- 3.B Propose creative solutions within an organization
- 3.A Breakdown complex organizational problems using the appropriate methodology
- 2.B Solve professional dilemmas using concepts of CSR and ethics
- 2.A Assess the values of the organization in which they work
- 1.B Successfully collaborate within a intercultural team

### Course description

The course is designed to immerse students into the theory and practice of strategic management, with a strong focus on internationalization. This course addresses the fundamentals of strategy and advanced concepts in international business. Participants will learn by applying theoretical frameworks and through readings, discussions, debates, short lectures, case studies and presentations.

The class format will be mostly discussion-based. The value of this course also lies in preparing for, listening to, participating in case discussions and group projects, and in sharing your insights, opinions and experiences.

Assessment / Feedback														
Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Group project	Participation	End of term exam											

Nb of hours if written exam														
2nd session														
Coefficient	40.0	10.0	50.0											

### Evaluation

Class participation and contribution: 10%

Group work and presentations: 40%

Final exam: 50%

The final exam includes a mini case with a set of short questions.

### Recommended reading

Peng, M. W. (2021). Global strategy. Cengage learning.

### Work load

Type of course	Number of hours
Interactive courses	16
Personnal work	15
Collective project	20
<b>Total</b>	<b>50</b>





MANAGEMENT CONTROL MISSION 2723		
2022 - 2023	Credit : 2.0	<b>IESEG - School of Management</b>
Class code :	2223_SYL_ACC_2723	ACC

Level	Year	Semestre	Campus	Language of instruction
Bachelor	-	S6	L / P	English

### Prerequisites

- Financial accounting
- Fundamentals of strategy
- Cost accounting

### Learning objectives

- Be able to work in a team
- Time management
- Effective intermediate presentations
- Effective oral communication
- 5.B Construct expert knowledge from cutting-edge information
- 1.C Communicate effectively in English
- 1.B Successfully collaborate within a intercultural team
- 3.A Breakdown complex organizational problems using the appropriate methodology
- 6.B Synthesize multifaceted information from various sources across different functional fields
- 3.B Propose creative solutions within an organization
- 6.A Thoroughly examine a complex business situation
- 5.A Predict how business and economic cycles could affect organizational strategy
- 5.D Make effectual organizational decisions

### Course description

The course "Management control mission" aims to put in practice the techniques and concepts which are related to the financial performance of the firm. The aim is to apply a professional approach based in the resolution of managerial problems described in case studies. The course is focused in problem solving techniques which are driven by cost analysis and performance management. The work is done in a team and a coaching is organised by the tutor in order to guide students and help them to find the relevant solutions.

Assessment / Feedback														
Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Group project	Presentation	Participation	Group project	Presentation									

Nb of hours if written exam														
2nd session														
Coefficient	25	20	10.0	25	20									

### Evaluation

- Oral feedback during the coaching for each team
- Oral feedback after the intermediary oral presentation for each team
- Oral and written feedback (assessment) after the final presentation and the final written report

### Recommended reading

Kaplan Roberts S. Norton David P. (1996), The Balanced Scorecard: Translating Strategy into Action, Harvard Business Review Press; 1st edition.

Drury C. (2015), Management and Cost Accounting, Cengage Learning EMEA; 9th edition.

### Work load

Type of course	Number of hours
Lecture	2.0
Interactive courses	6.0
Coaching	8.0
Personnal work	8.0
Collective project	18.0
<b>Independent work</b>	
E-learning	4.0
Reading reference manuals	2.0
Research	2.0
<b>Total</b>	<b>50.0</b>

The course is a mix of lectures, coaching sessions and oral presentations. It requires the involvement of each student.

CORPORATE FINANCIAL REPORTING & BUSINESS ENVIRONMENTS 2794		
2022 - 2023	Credit : 6.0	<b>IESEG - School of Management</b>
<b>Class code :</b>	2223_SYL_ACC_2794	ACC

Level	Year	Semestre	Campus	Language of instruction
Bachelor	-	S6	L / P	English

### Prerequisites

This course is intended as a follow-up on introductory classes on Financial Accounting and Financial Analysis. Prerequisites for the current course are a good understanding of the accounting information system and of the content and format of financial statements. The course is especially designed to equip students wishing to major in accounting and/or finance and that have the ambition to consult business on financial reporting environments.

### Learning objectives

At the end of the course, you are expected to master the following technical aspects of financial reporting:

Know how to journalize (Debit/credit);

- Understand and apply all the steps of the accounting cycle, including preparation of three different trial balances (unadjusted, adjusted and post-closing balances)
- Understand and apply the indirect method of preparing cash flow statements;
- Know the concept of Value Added Taxes (VAT)

In addition, students should be able to read and understand financial statements of typically larger companies/groups and especially extract information that is relevant for corporate stakeholders and financial intermediaries like investors, financial analysts, credit analysts, auditors, regulators, management, and tax professionals.

- 1.A Demonstrate an international mindset
- 6.A Thoroughly examine a complex business situation
- 5.B Construct expert knowledge from cutting-edge information

### Course description

Companies invest substantially in financial reporting formats, software and technically skilled personnel to produce high quality financial statements that deliver a true and fair view of the financial position to corporate stakeholders. The current course is a comprehensive journey into the preparation process of these financial statements and gives detailed insights in how various stakeholders benefit from high-quality reports and interpretation.

Selected topics covered during this course:

Part I

1. Understanding financial statements
2. Mastering financial input functions
3. Mastering details of the accounting cycles

Part II

4. Financial analysts and financial reporting
5. Institutional investors and financial reporting
6. Auditors and financial reporting
7. The tax function and financial reporting

### Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Participation	Group project	Exercise	End of term exam										
Nb of hours if written exam														
2nd session														
Coefficient	10.0	40.0	25.0	25.0										

### Evaluation

Students are required to actively participate during the course. They will be asked to work on exercises and to comment and answer on assigned cases and they will have to prepare a group presentation on specific cases during the course. Feedback will consist of in-class advice, recommendations on additional material/practice. For feedback on the final exam, students can contact the professor to get more details on their performance.

### Recommended reading

The following textbook is mandatory in this course: Financial Accounting: IFRS, 2nd edition by Weygandt, Jerry J., Kimmel, Paul D., Kieso, Donald E. (2012).

Other elected course materials will be available on ieseg-online.

### Work load

Type of course	Number of hours
Interactive courses	43.0
Personnal work	72.0
Collective project	35.0



Total	
-------	--

NEW GLOBAL IMBALANCES: GLOBAL GEO-PERSPECTIVE 2730		
2022 - 2023	Credit : 2.0	<b>IESEG - School of Management</b>
Class code :	2223_SYL_DEV_2730	DEV

Level	Year	Semestre	Campus	Language of instruction
Bachelor	-	S6	L / P	English

### Prerequisites

Be curious!

### Learning objectives

To provide keys to understanding an increasingly complex and uncertain world faced with increasingly multifaceted threats.

- 6.B Synthesize multifaceted information from various sources across different functional fields
- 1.B Successfully collaborate within a intercultural team
- 5.B Construct expert knowledge from cutting-edge information
- 5.A Predict how business and economic cycles could affect organizational strategy
- 1.A Demonstrate an international mindset

### Course description

Our world of 2022 is one of a space that develops interactions but witnesses the rebirth of blocks: the West facing authoritarian regimes and an attentive and perplexed South. This mode of operation is increasingly complex to grasp. While globalisation is a formidable lever for growth, it is also a vector of instability. For example, there have never been so many financial and economic crises as there have been since the 1990s: the Asian crisis of 1997, the Russian crisis of 1998, the global financial crisis of 2007/2008, the Sras-covid2 pandemic in 2020/21. The meteoric rise of China has reshuffled the cards in our global hierarchy. To this we can add the fallout from armed conflicts such as the Russian-Ukrainian conflict in 2022. More than 345 conflicts have been recorded by the UN worldwide! Global warming has become a major player in this global geopolitics. Moreover, this much-vaunted happy globalisation is increasingly caught up with another increasingly tentacular occult one, that of various and varied criminalities...

Articulation: The aim of the course is to provide students and future executives with a grid for reading our world, to enable them to understand it in its entirety. The political and economic game cannot be reduced to economic and financial globalisation alone. We are indeed in a planetary "Kriegsspiel". Geopolitical knowledge is the basis of economic intelligence. This course therefore proposes a framework for analysing "country risk". The objective is to make students aware that the space surrounding the business world is subject to multiple risk factors: economic, political, socio-cultural, environmental...

Presentation of the program :

- The world on the move: dynamics of contemporary geopolitics - Demographic, migratory and food issues
- The dark side of globalization: the rise of crime<The challenges of an increasingly violent planet
- A new guest in globalization: the environment

### Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Multiple choice questions	End of term exam												
Nb of hours if written exam	0.5	1.0												
2nd session														
Coefficient	25.0	75.0												

### Evaluation

The evaluation will be both summative and formative. Ongoing monitoring will take place in the penultimate session. It is not really an MCQ, it prepares the final evaluation by verifying the acquisition of the key concepts of this course. An answer key will be posted online after the evaluation.

### Recommended reading

There is no reference manual, the bibliographic and numerical references vary with each course. These will be mentioned at the beginning of each session.

### Work load

Type of course	Number of hours
Interactive courses	16.0
Personnal work	34.0

Total	50.0
-------	------

FUNDAMENTALS OF POLITICAL SCIENCES 2734		
2022 - 2023	Credit : 4.0	<b>IESEG - School of Management</b>
<b>Class code :</b>	2223_SYL_DEV_2734	DEV

Level	Year	Semestre	Campus	Language of instruction
Bachelor	-	S6	L / P	English

### Prerequisites

Curiosity, to be open to cultural diversity.

### Learning objectives

- To gain an understanding of the contemporary political panorama and international organizations
- To develop research ability
- To develop critical thinking
- 6.C Combine different skills and management disciplines in support of interdisciplinary responsibilities
- 5.B Construct expert knowledge from cutting-edge information
- 1.C Communicate effectively in English
- 1.A Demonstrate an international mindset
- 6.B Synthesize multifaceted information from various sources across different functional fields
- 4.B Compose constructive personal feedback and guidance
- 5.A Predict how business and economic cycles could affect organizational strategy
- 6.A Thoroughly examine a complex business situation
- 4.A Appraise the performance of a team
- 3.A Breakdown complex organizational problems using the appropriate methodology
- 3.B Propose creative solutions within an organization
- 1.B Successfully collaborate within a intercultural team

### Course description

Since their development, human societies have built political structures to govern themselves. Since ancient Greece, humans have thought about what we call Political Science today.

This class allows our students to discover numerous and complex political subjects, using lessons and sharing personal/group research.

The course structure, after a general introduction to Political Science, is built around 3 axes :

- Political Ideologies : from the Ancient World to Modern Political Ideologies
- Governments and Political Institutions
- International Institutions and Organizations.

### Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14

Type of test	End of term exam	Multiple choice questions	Group report	Presentation										
Nb of hours if written exam	2.0													
2nd session	true													
Coefficient	40.0	20.0	20.0	20.0										

### Evaluation

Grades will be given in the last session.

Coaching of semester-long research project in groups.

### Recommended reading

Pas de livre de cours, articles et références données séance par séance.

### Work load

Type of course	Number of hours
Interactive courses	32.0
Personnal work	20.0
Collective project	28.0
<b>Independent work</b>	
Research	20.0



Total	100.0
-------	-------

Des ajustements sont à prévoir sur les projets individuels/groupe en fonction du nombre d'inscriptions.

CHALLENGES AND PERSPECTIVES OF THE EUROPEAN CONSTRUCTION 2759		
2022 - 2023	Credit : 2.0	<b>IESEG - School of Management</b>
Class code :	2223_SYL_DEV_2759	DEV

Level	Year	Semestre	Campus	Language of instruction
Bachelor	-	S6	L / P	English

### Prerequisites

Be curious!

### Learning objectives

To understand the mechanisms of the EU, the challenges and threats to European integration in a globalisation that seems less and less controlled and questioned.

- 5.B Construct expert knowledge from cutting-edge information
- 5.A Predict how business and economic cycles could affect organizational strategy
- 6.B Synthesize multifaceted information from various sources across different functional fields
- 1.A Demonstrate an international mindset
- 1.B Successfully collaborate within a intercultural team

### Course description

- The aim of the course is to provide students and future executives with a reading grid of Europe, to allow them to apprehend it in its globality:
- The objective of this course is also to make students aware that the space, which surrounds the business world, remains subject to multiple risk factors: political, socio-cultural and environmental...

Course outline:

I/ The Brexit reveals European failures

II/Europe facing the populist challenge Which way to choose between Viktor Orban's illiberalism and Emmanuel Macron's powerful Europe?

III/ What place for Europe in a world in tension (?) -The Russian-Ukrainian War, translation of the war between European soft power and Russian hard power - Xi Jin Ping's "Chinese dream", Europe's nightmare? - The challenge of European trade relations at a time of "deglobalisation".

IV/ Europe at the time of the Green Deal, the challenge of energy between energy transition and geopolitical challenge, intervention of an expert of Euratom and former student of IESEG!

### Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Multiple choice questions	End of term exam												

Nb of hours if written exam	0.5	1.0												
2nd session														
Coefficient	25.0	75.0												

### Evaluation

The evaluation will be both summative and formative. Ongoing monitoring will take place in the penultimate session. It is not really an MCQ, it prepares the final evaluation by verifying the acquisition of the key concepts of this course. An answer key will be posted online after the evaluation.

### Recommended reading

There is no reference manual, the bibliographic and numerical references vary from course to course. Slideshows and other resources will be available on l'éseg on line.

### Work load

Type of course	Number of hours
Interactive courses	16.0
Personnal work	34.0
<b>Total</b>	<b>50.0</b>



GEOGRAPHY AND CLIMATE CHANGE: EVOLUTION AND PERSPECTIVES 2783		
2022 - 2023	Credit : 2.0	<b>IESEG - School of Management</b>
<b>Class code :</b>	2223_SYL_DEV_2783	DEV

Level	Year	Semestre	Campus	Language of instruction
Bachelor	-	S6	L / P	English

### Prerequisites

None

### Learning objectives

None

- 1.C Communicate effectively in English
- 5.B Construct expert knowledge from cutting-edge information
- 4.C Convey powerful messages using contemporary presentation techniques
- 1.A Demonstrate an international mindset
- 2.C Generate sustainable solutions for organizations

### Course description

Plan of the seminar

1. Introduction to Climate Change and Geography
  - Overview of the seminar and of validation works
  - Geography and its key concepts (e.g. physical geography, human geography, geopolitics, geoeconomics).
  - Climate Change / Global Warming and its key concepts (e.g. climate vs. weather, carbon dioxide, methane, greenhouse gas, albedo effect, fossil fuels, low-carbon energies, global average temperature, global warming, sea-level rise, tipping points).
2. What is happening to Earth? A comprehensive review of 2021 IPCC reports
 

Content:

  - The physical science basis of Climate Change / Global Warming measurements and projections (IPCC 2021 1st report)
  - Impacts, Adaptation and Vulnerability (IPCC 2021 2nd report)
  - Possible political actions to mitigate Climate Change / Global Warming during the 21st century (IPCC 2021 3rd report)
  - Case study: Climate change in Bangladesh

Suggested readings:

IPCC, Climate Change 2021: The Physical Science Basis, Summary for Policymakers (final version), 2021.  
 IPCC, Climate Change 2022: Impacts, Adaptation and Vulnerability, Summary for Policymakers, 2022.  
 IPCC, Climate Change 2022: Mitigation of Climate Change, Summary for Policymakers, 2022.
3. Geopolitical consequences of Global Warming
 

Content:

  - Worldwide state on play and forecast on resource shortages, climate refugees, failed States, wars on

resources, and political shift towards authoritarian democracies.

- Case study: forecasted wars on resources across the globe

Suggested readings:

Satterthwaite, D. (2011). How urban societies can adapt to resource shortage and climate change.

Philosophical Transactions of the Royal Society A: Mathematical, Physical and Engineering Sciences, 369 (1942), 1762-1783.

Sending, O. J., Øverland, I., & Hornburg, T. B. (2019). Climate change and international relations. *Journal of International Affairs*, 73(1), 183-194.

Hinkkainen Elliott, K., & Kreutz, J. (2019). Natural resource wars in the shadow of the future: Explaining spatial dynamics of violence during civil war. *Journal of peace research*, 56(4), 499-513.

#### 4. Can we stop using fossil fuels?

Content:

- Fossil fuels, energy transition, low-carbon energy, industrial and agricultural degrowth, sustainable cities, clean transportation.

- Case study: the nuclear power debate in Japan

Suggested readings:

Newell, P., & Simms, A. (2020). Towards a fossil fuel non-proliferation treaty. *Climate Policy*, 20(8), 1043-1054.

York, R., & Bell, S. E. (2019). Energy transitions or additions?: Why a transition from fossil fuels requires more than the growth of renewable energy. *Energy Research & Social Science*, 51, 40-43.

Zeppini, P., & Van Den Bergh, J. C. (2020). Global competition dynamics of fossil fuels and renewable energy under climate policies and peak oil: A behavioural model. *Energy Policy*, 136, 110907.

#### 5. Can we stop factory farming / industrial animal agriculture?

Content:

- Impact of animal agriculture on greenhouse gas, vegetarianism, veganism, animal rights, arable land scarcity.

- Case study: the 2022 worldwide food crisis

Suggested readings:

McCarthy, J., & Zen, Z. (2010). Regulating the oil palm boom: assessing the effectiveness of environmental governance approaches to agroindustrial pollution in Indonesia. *Law & Policy*, 32(1), 153-179.

Cooper, L. L. (2018). A new veganism: How climate change has created more vegans. *Granite: Aberdeen University Postgraduate Interdisciplinary Journal*, 2(1), 16-24.

Rosi, A., Mena, P., Pellegrini, N., Turrone, S., Neviani, E., Ferrocino, I., ... & Scazzina, F. (2017). Environmental impact of omnivorous, ovo-lacto-vegetarian, and vegan diet. *Scientific reports*, 7(1), 1-9.

#### 6. Is Neo-Malthusianism an option?

Content:

- Overpopulation, overconsumption, demographic degrowth, birth control, birth control policies, demographic collapse.

- Case studies: India's green revolution and China's birth control policies

Suggested readings:

Lerner, A. B. (2018). Political neo-Malthusianism and the progression of India's green revolution. *Journal of Contemporary Asia*, 48(3), 485-507.

Maja, M. M., & Ayano, S. F. (2021). The impact of population growth on natural resources and farmers' capacity to adapt to climate change in low-income countries. *Earth Systems and Environment*, 5(2), 271-283.

Madsen, J. B., Robertson, P. E., & Ye, L. (2019). Malthus was right: Explaining a millennium of stagnation. *European Economic Review*, 118, 51-68.

#### 7. Collapsology: are we headed to a post-apocalyptic world?

Content:

Collapsology, ecosystem collapse, Theory of Hothouse Earth, cognitive bias, ecological denial, eco-anxiety.

Suggested readings:

Bland, L. M., Rowland, J. A., Regan, T. J., Keith, D. A., Murray, N. J., Lester, R. E., ... & Nicholson, E. (2018). Developing a standardized definition of ecosystem collapse for risk assessment. *Frontiers in Ecology and the Environment*, 16(1), 29-36.

Lenton, T. M., Rockström, J., Gaffney, O., Rahmstorf, S., Richardson, K., Steffen, W., & Schellnhuber, H. J. (2019). Climate tipping points—too risky to bet against.

#### 8. Students' works part 1

- Individual case studies and collective works (all of them) are submitted in writing to the teacher

- Some groups give their final oral presentation to the class
9. Students' works part 2
- The remaining groups give their final oral presentation to the class
  - General conclusion of the seminar: an open interactive debriefing by students and the teacher

Assessment / Feedback														
Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Case study	Participation	End of term exam											
Nb of hours if written exam			4											
2nd session														
Coefficient	33	33	34											

## Evaluation

Feedback can be given by email at : [thomas.guenole.b@gmail.com](mailto:thomas.guenole.b@gmail.com)

## Recommended reading

IPCC, Climate Change 2021: The Physical Science Basis, Summary for Policymakers (final version), 2021.

IPCC, Climate Change 2022: Impacts, Adaptation and Vulnerability, Summary for Policymakers, 2022.

IPCC, Climate Change 2022: Mitigation of Climate Change, Summary for Policymakers, 2022.

Satterthwaite, D. (2011). How urban societies can adapt to resource shortage and climate change. *Philosophical Transactions of the Royal Society A: Mathematical, Physical and Engineering Sciences*, 369(1942), 1762-1783.

Sending, O. J., Øverland, I., & Hornburg, T. B. (2019). Climate change and international relations. *Journal of International Affairs*, 73(1), 183-194.

Hinkkainen Elliott, K., & Kreutz, J. (2019). Natural resource wars in the shadow of the future: Explaining spatial dynamics of violence during civil war. *Journal of peace research*, 56(4), 499-513.

Newell, P., & Simms, A. (2020). Towards a fossil fuel non-proliferation treaty. *Climate Policy*, 20(8), 1043-1054.

York, R., & Bell, S. E. (2019). Energy transitions or additions?: Why a transition from fossil fuels requires more than the growth of renewable energy. *Energy Research & Social Science*, 51, 40-43.

Zeppini, P., & Van Den Bergh, J. C. (2020). Global competition dynamics of fossil fuels and renewable energy under climate policies and peak oil: A behavioural model. *Energy Policy*, 136, 110907.

McCarthy, J., & Zen, Z. (2010). Regulating the oil palm boom: assessing the effectiveness of environmental governance approaches to agroindustrial pollution in Indonesia. *Law & Policy*, 32(1), 153-179.

Cooper, L. L. (2018). A new veganism: How climate change has created more vegans. *Granite: Aberdeen University Postgraduate Interdisciplinary Journal*, 2(1), 16-24.

Rosi, A., Mena, P., Pellegrini, N., Turrone, S., Neviani, E., Ferrocino, I., ... & Scazzina, F. (2017). Environmental impact of omnivorous, ovo-lacto-vegetarian, and vegan diet. *Scientific reports*, 7(1), 1-9.

Lerner, A. B. (2018). Political neo-Malthusianism and the progression of India's green revolution. *Journal of Contemporary Asia*, 48(3), 485-507.

Maja, M. M., & Ayano, S. F. (2021). The impact of population growth on natural resources and farmers' capacity to adapt to climate change in low-income countries. *Earth Systems and Environment*, 5(2), 271-283.

Madsen, J. B., Robertson, P. E., & Ye, L. (2019). Malthus was right: Explaining a millennium of stagnation. *European Economic Review*, 118, 51-68.

Bland, L. M., Rowland, J. A., Regan, T. J., Keith, D. A., Murray, N. J., Lester, R. E., ... & Nicholson, E. (2018). Developing a standardized definition of ecosystem collapse for risk assessment. *Frontiers in Ecology and the Environment*, 16(1), 29-36.

Lenton, T. M., Rockström, J., Gaffney, O., Rahmstorf, S., Richardson, K., Steffen, W., & Schellnhuber, H. J. (2019). Climate tipping points—too risky to bet against.

Work load	
Type of course	Number of hours
Interactive courses	13
Directed work	3.0
Personnal work	10
Collective project	14
Individual project	10
<b>Total</b>	<b>50</b>

Validation works:

- Individual work: a case study of a specific and precise issue (e.g. "Geopolitical impact of melting Arctic Ice", "Worldwide resource scarcity"). Submitted in writing to the teacher at the beginning of session 8. 1/3 of the final grade.
- Collective work (6 groups of around 5 members each): imagine every thinkable solution to a given worldwide ecological issue. Use as many concepts and theories of the seminar as possible (e.g. low-carbon energies, degrowth). Submitted in writing to the teacher at the beginning of session 7, and orally presented



as a 20 to 30-minute presentation during sessions 7 and 8. 1/3 of the final grade.

- Final test: a 2-hour long short essay on a single topic chosen by the teacher. 1/3 of the final grade.

GLOBAL BUSINESS ENVIRONMENT 2780		
2022 - 2023	Credit : 6.0	<b>IESEG - School of Management</b>
<b>Class code :</b>	2223_SYL_ECO_2780	ECO

Level	Year	Semestre	Campus	Language of instruction
Bachelor	-	S6	L / P	English

### Prerequisites

Introductory courses in Macroeconomics and Microeconomics

### Learning objectives

Understand the economic environment in which businesses are conducted

- 5.A Predict how business and economic cycles could affect organizational strategy
- 5.C Employ state-of-the-art management techniques
- 1.C Communicate effectively in English
- 1.A Demonstrate an international mindset
- 2.B Solve professional dilemmas using concepts of CSR and ethics
- 6.C Combine different skills and management disciplines in support of interdisciplinary responsibilities
- 2.C Generate sustainable solutions for organizations

### Course description

The course is comprised of four sections:

Section 1 : International Trade and Investment (4 sessions) – teacher: Joseph Bitar

- Session 1 : Introduction to international trade
- Session 2 : Absolute and comparative advantages
- Session 3 : The HOS Model
- Session 4 : Economies of scale and intra-industry trade

Section 2: International Economic Integration and International Business (4 sessions) – teacher: Joseph Bitar

- Session 1 : Protectionism theory
- Session 2 : Trade agreements and organizations
- Session 3 : The “Standard Trade Model” and the terms of trade
- Session 4 : First Solar case study

Section 3: Monetary Economics, Central Banking and Financial Economics (4 sessions) – teacher: Joseph Bitar

- Session 1: Introduction to Money, interest rates and financial markets (1)
- Session 2 : Introduction to Money, interest rates and financial markets (2)
- Session 3 : Introduction to Central Banking
- Session 4: Group projects on: unconventional monetary policy; central bank communication; the asset prices transmission channel of monetary policy; crypto assets, CBDC

Section 4: Economic Growth and the Conjuncture Cycle (4 sessions) – teachers: Marianne Guyot (Lille) and Rabih Zotti (Paris)

- Session 1: Introduction to economic conjuncture cycles and to the Problem Based Learning (PBL)

method

- Session 2 : Economic cycles theory and conjuncture (using PBL)
- Session 3 : Economic growth theories (using PBL)
- Session 4 : Shocks and economic crises - response mechanisms (using PBL)

Assessment / Feedback														
Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Continuous assessment	End of term exam	Continuous assessment	Continuous assessment	Continuous assessment									
Nb of hours if written exam														
2nd session	true	true												
Coefficient	15	40.0	15	15	15									

Evaluation
------------

None.

Recommended reading
---------------------

None.

Work load	
Type of course	Number of hours
Interactive courses	45.0
Personnal work	40.0
Collective project	40.0
Individual project	25.0

Total	150.0
-------	-------

STRATEGY AND ORGANIZATION OF INNOVATION 2742		
2022 - 2023	Credit : 6.0	<b>IESEG - School of Management</b>
<b>Class code :</b>	2223_SYL_ENT_2742	ENT

Level	Year	Semestre	Campus	Language of instruction
Bachelor	-	S6	L / P	English

### Prerequisites

Understanding of introductory concepts in strategic management and organization

### Learning objectives

- 3.A Breakdown complex organizational problems using the appropriate methodology
- 3.B Propose creative solutions within an organization

### Course description

This course is organized in two main components: Strategy of Innovation and Organization of Innovation. The first part is intended to provide students with practical skills to understand, evaluate, create, and ultimately manage an effective innovation strategy within an organization. In the second part students are confronted with the internal perspective of organizing for innovation in an open, multi-actor and digitally-mediated world. The course will provide insights on organizing and orchestrating collectives of actors within and outside the organization for effective innovation and value creation. This will include a perspective on organizing for innovation with teams, with digital technologies, platforms, and infrastructures, as well as discuss effective strategies for business innovation with different forms of open organizing such as crowds and communities.

The students will have the opportunity to appreciate the relevant skills to manage innovation using examples of main leading international firms. We will make use of several materials such as books, case studies, articles, a simulation, a practitioner talk, and sources in the public domain.

The sessions are structured in the following way:

1. Strategy of Innovation
  - a) Introduction, typologies of innovation as well as industry dynamics
  - b) Innovation strategy
  - c) Collaboration strategy for innovation
  - d) Regional aspects of innovation, such as ecosystems and clusters
2. Organization of Innovation
  - a) Different forms of innovative organization with teams
  - b) Organizing for innovation with digital technologies and platforms
  - c) Orchestrating for innovation at digital infrastructures of multiple actors
  - d) Organizing for innovation with communities
  - e) Organizing for innovation with crowds and in sharing economy

### Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Presentation	Individual report	Participation											
Nb of hours if written exam														
2nd session														
Coefficient	40.0	40.0	20.0											

### Evaluation

The course uses participation as a form of continuous assessment as well as group and individual work. Students receive individual feedback on class participation and written work. Feedback on the group presentation is at the group-level in written form.

### Recommended reading

Melissa Schilling (2020), "Strategic Management of Technological Innovation", 6th edition, McGraw-Hill Education

Eric von Hippel (2017), "Free Innovation", [https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=2866571](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2866571)

S. Abrahamson et al. (2013), "Crowdstorm: The Future of Innovation, Ideas, and Problem Solving,"

Henry Chesbrough (2003), "Open Innovation: The New Imperative for Creating and Profiting from Technology"

HBS cases and articles

Course Website - please check regularly IO at <https://www.ieseg-online.com/>

### Work load

Type of course	Number of hours
Lecture	43.0
Collective project	25.0

Individual project	25.0
Independent work	
Research	57.0
Total	150.0

PRACTISING 360 DEGREE INNOVATION 2735		
2022 - 2023	Credit : 2.0	<b>IESEG - School of Management</b>
Class code :	2223_SYL_ENT_2735	ENT

Level	Year	Semestre	Campus	Language of instruction
Bachelor	-	S6	L / P	English

### Prerequisites

None

### Learning objectives

Assess and identify improvements to commonly encountered systems, products, and processes.  
 Create upon demand a written design brief for the improvement of a system, product, or process.  
 Appreciate through direct engagement both the "push" and "pull" aspects of sociotechnical improvements to the human-designed world.  
 Engage in discerning critique of proposed improvements by others to existing systems, products and/or processes.

- 4.A Appraise the performance of a team
- 1.C Communicate effectively in English
- 4.B Compose constructive personal feedback and guidance

### Course description

Students will engage in practical innovation beginning with recognizing everyday examples from around the world - both past and present. Business examples in the local community will be accessed in proximity to IESEG. Randomly assigned teams will identify an innovation site of their choosing within a given radius of the school. They will commission an innovation design for another team. All teams will serve as both a consulting team completing an assigned task from another team and as a customer team who have requested an innovation. All teams will judge at least two other teams' products, grading both individual students within their own team and grading others at the team-level only. Note: There are only two brief lectures by the professor during this course. All other course content is generated by student teams.

Assessment / Feedback														
Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Group project	Individual report												
Nb of hours if written exam														
2nd session														
Coefficient	0.85	0.15												



## Evaluation

Presentations, field trip, project work, interactive class and interactive teams, case studies, coaching (individual and team).

## Recommended reading

Berkun, S. (2002). The Myths of Innovation. O'Reilly.

Marchand, L. (2022). The Innovation Mindset: Eight Essential Steps to Transform any Industry. Columbia Business School Publishing.

Sawyer, R. K. (2012). Explaining Creativity: The Science of Human Innovation. Oxford University Press, 2e.

## Work load

Type of course	Number of hours
Lecture	2.0
Interactive courses	14.0
Personnal work	6.0
Collective project	20.0
Individual project	3.0
Reading reference manuals	3.0
<b>Outside training</b>	
Outside visit	2.0
<b>Total</b>	<b>50.0</b>

Most of the work throughout the course is undertaken in assigned teams. Individual teams are required to interact with other assigned teams in the course of completing various assigned tasks. Work is turned into the instructor (and shared with their own team or other teams as appropriate) on a daily basis. The instructor circulates continuously providing both individual and team coaching as needed. Students are limited to using

resources in the carefully curated set of resources within IESEG online for this course. The instructor retains half of the 85% of the student's grade for group projects and the students collectively provide the other half of the 85%. The 15% individual report is held entirely by the professor.

ENTREPRENEURIAL DECISION MAKING 2788		
2022 - 2023	Credit : 2.0	<b>IESEG - School of Management</b>
<b>Class code :</b>	2223_SYL_ENT_2788	ENT

Level	Year	Semestre	Campus	Language of instruction
Bachelor	-	S6	L / P	English

### Prerequisites

Students should have at least three business idea.

### Learning objectives

- 3.B Propose creative solutions within an organization
- 3.C Organize change management processes
- 4.A Appraise the performance of a team
- 5.A Predict how business and economic cycles could affect organizational strategy
- 5.B Construct expert knowledge from cutting-edge information
- 6.C Combine different skills and management disciplines in support of interdisciplinary responsibilities
- 4.C Convey powerful messages using contemporary presentation techniques
- 6.A Thoroughly examine a complex business situation
- 1.B Successfully collaborate within a intercultural team
- 1.A Demonstrate an international mindset
- 6.B Synthesize multifaceted information from various sources across different functional fields
- 2.A Assess the values of the organization in which they work
- 3.A Breakdown complex organizational problems using the appropriate methodology
- 2.B Solve professional dilemmas using concepts of CSR and ethics
- 5.D Make effectual organizational decisions
- 5.C Employ state-of-the-art management techniques
- 2.C Generate sustainable solutions for organizations

### Course description

The following questions will be treated :

- The relationship between personality and intuition?
- Training the brain and the "expert intuition"
- How and when entrepreneurs are reporting using their intuition?
- Under which circumstances intuition can be used?
- When analytical reasoning should be used compared to intuition?
- Using grounded theory and conceptualization for better entrepreneurial decision making

- In-depth discussion on the study of cognitive biases in entrepreneurship
- Developing a rational business model.

Assessment / Feedback														
Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Group report	Participation	Video	Group project										
Nb of hours if written exam														
2nd session														
Coefficient	50	10.0	30	10										

### Evaluation

Feedback during the course (exercises)

Detailed comments on the report (on request from the students).

### Recommended reading

This is a partial list of the seminal papers. A more complete list is available on the website.

- ARIELY, D. (2009). Predictably irrational, revised and expanded edition: The hidden forces that shape our decisions. HarperCollins -
- DANE E and PRATT MG (2007) Exploring Intuition and Its Role in Managerial Decision Making. Academy of Management Review 32(1), 33-54. -
- THOMAS, O. (2018). Two decades of cognitive bias research in entrepreneurship: What do we know and where do we go from here?. Management Review Quarterly, 68(2), 107-143. -
- SHEPHERD, D. A., WILLIAMS, T. A., & PATZELT, H. (2015). Thinking about entrepreneurial decision making: Review and research agenda. Journal of management, 41(1), 11-46. -
- SHEPHERD, D. A., & GRUBER, M. (2020). The lean startup framework: Closing the academic-practitioner divide. Entrepreneurship Theory and Practice, 1042258719899415.
- WALSH, Isabelle, HOLTON, Judith A., et MOURMANT, Gaëtan. Conducting Classic Grounded Theory for Business and Management Students. SAGE Publications Limited, 2019.
- All the books by Olivier SIBONY on cognitive biases.

### Work load

Type of course	Number of hours
Lecture	16

Collective project	25.0
Reading reference manuals	2
Research	7
<b>Total</b>	50.0

FUNDAMENTALS OF FINANCIAL DERIVATIVES 0205		
2022 - 2023	Credit : 2.0	<b>IESEG - School of Management</b>
<b>Class code :</b>	2223_SYL_FIN_0205	FIN

Level	Year	Semestre	Campus	Language of instruction
Bachelor	-	S6	L / P	

### Prerequisites

Fundamentals of Financial Markets:

- Basic notions of financial mathematics (e.g. discounting, compounding, present value of cash flows)
- Basic knowledge of primary financial assets (shares/stocks, bonds)

For the group project, the management of basic statistical knowledge and/or classic regression analysis is highly recommended.

### Learning objectives

The course targets the understanding of general principles of derivatives markets by focusing on the following key points:

- The objective of this course is to provide basic knowledge about most used derivatives (e.g. common financial derivatives products). Such knowledge deals with the nature of derivatives, usage and also implications for regulation and related regulatory changes. The focus is globally set on derivatives as well as their use for debt management.
- The understanding of derivatives market starts from the diversity of derivatives traders and their different motives for trading such derivatives.
- Moreover, major derivatives instruments are introduced as well as their interest to risk management. In this light, the hedging properties of derivatives and related possible arbitrage opportunities are highlighted. However, derivatives are also subject to specific risks that investors or derivatives traders should notice.

MORE SPECIFICALLY:

At the end of the course, students should have knowledge about the:

1. Mechanisms of the most used derivatives: futures, forwards, options and swaps;
2. Broad principles of derivatives' valuation and related speculative/hedging use: advantages and disadvantages of those financial assets and their corresponding risk;
3. Elaboration of simple computer-based tools (e.g. Excel) to manage/report derivative positions (among which signaling tools).

- 5.A Predict how business and economic cycles could affect organizational strategy
- 5.B Construct expert knowledge from cutting-edge information
- 6.B Synthesize multifaceted information from various sources across different functional fields

### Course description

The derivatives lectures will be split across approximately 6 sessions which are organized as follows:

- Lecture 1: Introduction, and institutional aspects of futures and forward contracts (2 sessions).
- Lecture 2: Determination of forward and futures prices, and hedging strategies using futures (no arbitrage)

- principle)  
 contracts (1 session).  
 - Lecture 3: Swaps (1.5 sessions).  
 - Lecture 4: Options markets, trading strategies, and exotic options (1.5 sessions).

The course will be composed of classic lectures with well-chosen case studies, up to date real life examples, as well as immediate applications using Excel and a group project to help students learn and evolve so as to acquire a professional mindset.

Assessment / Feedback														
Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	End of term exam	Group project												
Nb of hours if written exam	1.5													
2nd session	true													
Coefficient	50.0	50.0												

Evaluation
------------

Professor-specific and detailed reply to students.

Recommended reading
---------------------

- Main reference: Hull J. (2014) Fundamentals of Futures and Options Markets, 8th Edition, Prentice-Hall International, Inc. (Chapters 1 to 10)

- Supplementary reading: Hull J. (2011) Options, Futures, and Other Derivatives, 8th Edition, Pearson Education.

Work load	
Type of course	Number of hours
Lecture	9.0
Interactive courses	7.0

Personnal work	17.0
Collective project	17.0
<b>Total</b>	<b>50.0</b>



INTRODUCTION TO ARTIFICIAL INTELLIGENCE AND MACHINE LEARNING FOR FINANCE 2720		
2022 - 2023	Credit : 2.0	<b>IESEG - School of Management</b>
Class code :	2223_SYL_FIN_2720	FIN

Level	Year	Semestre	Campus	Language of instruction
Bachelor	-	S6	L / P	English

### Prerequisites

None.

### Learning objectives

- 6.A Thoroughly examine a complex business situation
- 5.B Construct expert knowledge from cutting-edge information
- 5.A Predict how business and economic cycles could affect organizational strategy
- 6.C Combine different skills and management disciplines in support of interdisciplinary responsibilities

### Course description

This course is a soft overview of the vast body of materials on machine learning and artificial intelligence that have proven to have a significant practical value. It does not assume any high level of mathematical training, or even programming experience, but requires basic statistical knowledge. The content of the course being practically oriented, basic concepts of Finance and Economics are required.

This course is designed to provide an overview of machine learning and artificial intelligence approaches (mainly for classification) and to demonstrate how those techniques are applied in decision making.

Course contents:

1. Overview of Machine Learning and Artificial Intelligence in day-to-day life.
2. Fundamental Supervised Learning algorithms with case studies (with a focus on classification methods)
3. Fundamental Unsupervised Learning algorithms with case studies
4. Some words on Artificial Neural Network and Deep Learning
5. Best practice in Data Science
6. Concrete AI applications (in class and group project)

The course will conclude with some open discussions regarding the future of ML/AI in industry and society in general.

Assessment / Feedback														
Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14

Type of test														
Nb of hours if written exam		2.0												
2nd session														
Coefficient	30.0	70.0												

### Evaluation

In-class discussions  
MCQ in class with debriefing  
Group presentations with feedback provided and received  
Final exam

### Recommended reading

None.

### Work load

Type of course	Number of hours
Lecture	16.0
Personnal work	10.0
Collective project	8.0
<b>Independent work</b>	
E-learning	8.0
Research	8.0

Total	50.0
-------	------

SUSTAINABLE CORPORATE GOVERNANCE 2743		
2022 - 2023	Credit : 2.0	<b>IESEG - School of Management</b>
<b>Class code :</b>	2223_SYL_FIN_2743	FIN

Level	Year	Semestre	Campus	Language of instruction
Bachelor	-	S6	L / P	English

### Prerequisites

Knowledge of basic concepts in Economics, Finance and Management.

### Learning objectives

At the end of the course, students will be able to :

- Discuss obstacles and opportunities for Sustainable Corporate Governance in line with UN Sustainability Development Goals (SDGs) and EU sustainable corporate governance initiative of 2021
- Connect sustainability to business models, their competitive position, strategy, and value drivers.
- Understand the principles of responsibility and long-term value creation
- Understand the principles of multiplication, comparative advantage and materiality for making sustainable investment choices
- Understand the principles of sustainable executive compensation
- Understand the controversies surrounding the share buy-backs and principles of responsible pay-out.

- 1.A Demonstrate an international mindset
- 1.B Successfully collaborate within a intercultural team
- 1.C Communicate effectively in English
- 2.A Assess the values of the organization in which they work
- 2.B Solve professional dilemmas using concepts of CSR and ethics
- 2.C Generate sustainable solutions for organizations
- 3.A Breakdown complex organizational problems using the appropriate methodology
- 3.B Propose creative solutions within an organization
- 3.C Organize change management processes
- 4.B Compose constructive personal feedback and guidance
- 4.C Convey powerful messages using contemporary presentation techniques
- 5.A Predict how business and economic cycles could affect organizational strategy
- 5.B Construct expert knowledge from cutting-edge information
- 5.C Employ state-of-the-art management techniques
- 6.A Thoroughly examine a complex business situation
- 6.B Synthesize multifaceted information from various sources across different functional fields
- 6.C Combine different skills and management disciplines in support of interdisciplinary responsibilities

## Course description

The objective of the course is to understand how to imbed sustainability into the corporate governance in line with UN sustainable Development goals and European Commission sustainable corporate governance initiative of 2021 that calls for a change in corporate governance framework to mitigate the issue of short-termism in visioning the corporate value-creation process. The course content is built on the understanding of the principles of responsibility and long-term value creation, incorporating environmental (including climate, biodiversity), social, and human factors in corporate decision making process. Topics covered include corporate responsibility and how to put the responsibility into practice, responsible executive pay and responsible investing. Course also discusses different forms of shareholder activism including voting rights, shareholder proposals, proxy fights and the evidence for their actual effects. Finally, course concludes with explaining the controversies surrounding share buybacks and how buybacks affect long-term value.

## Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Continuous assessment	Case study	End of term exam	Continuous assessment	Case study									
Nb of hours if written exam														
2nd session														
Coefficient	10	20	40.0	10	20									

## Evaluation

Quizzes, case studies, research paper presentations, final exam.

## Recommended reading

Main reference book: Edmans Alex, "Grow the pie: How great companies deliver both purpose and profit by" Cambridge University Press, 2021. ISBN:9781009054676

## Work load

Type of course	Number of hours
Interactive courses	16.0

Collective project	8.0
E-learning	4.0
Reading reference manuals	16.0
Research	4.0
<b>Distance learning</b>	
remote seminar	2.0
<b>Total</b>	<b>50.0</b>

BANKING, INSURANCE AND REGULATION 2757		
2022 - 2023	Credit : 6.0	<b>IESEG - School of Management</b>
<b>Class code :</b>	2223_SYL_FIN_2757	FIN

Level	Year	Semestre	Campus	Language of instruction
Bachelor	-	S6	L / P	English

### Prerequisites

None.

### Learning objectives

At the end of the course, students are expected to:

- Understand the main concepts and methodologies discussed in class  
(Additional elements added for information only will be specifically identified. They will not be part of the topics for the exam)
- Be able to present a summary of the main rules and regulations related to the main risks discussed in class
- Know the main order of magnitudes of data concerning the financial industry and the financial markets
- Know and be able to practically use a limitative set of key formulas clearly identified in the slides
- For all other formulas, be able to understand them and explain them (no need to learn these by heart!)
- Understand & be able to use (not to reconstruct) the excel sheets that are used as examples and are discussed in class

- 5.A Predict how business and economic cycles could affect organizational strategy
- 4.B Compose constructive personal feedback and guidance
- 6.C Combine different skills and management disciplines in support of interdisciplinary responsibilities
- 1.C Communicate effectively in English
- 2.B Solve professional dilemmas using concepts of CSR and ethics
- 1.B Successfully collaborate within a intercultural team
- 6.A Thoroughly examine a complex business situation
- 4.A Appraise the performance of a team

### Course description

The course presents the two main financial regulated sectors Banking and Insurance, their actors, their economic drivers, their risks and the regulatory framework in which they operate

### Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Participation	Group project	End of term exam											
Nb of hours if written exam			2.0											
2nd session			true											
Coefficient	20.0	30.0	50.0											

### Evaluation

MCQ at the beginning of some course

Appraisal of group presentation

Rehearsal session to unify the concepts and exercises discussed and to secure an adequate preparation in view of the final exam

### Recommended reading

None.

### Work load

Type of course	Number of hours
Lecture	36.0
Interactive courses	6.0
Directed work	3.0
Personnal work	50.0
Collective project	30.0
Research	25.0



<b>Total</b>	150.0
--------------	-------

“Banking, Insurance & Regulation”:

- is an elective course of PGE 3rd Bachelor – 6th semester
- It is a 6 ECTS course (around 150 hours):
  - With 45 hours ‘in-class’
  - With around 105 hours ‘preparation’, split among (indicative):
    - General reading: +/-25h
    - Group preparation: +/-30 h
    - Other study and work: +/-50h

DATA ANALYTICS AND VISUALIZATION FOR FINANCE 2793		
2022 - 2023	Credit : 6.0	<b>IESEG - School of Management</b>
<b>Class code :</b>	2223_SYL_FIN_2793	FIN

Level	Year	Semestre	Campus	Language of instruction
Bachelor	-	S6	L / P	English

### Prerequisites

None.

### Learning objectives

The course provides learners with "formation" and "skills on

- Understanding data types, forms and structures
- Improving data-driven quantitative skills in finance
- Gaining applied knowledge of basics of financial forecasting
- Developing critical thinking competency based on data
- Learning how to develop/communicate managerial decisions with data
- Acquiring (hands-on) learning experience via Tableau Software
  
- 3.A Breakdown complex organizational problems using the appropriate methodology
- 3.B Propose creative solutions within an organization
- 1.A Demonstrate an international mindset
- 6.A Thoroughly examine a complex business situation
- 5.D Make effectual organizational decisions
- 1.B Successfully collaborate within a intercultural team
- 4.C Convey powerful messages using contemporary presentation techniques
- 1.C Communicate effectively in English
- 4.A Appraise the performance of a team

### Course description

This course provides students with an introduction to data visualization and analytics with a particular focus on financial applications as well as managerial practices. Covering managerial practices from both corporate finance and financial markers/services side, the course aims at providing learners with necessary formation and various essential skills on data visualization and analytics.

The course consists of two main parts, based on the following chapters and topics:

PART I: Data Visualization with Tableau Software

Chapter 1.1: Data Visualization with Tableau: Software, Introduction and Basics

Chapter 1.2: Data Visualization with Tableau: Essential Tools and Design

Chapter 1.3: Data Visualization with Tableau: Visual Perception and Storytelling

Chapter 1.4: Data Visualization for Corporate Finance

Chapter 1.5: Data Visualization for Financial Markets, Asset Management and Trading

PART II: Financial Data Analytics with R Software

Chapter 2.1: Background on R Programming and Essentials for Analyzing Financial Data

Chapter 2.2: Models for Analyzing Financial Data

Chapter 2.3: Tools for Testing Market Efficiency using Financial Data

Chapter 2.4: Tools for Identifying Financial Co-Integration in the Data

Chapter 2.5: Predictive Data Analytics for Financial Volatility

Chapter 2.6: Predictive Data Analytics for Risk Measurement and Asset Allocation

Chapter 2.7: Predictive Data Analytics for Financial Networks and Financial Contagion

Chapter 2.8: Predictive Data Analytics for Technical Trading

Assessment / Feedback														
Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Group project	Individual report	Group project	Individual report										
Nb of hours if written exam														
2nd session														
Coefficient	25	25	25	25										

## Evaluation

- Group feedback
- Individual feedback

## Recommended reading

None.

## Work load

Type of course	Number of hours
Lecture	45.0
Personnal work	40.0
Collective project	40.0
E-learning	15.0
Research	10.0
<b>Total</b>	<b>150.0</b>

MANAGING LEARNING AND DEVELOPMENT IN ORGANIZATIONS 2725		
2022 - 2023	Credit : 6.0	<b>IÉSEG - School of Management</b>
Class code :	2223_SYL_HRM_2725	HRM

Level	Year	Semestre	Campus	Language of instruction
Bachelor	-	S6	L / P	English

### Prerequisites

It is helpful, but not necessary, when student have some prior knowledge about human resource management and organizational behavior. The course will teach some new concepts but emphasizes the practical management of learning and development in organizations. For those students who wish to refresh, or did not take prior courses in this area, the professor will provide some optional material for preparation for class.

### Learning objectives

- 5.C Employ state-of-the-art management techniques
- 1.B Successfully collaborate within a intercultural team
- 4.B Compose constructive personal feedback and guidance
- 3.B Propose creative solutions within an organization

### Course description

Organizations' success and longevity depends on the ability to learn. Learning here refers to processes that help discovery of new knowledge, processes that lead to capturing knowledge in repositories such as systems and culture, and processes that lead to the effective use of knowledge. Underlying the ability for individuals, teams, and organizations to learn, is the effective management of learning and development by individual employees, teams, and the organization as a whole.

The overarching purpose of this course it to teach skills in the management of learning and development in and of organizations.

To this end, throughout the course, students are confronted with new knowledge in short online/e-learning modules that are completed before class-meetings with a small individual assignment. In class, students work in teams to apply this knowledge to practical problems in managing learning and development.

### Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Continuous assessment	Group project	Individual report											

Nb of hours if written exam														
2nd session														
Coefficient	40.0	40.0	20.0											

### Evaluation

For every topic, there is an individual online preparation that includes an assignment. Students each time (week) get feedback on their score on this assignment to let them know how they are doing overall.

In class, teams of students work together on a practical management problem. The groups receive formative (non-evaluative) feedback on an initial presentation of their work. They can work on this assignment in the days following the meeting, submit, and receive their assessment.

A final paper students write individually, reflects on the learning processes they have witness throughout the course (their own and their teams'). Feedback is given on this paper in the form of a grade that reflects how well the reflection tied into the concepts and management problems learned in the course.

### Recommended reading

The course will tackle 12-13 topics in learning and development. Each topic will include 1-2 basic articles, most often 1 scientific article and 1 more practical article like Harvard Business Review. There will be additional suggested reading for those who are interested to dive into a topic further.

### Work load

Type of course	Number of hours
Interactive courses	45.0
Collective project	45.0
Individual project	15.0
E-learning	45.0

Total	150.0
-------	-------

The e-learning component, before most of the classes, contains a short individual assignment that is an important part of the preparation for in-class activities, and is therefore weighted heavily in the final grade.

NAVIGATING REMOTE WORK AND CONTINGENT WORK 2728		
2022 - 2023	Credit : 2.0	<b>IÉSEG - School of Management</b>
<b>Class code :</b>	2223_SYL_HRM_2728	HRM

Level	Year	Semestre	Campus	Language of instruction
Bachelor	-	S6	L / P	English

### Prerequisites

None

### Learning objectives

At the end of the course, the student should be able to:

- Understand the challenges and the benefits for remote/contingent workers and managers managing them
- Reflect on issues such as communication, identity and well-being, belongingness, alignment with organization, work-life balance, cross-cultural issues in such a context
- Appreciate what working – i.e., practices related hiring, socialization, mentoring, teamwork – in remote and contingent work contexts may entail
- Examine practices that support remote/contingent workers and coexistence of remote/contingent workers and traditional workers

- 1.B Successfully collaborate within a intercultural team
- 3.B Propose creative solutions within an organization
- 6.A Thoroughly examine a complex business situation

### Course description

There has been a worldwide increase in two kinds of work: remote work and contingent work. First, remote work - working outside of the traditional office – is on rise and the Covid pandemic has only accelerated this trend. Second, workplaces increasingly have contingent workers – i.e., nonstandard work arrangements and workers such as temporary workers, part-time workers, independent-contractors, freelancers, and gig workers – who work alongside permanent employees. Given this increase, we need to prepare our managers to work in the new workplace.

Using case studies, discussions, and activities, this course aims at understanding how one can navigate the new work environment.

### Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Continuous assessment	Individual report	Group report											
Nb of hours if written exam														



2nd session														
Coefficient	40.0	40.0	20.0											

### Evaluation

Oral and written feedback will be provided during the course.

The course follows the attendance policy of IESEG.

### Recommended reading

The cases and articles will be shared by the instructor.

### Work load

Type of course	Number of hours
Interactive courses	16.0
Collective project	6.0
Individual project	8.0
E-learning	15.0
<b>Total</b>	<b>45.0</b>



CONFLICT MANAGEMENT IN ORGANIZATIONS 2763		
2022 - 2023	Credit : 2.0	<b>IESEG - School of Management</b>
<b>Class code :</b>	2223_SYL_HRM_2763	HRM

Level	Year	Semestre	Campus	Language of instruction
Bachelor	-	S6	L / P	English

### Prerequisites

There are no prerequisites for this course. However, the student must fully commit to the course's in-class role-playing exercises, including the previous preparation for each activity and the active participation in class discussions about the exercises.

### Learning objectives

By the end of this course, the student should be able to:

- (1) identify the most appropriate method of conflict resolution in different business and workplace relations and how to apply them in real-world situations.
  - (2) understand how different conflict management methods can be used together in building an Integrated Conflict Management System.
- 3.B Propose creative solutions within an organization
  - 3.A Breakdown complex organizational problems using the appropriate methodology
  - 1.B Successfully collaborate within a intercultural team
  - 5.C Employ state-of-the-art management techniques
  - 4.B Compose constructive personal feedback and guidance

### Course description

This course aims to provide the student with an overview of different conflict resolution methods to be used in the workplace, allowing the student to critically assess the advantages and disadvantages of each technique.

Basic concepts of distributive and integrative bargaining are reviewed in order to prepare students for exploring different conflict resolution methods. Methods covered or discussed in the course include negotiation, mediation, arbitration, litigation, open-door policy, grievance procedures, and organizational ombudsman, among others. The course finishes with a discussion on the possibility of combining different methods into Integrated Conflict Management Systems.

The course relies heavily on role-playing exercises, which allow students to experience some of the strengths and weaknesses of each conflict resolution method studied. Lectures and discussions will prepare students for future exercises and discuss the learnings obtained in past simulations.

### Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
---------------	---	---	---	---	---	---	---	---	---	----	----	----	----	----

Type of test	Participation	Group project	End of term exam											
Nb of hours if written exam			1.5											
2nd session			true											
Coefficient	20.0	40.0	40.0											

### Evaluation

Students receive feedback from the professor and their colleagues throughout the course, especially in the debriefing of each role-playing exercise. In this case, feedback has collective and individual elements, as individual results and lessons learned are compared to collective results. Moreover, individual and group feedback is provided for individual and group assignments.

### Recommended reading

The following books are recommended for those willing to study more in-depth the topics covered in the course:

- Roche, William K., Paul Teague, and Alexander JS Colvin, eds. The Oxford handbook of conflict management in organizations. Oxford University Press, 2014
- Ury, William, Jeanne M Brett, and Stephen B Goldberg. Getting Disputes Resolved: Designing Systems to Cut the Costs of Conflict. San Francisco: Jossey-Bass, 1988.

### Work load

Type of course	Number of hours
Lecture	4.0
Interactive courses	12.0
Personnal work	8.0
Collective project	14.0
E-learning	4.0
Reading reference manuals	4.0
Research	4.0

Total	50.0
-------	------

AMERICAN CULTURE AND CIVILIZATION 1533		
2022 - 2023	Credit : 2.0	<b>IESEG - School of Management</b>
Class code :	2223_SYL_ITC_1533	ITC

Level	Year	Semestre	Campus	Language of instruction
Bachelor	-	S6	L / P	

### Prerequisites

Students do not need to have travelled, studied or lived in the US. The main prerequisite is that they have a good level in English, and come with an open mind and a desire to participate in role plays, do research, learn and present what events have made Americans who they are today in a creative and interactive manner.

### Learning objectives

- 1.A Demonstrate an international mindset
- 1.C Communicate effectively in English
- 1.B Successfully collaborate within a intercultural team

### Course description

Modules researched and presented by the students and the professor will include many of the following: America and its beginnings, The origins of slavery and the Civil War, Immigration, Industrialization, The Women's rights movement, Education, Health care, The Civil Rights Movement, The Death Penalty, The Right to Bear Arms. If there is time: Important artistic movements in the US, pop culture, and American history as seen through film.

### Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Presentation	Case study	Continuous assessment	Individual project										
Nb of hours if written exam														
2nd session														
Coefficient	20.0	15.0	25.0	40.0										

### Evaluation

Students will receive individual and group feedback depending on the assessment.

### Recommended reading

None.

### Work load

Type of course	Number of hours
Interactive courses	16.0
Personnal work	8.0
Collective project	5.0
Individual project	10.0
E-learning	6.0
Research	5.0
<b>Total</b>	<b>50.0</b>

RESILIENT LEADERSHIP IN INTERCULTURAL CONTEXTS 2740		
2022 - 2023	Credit : 2.0	<b>IESEG - School of Management</b>
<b>Class code :</b>	2223_SYL_ITC_2740	ITC

Level	Year	Semestre	Campus	Language of instruction
Bachelor	-	S6	L / P	English

### Prerequisites

- Responsibility Seminar (or equivalent)
- Diversity Cluster (or equivalent)
- Why Culture Matters (or equivalent)
- Dealing with Cultural Diversity (or equivalent)
- Pre-Course Reading

### Learning objectives

- To identify how global managers create frameworks that are clear enough to be understood, flexible enough to deal with diversity, and robust enough to maintain agreed standards while achieving final outcomes.
- To offer future managers an “resilience toolkit” of best practice when leading, motivating and managing multi-cultural teams.
- To map the creation of a corporate culture that sets limits on behaviour and practice, without crossing boundaries of law, ethnicity, religion, gender orientation and generation.
- To discuss mechanisms for speedy and effective dispute resolution.
- To demonstrate the fact that organisations that adopt such practices will perform better in the 21st Century than those that fail to evolve.
- 3.B Propose creative solutions within an organization
- 2.C Generate sustainable solutions for organizations
- 2.B Solve professional dilemmas using concepts of CSR and ethics
- 1.B Successfully collaborate within a intercultural team
- 1.A Demonstrate an international mindset
- 6.C Combine different skills and management disciplines in support of interdisciplinary responsibilities
- 1.C Communicate effectively in English
- 4.C Convey powerful messages using contemporary presentation techniques
- 5.D Make effectual organizational decisions

### Course description

This course is designed for students who are interested in developing a 21st Century leadership style that is truly international. Most large organisations reflect the cultural mores of the country from which they originate. French multinationals tend to look and feel French; US corporations are recognisably American in the way that they behave. It's a fact that has led to accusations of cultural imperialism in the past and will undoubtedly be increasingly outdated as we move forward. The main question I seek to answer is this, “how can strong leadership be provided without accusations of dictatorship (benign or otherwise)?”

### Assessment / Feedback



Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Presentation	Group project	Multiple choice questions											
Nb of hours if written exam														
2nd session														
Coefficient	35.0	35.0	30.0											

### Evaluation

Feedback will be given individually and as a group in class and via email when necessary.

### Recommended reading

Milton Bennett, Developmental Model of Intercultural Sensivity (<https://www.idrinstitute.org/dmis/>)

Daniel Goleman, Emotional Intelligence

Fons Trompenaars, Conflict Resolution across Cultures

Roger Fischer & William Ury, Getting to Yes

Michael Porter & Mark Kramer, Creating Shared value (<https://hbr.org/2011/01/the-big-idea-creating-shared-value>)

### Work load

Type of course	Number of hours
Lecture	16.0
Personnal work	20.0
Collective project	8.0
Reading reference manuals	3.0
Research	3.0

Total	50.0
-------	------

WORKING EFFECTIVELY IN INTERCULTURAL TEAMS 2784		
2022 - 2023	Credit : 2.0	<b>IESEG - School of Management</b>
Class code :	2223_SYL_ITC_2784	ITC

Level	Year	Semestre	Campus	Language of instruction
Bachelor	-	S6	L / P	English

### Prerequisites

Be open to difference and prepared to embrace diversity in all forms  
 Be prepared to challenge one's own deeply held beliefs and suspend judgement in situations where values may clash  
 It is essential to have attended a fundamental course on Intercultural communication to have a grasp of underlying concepts  
 Reconciling personal and cultural preferences for effective teamwork  
 Course 0437 "Why Culture Matters" is a pre-requisit to enroll in this course.

### Learning objectives

Have increased self-awareness of the role culture plays on our values and behaviours in the working environment  
 Analyse potentially conflictual situations and offer constructive and culturally sensitive insights  
 Assess different management styles as impacted by cultural elements and understand how these will affect team dynamics and motivation  
 Understand the importance of trust and how to build it in an intercultural environment  
 Draw constructive and culturally-sensitive conclusions from a wide variety of interactions

- 1.C Communicate effectively in English
- 1.B Successfully collaborate within a intercultural team
- 1.A Demonstrate an international mindset

### Course description

A review of basic theoretical concepts and how these impact team working  
 Cultural values self assessment  
 Recognising management styles across cultures  
 Analysing the impact of management techniques on trust, motivation and collaboration  
 Using film, simulation and case studies to apply concepts  
 Acquire an ability to offer constructive and culturally sensitive insights to resolve complex situations

### Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Group project	Individual report												
Nb of hours if written exam														

2nd session														
Coefficient	40.0	60.0												

### Evaluation

The course will be assessed by a group project at the end of the intensive week and an individual assignment

### Recommended reading

Articles on IO

### Work load

Type of course	Number of hours
Interactive courses	16.0
Collective project	2.0
Individual project	12.0
Research	20.0
<b>Total</b>	<b>50.0</b>



WHY CULTURE MATTERS 2792		
2022 - 2023	Credit : 2.0	<b>IESEG - School of Management</b>
Class code :	2223_SYL_ITC_2792	ITC

Level	Year	Semestre	Campus	Language of instruction
Bachelor	-	S6	L / P	English

### Prerequisites

Be prepared to work in multicultural teams. Be open to call into question deeply-held assumptions, beliefs and attitudes. Being able to work in a non-judgemental fashion is an essential ingredient to succeeding in this course.

### Learning objectives

Recognise the different elements that make up culture. Demonstrate the role culture plays on general and professional behaviour. Analyse the cultural elements inherent in different situations. Interact more sensitively within multicultural groups. Develop a capacity for culturally sensitive critical analysis. Sensitively interpret different elements of verbal and non-verbal communication. Clearly distinguish between objective and subjective culture. Have a greater awareness of ESRS topics such as diversity and inclusion and non-discrimination. Be able to work in an international and intercultural environment

- 1.C Communicate effectively in English
- 1.A Demonstrate an international mindset
- 1.B Successfully collaborate within a intercultural team

### Course description

Definitions, elements and images of culture. Objective and subjective culture. The stumbling blocks to intercultural communication. Recognising the elements of nonverbal communication. E.T. Hall's model; space, time and context. Kluckhohn and Strodtbeck's cultural orientations model. Hofstede's cultural dimensions model. Trompenaars' cultural dimensions model Cultural values Culture shock and intensity factors

### Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Multiple choice questions	Group project												
Nb of hours if written exam	1.0													
2nd session														
Coefficient	30.0	70.0												

### Evaluation

Feedback will be given individually and collectively inside and outside of class.

### Recommended reading

None.

### Work load

Type of course	Number of hours
Interactive courses	16.0
Personnal work	4.0
Collective project	20.0
Reading reference manuals	10.0
<b>Total</b>	<b>50.0</b>

PREPARATION FOR TOEFL 0494		
2022 - 2023	Credit : 2.0	<b>IESEG - School of Management</b>
Class code :	2223_SYL_LAN_ENG_0494	LAN_ENG

Level	Year	Semestre	Campus	Language of instruction
Bachelor	-	S6	L / P	

### Prerequisites

It is essential to have a good command of the English language in all of the four disciplines of Reading, Writing, Listening and Speaking before attempting the course. This means having the ability to speak about a wide range of topics, the ability to write a short well-structured essay in English, to be able to read, understand and analyse complicated texts on a wide variety of topics and to be able to listen to and understand lectures and dialogues at university level. It is also essential to have a wide-ranging knowledge of English vocabulary covering a broad range of academic topics as well as an understanding of the grammatical structure of sentences. The ability to make inferences, draw conclusions and identify a varied range of topics is also a prerequisite.

### Learning objectives

Undertake the official TOEFL exam with confidence having practiced and built upon the necessary skills of Reading, Listening, Speaking and Writing as required for the TOEFL exam.

- 1.C Communicate effectively in English

### Course description

The course provides practice in the skills required for the computer-based TOEFL, in the four areas of Reading, Writing, Listening and Speaking. It consists of a series of diagnostic tests to help identify the areas which may need extra practice and the reviewing of grammar and vocabulary specifically related to the test. There is also a series of practice tests in each of the four areas, given within the time limits imposed in the real test, to ensure good time management. It should be noted that the course is designed as a preparation course for the TOEFL Exam itself, and therefore the content is very much test based. There is a lot of work available using books from the library or information on different websites or on Iéseg online, but this is left up to the student to decide how or when to use it. The student will have an idea of the extra practice needed from the results of the work undertaken in class. Obligatory work on Iéseg online is also included.

### Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Continuous assessment	Continuous assessment	Digitalization	Oral assessment	End of term exam	Participation	Exercise	Exercise						
Nb of hours if written exam					3.0									
2nd session														
Coefficient	10.0	10.0	20.0	10.0	30.0	10.0	5.0	5.0						



## Evaluation

The lessons are based on the study, the practice and evaluation of each of the six areas of the TOEFL exam - Speaking Reading, Listening, Independent Writing and Integrated Writing, and all but the Speaking assessments take place during the exam period, Speaking being evaluated in class time. There is also a digitalized assessment online. The students receive a mark which corresponds to the mark they could expect in the official exam and they are given both group and individual feedback.

## Recommended reading

There are a number of books available in the Library such as the TOEFL iBT Practice Tests LONGMAN which can be consulted in the Library ; TOEFL <http://ets.org/toefl> ; TOEFL.ORG <http://www.toefl.org> ; The students are given the address of several different websites in class. Extra practice tests and grammar exercises can be found on *léseg* online. The students are given the address of several different websites in class. Extra practice tests and grammar exercises can be found on *léseg* online. ; free online test free online test

## Work load

Type of course	Number of hours
Interactive courses	18.33
Personnal work	20.0
Reading reference manuals	11.67
<b>Total</b>	<b>50.0</b>

RHETORIC AND DEBATE 2750		
2022 - 2023	Credit : 2.0	<b>IESEG - School of Management</b>
<b>Class code :</b>	2223_SYL_LAN_2750	LAN_ENG

Level	Year	Semestre	Campus	Language of instruction
Bachelor	-	S6	L / P	English

### Prerequisites

Students should have a minimum level of B2 in the CEFRL (Common European Framework of Reference for Languages)

### Learning objectives

At the end of the course students should be able to:

- articulate ideas with increased confidence for great oral impact with the aid of rhetorical techniques
- express ideas with increased precision
- counter an argument with skill
- demonstrate increased understanding of the importance of non verbal communication
- demonstrate understanding of constructive feedback and developed ability to offer pertinent peer feedback
- hold a clear and objective debate in English using the British parliamentary style + Paris V style
- understand the value of skills acquired for future application in teamwork and leadership contexts
- be equipped to apply these skills in professional life
- 1.B Successfully collaborate within a intercultural team
- 4.C Convey powerful messages using contemporary presentation techniques
- 1.C Communicate effectively in English
- 1.A Demonstrate an international mindset

### Course description

This course has a total of 16h (intensive format), composed of 4x4h interactive and engaging classes.

The objective of the course is to improve students' oral communication skills in English, providing them with rhetorical tools and language to speak comfortably and convincingly in English on a wide range of topics. Students will also be exposed to a wide range of debating formats.

### Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
---------------	---	---	---	---	---	---	---	---	---	----	----	----	----	----

Type of test	Multiple choice questions	Oral assessment	Oral assessment											
Nb of hours if written exam														
2nd session														
Coefficient	20.0	35.0	45.0											

### Evaluation

Detailed individual feedback with points of improvement is provided orally to students after each debating activity, by peers and professors.

### Recommended reading

None.

### Work load

Type of course	Number of hours
Interactive courses	16.0
Personnal work	8.0
Collective project	8.0
Individual project	8.0
Research	10.0

Total	50.0
-------	------

Students are expected to work diligently outside of course hours in order to prepare for debates and carry out research. Students must incorporate techniques learnt in class into their debates.

THINKING LIKE A LAWYER - LEGAL SKILLS FOR BUSINESS PEOPLE 2747		
2022 - 2023	Credit : 2.0	<b>IESEG - School of Management</b>
<b>Class code :</b>	2223_SYL_LAW_2747	LAW

Level	Year	Semestre	Campus	Language of instruction
Bachelor	-	S6	L / P	English

### Prerequisites

There are no prerequisites but a general understanding of the law and any legal system is an advantage. This is a highly interactive course during which students are expected to acquire and hone skills in class.

### Learning objectives

At the end of the course the student should be able to:

In general, sharpen her/his critical thinking and decision-making skills.

In particular,

- Be able to communicate clearly both in writing and orally.
- Be able to persuade, argue convincingly and apply those skills to a business setting (business advocacy). Spot logical fallacies and counteract them.
- Be capable of understanding legal information, interpreting it in a systematic way and using it strategically (contracts, statutes, case law).
- Get familiar with legal jargon, be able to interact and manage lawyers and other legal operators involved in business transactions.

- 4.C Convey powerful messages using contemporary presentation techniques
- 2.B Solve professional dilemmas using concepts of CSR and ethics
- 3.A Breakdown complex organizational problems using the appropriate methodology
- 1.C Communicate effectively in English

### Course description

How to read contracts, statutes and case law for competitive advantage (legal intelligence).

- Writing clear legal and business documents using plain language and visualisation.
- The art of legal reasoning. Different types of arguments, when and how to use them to maximise persuasion in business settings (business advocacy).
- Rhetoric and storytelling.
- Spotting formal fallacies and counteracting them.
- Finding reliable, free and business-relevant legal information.
- Communicating with lawyers, judges and other legal operators. Negotiating legal fees.

### Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Continuous assessment	Group project	End of term exam											

Nb of hours if written exam			2.0											
2nd session														
Coefficient	30.0	30.0	40.0											

### Evaluation

Individual and in groups, during class and after the examinations.

### Recommended reading

The professor will provide relevant articles, book chapters and other resources during the course. The students do not need to buy any specific book for this course.

The works mentioned below are suggested for reference.

- E. Scott Fruehwald - Think Like a Lawyer\_ Legal Reasoning for Law Students and Business Professionals-American Bar Association (2013).
- Frederick Schauer - Thinking Like a Lawyer\_ A New Introduction to Legal Reasoning (2009).
- Sinnott-Armstrong, W., & Fogelin, R. J. (2014). Understanding Arguments: An Introduction to Informal Logic.

Mandatory webinar: LinkedIn Learning: Think Like a Lawyer to Make Decisions and Solve Problems, Kim Wehle (27 minutes).

Some films that will be explored in the course: FILMS: Rashômon (1950), A Civil Action (1998), Une intime conviction (2019), A Civil Action (1998), Erin Brockovich (2000), Thank You for Smoking (2005).

### Work load

Type of course	Number of hours
Lecture	16.0
Personnal work	8.0
Collective project	8.0
Reading reference manuals	8.0
Research	8.0

Distance learning	
remote seminar	2.0
Total	50.0

ARE YOU ABLE TO PROTECT YOUR IDEAS? UNDERSTANDING PATENTS & COPYRIGHT 2749		
2022 - 2023	Credit : 6.0	<b>IÉSEG - School of Management</b>
Class code :	2223_SYL_LAW_2749	LAW

Level	Year	Semestre	Campus	Language of instruction
Bachelor	-	S6	L / P	English

### Prerequisites

None.

### Learning objectives

- 1.B Successfully collaborate within a intercultural team
- 2.C Generate sustainable solutions for organizations
- 2.A Assess the values of the organization in which they work
- 1.A Demonstrate an international mindset

### Course description

The course will present costs and benefits of patents and copyrights, which are legal tools providing competitive advantages to their owners. It will also explain how to avoid infringing third parties rights.

Assessment / Feedback														
Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Continuous assessment	Group report	End of term exam											
Nb of hours if written exam														
2nd session														
Coefficient	20.0	40.0	40.0											

### Evaluation

Students will be given oral feedback for each activity done in class. They will also receive feedback on an individual basis to the short written question. In addition they will receive feedback on their documents supporting their pleading activity, in the most suitable fashion according to the instructor.



## Recommended reading

None.

## Work load

Type of course	Number of hours
Interactive courses	42.66
Personnal work	40.0
Collective project	40.0
Research	32.14
<b>Total</b>	150.0

ENVIRONMENTAL LAW 2787		
2022 - 2023	Credit : 2.0	<b>IESEG - School of Management</b>
Class code :	2223_SYL_LAW_2787	LAW

Level	Year	Semestre	Campus	Language of instruction
Bachelor	-	S6	L / P	English

### Prerequisites

Students should be familiar with basic legal notions and aware of environmental challenges.

### Learning objectives

Understand the national and global issues regarding environmental protection and the sustainable development  
 Be aware of the company's obligations relating to the environmental protection  
 Be able to integrate environmental legal issues into the company's development strategy  
 Develop a coherent long-term vision of the business activity  
 Learn how to make the company an asset to the global environment

- 2.A Assess the values of the organization in which they work
- 2.B Solve professional dilemmas using concepts of CSR and ethics
- 2.C Generate sustainable solutions for organizations

### Course description

-Introduction: Definitions- State of play- Sources of Environmental law.  
 - Legal obligations of the businesses and their implications for the company's development strategy: water pollution, air pollution, waste management.  
 - Corporate social responsibility: between legal obligations and accountability approaches.  
 -Non-binding standards: standards and codes of conduct.  
 -Environmental liability: Public Trust/Corporate environmental responsibility: principles and limits.  
 -Could companies shape the future of sustainability?

### Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Continuous assessment	Case study	End of term exam											
Nb of hours if written exam			2.0											
2nd session			true											
Coefficient	20.0	40.0	40.0											

## Evaluation

Individual and in groups, during class and after the examinations.

## Recommended reading

Corporate law, corporate governance and sustainability, Beate Sja fjell, Cambridge University Press, 2019.  
International Environmental law, Pierre-Marie Dupuy and Jorge E. Vinuales, Cambridge University Press, 2020.  
Environmental law across cultures: comparaisons for legal practice, Kirk W.Junker, Routledge, 2019.

## Work load

Type of course	Number of hours
Interactive courses	16.0
Personnal work	12.0
Reading reference manuals	10.0
Research	12.0
<b>Total</b>	<b>50.0</b>

LOW-CODE MOBILE APP DEVELOPMENT 2722		
2022 - 2023	Credit : 6.0	<b>IESEG - School of Management</b>
Class code :	2223_SYL_MIS_2722	MIS

Level	Year	Semestre	Campus	Language of instruction
Bachelor	-	S6	L / P	English

### Prerequisites

None

### Learning objectives

At the end of the course, the student should be able to:

1. Perform business process and requirements analysis
  2. Explain the business value of Power Platform
  3. Use the core components of Power Platform
  4. Design and build an app to fill a real-world business need
- 3.A Breakdown complex organizational problems using the appropriate methodology
  - 6.B Synthesize multifaceted information from various sources across different functional fields
  - 6.A Thoroughly examine a complex business situation
  - 3.B Propose creative solutions within an organization
  - 1.C Communicate effectively in English
  - 1.B Successfully collaborate within a intercultural team
  - 6.C Combine different skills and management disciplines in support of interdisciplinary responsibilities

### Course description

The course equips students with the fundamental skills to design and build real-world business applications using the low-code Microsoft Power Platform environment. In this course students learn how to automate business processes and leverage artificial intelligence in order to improve productivity. Students are also taught how to analyse data so as to create business insights. In summary, the students learn about acting more effectively through the creation of simple Power App experiences. To reinforce the concepts learned, the course incorporates a capstone final project in which students design and develop an application to meet a client's needs. Additionally, students will take the PL-900 Power Platform Fundamentals Certification Exam for their final exam.

Assessment / Feedback														
Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Individual project	Case study	Exercise	Group project	Multiple choice questions									

Nb of hours if written exam														
2nd session														
Coefficient	25.0	25.0	20.0	20.0	10.0									

### Evaluation

Students will receive formative feedback both orally through coaching sessions with the instructor. Additionally, detailed rubrics with written comments will be used for some formative and summative assessments.

### Recommended reading

None.

### Work load

Type of course	Number of hours
Interactive courses	43.0
Personnal work	30.0
Collective project	30.0
E-learning	32.0
Reading reference manuals	15.0
<b>Total</b>	<b>150.0</b>



DIGITAL TRANSFORMATION: DIGITAL DISRUPTIONS IN OUR SOCIETIES AND ECONOMIES 0570		
2022 - 2023	Credit : 2.0	<b>IESEG - School of Management</b>
<b>Class code :</b>	2223_SYL_MIS_0570	MIS

Level	Year	Semestre	Campus	Language of instruction
Bachelor	-	S6	L / P	

### Prerequisites

Be passionate and willing to learn. No specific skills required.

### Learning objectives

Understand the challenges of the digital economy for companies and individuals: impacts of ICT on our societies, dominant role of the information, transformation of the economy in all its key processes: innovation, production, communication, distribution, consumption ...

Use of a methodological tool allowing the understanding of the value chain notion and its application to the ICT sector, Understand the technological and business innovation aspects of the Digital Economy. This will prepare students for a career in an industrial, commercial or research environment.

Acquire key knowledge regarding the fast-changing digital environment.

Understand the fundamental and significant shifts that firms will need to address over the next coming years.

Understand national and international business contexts.

Assess market conditions relevant for digital businesses.

Identify threats and opportunities for the design of relevant strategies in digital businesses

Identify and understand new business models.

Achieve an up-to-date, critical synthesis that links the various aspects of the digital economy

- 5.B Construct expert knowledge from cutting-edge information
- 6.A Thoroughly examine a complex business situation
- 1.A Demonstrate an international mindset
- 5.A Predict how business and economic cycles could affect organizational strategy

### Course description

Introduction to ICT + ICT figures

Context: a profound evolution of our society and economies + Central role of the information + Consequences of that revolution

Understanding Millennials and their main expectations

Value chain analysis + Interrelations of the market players: the percolation paths.

8 major impacts and challenges:

1. Technology (Cloud computing, IoT, Big Data, Open Data).

Technology re-imagines : Communication, Transport & Mobility, Business processes, Music consumption, Personalization, Just in time, Commerce, Content, Reviews, Travels, Voice, News

2. Information and knowledge (ICT: new testing ground for innovative teaching formats for the transmission of knowledge),

3. Economy (Internet contributions to sectors using it),

4. Digitalization (Development of new consumption patterns & new business models),

5. Regulation (People & Regulation / Policies should evolve to adapt to a more connected society - GDPR),

6. Human & Social (Permanent connection reconfigures spaces and times: private and family life, professional life, private life and digital identity, social life + health impacts and Digital Detox),

7. Organizational (Changes in company organization, effects of globalization).

Assessment / Feedback														
Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Exercise													
Nb of hours if written exam														
2nd session														
Coefficient	100.0													

Evaluation
------------

Orally

Recommended reading
---------------------

- Etude: ITU– Measuring the Information Society - <http://www.itu.int/pub/D-IND-ICTOI>
- Westerman G., Bonnet D. et McAfee A., 2014, Leading Digital: Turning Technology into Business Transformation, Harvard Business School Press. ISBN-10: 1625272472
- Schmidt E. & Cohen J. (2013) The new digital age, Knopf ISBN 030794705X
- Selfie and self: The effect of selfies on self-esteem and social sensitivity - Personality and Individual Differences - Volume 111, 1 June 2017, Pages 139-145
- Social media? It's serious! Understanding the dark side of social media - European Management Journal - Volume 36, Issue 4, August 2018, Pages 431-438
- Digital free tourism – An exploratory study of tourist motivations - Tourism Management - Volume 79, August 2020
- Mirror, mirror on my phone: Drivers and consequences of selfie editing – Journal of Business Research - Volume 133, September 2021, Pages 365-375
- Uploading your best self: Selfie editing and body dissatisfaction – Body Image Volume 33, June 2020, Pages 175-182
- Self-regulation and social media addiction: A multi-wave data analysis in China - Technology in Society - Volume 64 - February 2021
- IBM Security - Cost of a Data Breach Report 2021
- 2021 IC3 Annual Report
- The Deloitte Global 2022 Gen Z and Millennial Survey
- GSMA – The mobile economy 2022

A list of relevant websites is provided to the students during the course.

Work load
-----------

Type of course	Number of hours
----------------	-----------------



Interactive courses	16.0
Personnal work	20.0
Reading reference manuals	5.0
Research	9.0
<b>Total</b>	<b>50.0</b>

TECHNOLOGY AND STRATEGY 2745		
2022 - 2023	Credit : 2.0	<b>IESEG - School of Management</b>
Class code :	2223_SYL_MIS_2745	MIS

Level	Year	Semestre	Campus	Language of instruction
Bachelor	-	S6	L / P	English

### Prerequisites

Some basic knowledge on information technology and business strategy would be very helpful.

### Learning objectives

- Understand the impact of information technology upon business model (strategy)
- Understand the role of information technology in businesses to gain competitive advantage
- Understand aligning information technology and business

- 1.B Successfully collaborate within a intercultural team

- 1.C Communicate effectively in English

- 6.B Synthesize multifaceted information from various sources across different functional fields

### Course description

This course of management information systems examines the role and impact of information technology upon strategy, and highlights the alignment of information technology strategy with business strategy in order for businesses and organizations to gain competitive advantage. It explores the questions faced, the frameworks applied, and the decisions made by business and technology leaders for strategic purposes.

Assessment / Feedback														
Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Group report	Individual report												
Nb of hours if written exam														
2nd session														
Coefficient	30.0	70.0												

### Evaluation

None.

### Recommended reading

- Robert D. Austin, Richard L. Nolan, and Shannon O'Donnell. The Adventures of an IT Leader. ISBN: 978-1-4221-4660-6.
- Nicholas Carr. IT Doesn't Matter. Harvard Business Review, May 2003.

### Work load

Type of course	Number of hours
Lecture	16.0
Collective project	8.0
Individual project	16.0
Reading reference manuals	10.0
<b>Total</b>	<b>50.0</b>

APPLIED MARKETING ANALYSIS 2754		
2022 - 2023	Credit : 6.0	<b>IESEG - School of Management</b>
<b>Class code :</b>	2223_SYL_MKT_2754	MKT

Level	Year	Semestre	Campus	Language of instruction
Bachelor	-	S6	L / P	English

### Prerequisites

Students should be knowledgeable about basic concepts in statistics. Some knowledge of Marketing Research is also recommended.

### Learning objectives

At the end of the course, the student should be able to :

1. Have a deeper understanding of the different data analysis techniques available;
2. Understand the use of these different data analysis techniques for marketing-oriented research and business problems;
3. Identify the relevant statistical test(s) to perform;
4. Apply the different data analysis techniques and interpret the results of statistical outputs;
5. Know how to use a data analysis software such as SPSS.
6. Be able to communicate about and present statistical results in a clear and proper way.

The main learning objectives addressed in this course therefore are: master the appropriate techniques, and analyze and solve problems with the appropriate methodology.

- 6.A Thoroughly examine a complex business situation
- 1.C Communicate effectively in English
- 3.A Breakdown complex organizational problems using the appropriate methodology
- 3.B Propose creative solutions within an organization
- 1.B Successfully collaborate within a intercultural team
- 5.B Construct expert knowledge from cutting-edge information
- 4.C Convey powerful messages using contemporary presentation techniques

### Course description

The course of Advanced Data Analysis focuses on different data analysis techniques, that will be applied in a marketing context. Students will learn when and how to use these different techniques, as well as how to report and present results of statistical analyses in a professional manner.

To get acquainted to this, students will perform several exercises in class using the data analysis software SPSS (in-class assignments), and solve a challenging business case in groups based on real-life data (group project). The course focuses on the application of data analysis techniques for real business purposes, and more specifically, marketing-oriented ones. The course will cover the following topics: Introduction to the SPSS environment (data preparation, dealing with missing data, exploring data with graphs...), hypothesis testing, descriptive analysis, statistical tests (Chi-square, T-Test, ANOVA, regression...), mediation, moderation.

### Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Continuous assessment	Written exam	Group project											
Nb of hours if written exam		2.0	50.0											
2nd session														
Coefficient	25.0	25.0												

### Evaluation

Group feedback and classical feedback + coaching.  
Possible feedback of students at the end of course to discuss their grades.

### Recommended reading

None.

### Work load

Type of course	Number of hours
Interactive courses	45.0
Personnal work	35.0
Collective project	40.0
E-learning	20.0
Research	10.0

Total	150.0
-------	-------

NUDGE MARKETING 0671		
2022 - 2023	Credit : 2.0	<b>IESEG - School of Management</b>
Class code :	2223_SYL_MKT_0671	MKT

Level	Year	Semestre	Campus	Language of instruction
Bachelor	-	S6	L / P	

### Prerequisites

Marketing principles and a consumer-oriented mindset. Interest for understanding behavioural sciences.

### Learning objectives

- 6.A Thoroughly examine a complex business situation
- 6.C Combine different skills and management disciplines in support of interdisciplinary responsibilities
- 3.B Propose creative solutions within an organization
- 5.C Employ state-of-the-art management techniques

### Course description

Nudge is based on the researches in Behavioral sciences / Behavioral economics.

Nudge marketing combines Behavioral economics and Consumer behavior topics.

#1 Introducing Nudge theory and real example (health, public policy, hospitality, ecology ...)

#2 Nudge practices in Public policy and private business (CPG, Service, Digital)

#3 Nudging : The Drivers of influence impacting our behavior

#4 Nudge Marketing methodology, Intervention and evaluation,

#5/6 Nudge Marketing applied, Run a Nudge Project.

### Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Multiple choice questions	Group project	Exercise	Participation										
Nb of hours if written exam														
2nd session	true													
Coefficient	30.0	40.0	20.0	10.0										

### Evaluation

Students will be evaluated based on: Class participation (10%), Individual assignment (20%), Group project (distinct per group) on a nudge marketing (40%) with a presentation and an exam with MCQ & an open question for 30%.

### Recommended reading

Ariely, D. (2008). Predictably irrational. New York: HarperCollins

Thaler, R. H., & Sunstein, C. R. (2008). Nudge: Improving Decisions About Health, Wealth, and Happiness. Penguin Books

Singler, E. (2015). Winning at Behavioral Change. Pearson.

### Work load

Type of course	Number of hours
Interactive courses	16.0
Coaching	4.0
Personnal work	10.0
Collective project	8.0
Reading reference manuals	1.0
Research	1.0
<b>Total</b>	<b>40.0</b>



PRODUCT INNOVATION 0674		
2022 - 2023	Credit : 2	<b>IESEG - School of Management</b>
Class code :	2223_SYL_MKT_0674	MKT

Level	Year	Semestre	Campus	Language of instruction
Bachelor	-	S6	L / P	

### Prerequisites

Basic knowledge of Marketing management, Consumer Behavior and Marketing research

### Learning objectives

- Understand the critical role of innovation for companies and the opportunities and challenges
- Understand the New Product Development Process and apply it to real life cases
- Understand, describe and evaluate actual product innovations
- Familiar with the new product launch process and monitoring
- 4.C Convey powerful messages using contemporary presentation techniques
- 6.A Thoroughly examine a complex business situation
- 1.B Successfully collaborate within a intercultural team
- 3.A Breakdown complex organizational problems using the appropriate methodology
- 6.B Synthesize multifaceted information from various sources across different functional fields
- 3.B Propose creative solutions within an organization

### Course description

What is innovation, types, innovation management, linear approaches, exploratory methods,

Role of insights and converting raw information into product ideas - usage of business simulation to develop Innovation strategy and put in context of development process.

Usage of agile methods: Business modelling: Business Model Canvas and Value Proposition Canvas  
 Design thinking theory and Design Spring Role

Hands on work driving an idea from early stage concept until validation, articulating key stages of Brainstorming and crowd voting

### Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Exercise	Continuous assessment	Continuous assessment	Continuous assessment	Multiple choice questions	Multiple choice questions	Group project							

Nb of hours if written exam														
2nd session														
Coefficient	20.0	10	10	10	5	5	40							

### Evaluation

Highly practical course evaluated through class exercises and innovation activities, business simulation and in class project

### Recommended reading

Osterwalder, A. and Pigneur, Y. (2010) Business Model Generation.

Knapp, J et al. (2016). SPRINT: How to generate ideas and solve problems in just five days by Google Ventures.

Value proposition design: Osterwalder, A. and Pigneur,

BR multiple Sources

### Work load

Type of course	Number of hours
Lecture	8.0
Interactive courses	4.0
Personal work	10.0
Collective project	15.0
Reading reference manuals	4.0
<b>Distance learning</b>	
remote videoconferencing	4.0

Total	45.0
-------	------

SOCIAL MEDIA MARKETING 2240		
2022 - 2023	Credit : 2	<b>IESEG - School of Management</b>
<b>Class code :</b>	2223_SYL_MKT_2240	MKT

Level	Year	Semestre	Campus	Language of instruction
Bachelor	-	S6	L / P	

### Prerequisites

Although no prior knowledge is required, the following skills are relevant in the successful completion of the course:

- Interest in digital marketing and digital trends
- Awareness of key existing social media platforms
- Critical thinking

### Learning objectives

- 2.A Assess the values of the organization in which they work
- 1.C Communicate effectively in English
- 3.C Organize change management processes
- 4.C Convey powerful messages using contemporary presentation techniques

### Course description

Social media is the buzz term of the century. Every individual and business recognizes the need to be involved with social media on some level. This course will focus on the emergence of social media and how to use the platform to inform, engage and inspire.

It will provide a basic set of knowledge, skills, and terminology needed to understand the advent, growth and development of social media. We will focus on integrating personal identity with our professional identity as well as using social media as a business tool.

The course encompasses interactive sessions with learning case studies and group works.

Session 1: Introduction to the course and social media marketing key concept

Session 2: Overview of social media platforms, online communities and viral marketing. How do they integrate within an overall marketing strategy?

Session 3 : Focus on Instagram with Toolbox presentation

Session 4 : Personal branding and e-reputation

Session 5 : What are the fundamentals and best practice/POEM, according to different goals?

Session 6: How to develop and optimize social media paid and non-paid campaigns? (incl. traffic and ad campaigns management tools)

Session 7 : +Q/A on Individual case study

Session 8 : DO and DON'Ts - coaching session on projects

Session 9: Group work final presentation and feedback

### Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
---------------	---	---	---	---	---	---	---	---	---	----	----	----	----	----

Type of test	Participation	Case study	Group project											
Nb of hours if written exam														
2nd session														
Coefficient	20.0	40.0	40.0											

### Evaluation

Q/A and coaching sessions during class. Feedback on working progress by email

### Recommended reading

Tuten, T. L., & Solomon, M. R. (2017). Social media marketing. Sage.  
 Macarthy, A. (2018). 500 Social Media Marketing Tips: Essential Advice, Hints and Strategy for Business Facebook, Twitter, Pinterest, Google+, YouTube, Instagram, LinkedIn, and More!. CreateSpace Independent Publishing Platform.  
 Stokes, R. (2018). eMarketing: The Essential Guide to Marketing in a Digital World 6th ed. Red & Yellow,. - Free PDF on the publisher's website: <https://www.redandyellow.co.za/textbook/>  
 Fahy J and Jobber D. (2019). Foundations of Marketing Mcgraw Hill Education (6th edition)  
<https://growthhackers.com/growth-studies>  
<https://www.digitaltrends.com/social-media/>  
<https://www.socialmediatoday.com/>  
<https://www.socialmediaexaminer.com/> (Free industry report pdf)

McKinsey: Demystifying Social media

[http://www.mckinsey.com/insights/marketing\\_sales/demystifying\\_social\\_media](http://www.mckinsey.com/insights/marketing_sales/demystifying_social_media)BrandForward

A teenager's view on social media : <https://medium.com/backchannel/a-teenagers-view-on-social-media-1df945c09ac6#.2oc1zhob1>

BuildingBrands: [buildingbrands.com](http://buildingbrands.com)

eMarketer : [emarketer.com](http://emarketer.com)

### Work load

Type of course	Number of hours
Lecture	16.0

Collective project	15.0
Individual project	10.0
Reading reference manuals	5.0
Research	4.0
Total	50.0

PRODUCT MANAGEMENT 2737		
2022 - 2023	Credit : 2.0	<b>IESEG - School of Management</b>
Class code :	2223_SYL_MKT_2737	MKT

Level	Year	Semestre	Campus	Language of instruction
Bachelor	-	S6	L / P	English

### Prerequisites

Basic knowledge of marketing management.

### Learning objectives

Each student group, using the lecture materials presented in class and outside readings, will: (1) make an assessment of the marketplace, (2) develop a strategy for their chosen product/service, (3) create concrete marketing plans for the critical product lifecycle phase(s) relevant for each product/service, and (4) make presentations to the class.

- 3.A Breakdown complex organizational problems using the appropriate methodology
- 5.B Construct expert knowledge from cutting-edge information
- 3.B Propose creative solutions within an organization
- 1.C Communicate effectively in English

### Course description

The course will be based on lectures, outside readings, in-class exercises and group project presentations.

Assessment / Feedback														
Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Group project	Participation												
Nb of hours if written exam														
2nd session														
Coefficient	90	10												

### Evaluation

(1) Group project and (2) Active participation.

### Recommended reading

None.

### Work load

Type of course	Number of hours
Interactive courses	16
Personnal work	12
Collective project	8
Individual project	10
E-learning	4
Research	6
<b>Total</b>	<b>56</b>



CONSUMER BEHAVIOR: NEW TRENDS 2765		
2022 - 2023	Credit : 2.0	<b>IESEG - School of Management</b>
Class code :	2223_SYL_MKT_2765	MKT

Level	Year	Semestre	Campus	Language of instruction
Bachelor	-	S6	L / P	English

### Prerequisites

Principles of Marketing

### Learning objectives

1. Consumer decision making: cognition, perception, motivation
  2. Personal influences
  3. Social influences
  4. Cultural influences
  5. Sustainable consumption, & responsible marketing issues
- 5.B Construct expert knowledge from cutting-edge information
  - 4.C Convey powerful messages using contemporary presentation techniques
  - 1.B Successfully collaborate within a intercultural team
  - 1.A Demonstrate an international mindset

### Course description

None.

Assessment / Feedback														
Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Group project	End of term exam												
Nb of hours if written exam		2.0												
2nd session														
Coefficient	50.0	50.0												

### Evaluation

None.

### Recommended reading

Consumer Behavior, Buying, Having and Being. Solomon, M.R. (2011, Pearson, 9th edition) ; Consumer Behaviour, A European Perspective ?

### Work load

Type of course	Number of hours
Interactive courses	16.0
Personnal work	10.0
Collective project	10.0
Research	8.0
<b>Total</b>	<b>44.0</b>

CROSS CULTURAL MARKETING 3160		
2022 - 2023	Credit : 2	<b>IESEG - School of Management</b>
<b>Class code :</b>	2223_SYL_MKT_3160	MKT

Level	Year	Semestre	Campus	Language of instruction
Bachelor	-	S6	L / P	English

### Prerequisites

Students should have the ability to do high-quality secondary research.

Further, they should have strong analytical skills to analyse situations and arrive at creative solutions as well as the ability to do teamwork.

Reading in advance is required: academic papers and case studies.

### Learning objectives

- Identify the key characteristics of cross-cultural markets that are of importance to international marketers and derive implications for marketing to these markets.
- Develop an integrated view of cross-cultural markets in terms of their operating environment and consumer behaviour.
- Develop a set of recommendations for the development and/or introduction of products and services in these markets.
- Assess and synthesise information from various sources and about different fields.
- Analyse and evaluate the relative importance of the cultural element to work in multicultural environments.
- Demonstrate an intercultural open mindset and work efficiently in an international professional environment.
- Make a professional quality oral presentation by using digital tools and based on academic references.

- 1.A Demonstrate an international mindset

- 1.B Successfully collaborate within a intercultural team

- 1.C Communicate effectively in English

- 2.A Assess the values of the organization in which they work

- 2.B Solve professional dilemmas using concepts of CSR and ethics

- 2.C Generate sustainable solutions for organizations

- 4.A Appraise the performance of a team

- 4.B Compose constructive personal feedback and guidance

- 5.A Predict how business and economic cycles could affect organizational strategy

- 6.C Combine different skills and management disciplines in support of interdisciplinary responsibilities

### Course description

The course enables students to understand the particular challenges and opportunities which cross-cultural markets present for international marketers while focusing on marketing aspects (e.g. 4Ps, PEST analysis). In the first instance, the particular context characteristics of cross-cultural markets will be considered, and students, in multicultural teams, will apply this knowledge to research a specific cross-cultural market. Then, the marketing challenges relating to entering and developing products for cross-cultural markets will be considered.

Cross-cultural market strategies will be analysed. The particular role of technology and its disruptive use in these types of markets will be considered. Students will reflect on what responsible marketing in cross-cultural markets might entail.

Industry insights (via case studies) will provide concrete examples of how, in practice, they enter and compete in cross-cultural markets.

Assessment / Feedback														
Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Multiple choice questions	Group project	Group report											
Nb of hours if written exam		30.0	50.0											
2nd session														
Coefficient	20.0													

## Evaluation

The course uses three assessment mechanisms:

In-class contribution and test: 20%

Group presentation: 30%

Group report: 50%

## Recommended reading

Ghauri, P. and Cateora, P. International Marketing. McGraw Hill Education, 2005

Douglas, Susan P., and C. Samuel Craig. "Convergence and divergence: developing a semiglobal marketing strategy." Journal of International Marketing 19.1 (2011): 82-101.

Additional readings and other materials are posted on ieseg-online

## Work load

Type of course	Number of hours
Interactive courses	16.0
Personnal work	9.0
Collective project	10.0

Individual project	2.0
E-learning	4.0
Reading reference manuals	4.0
Research	4.0
<b>Distance learning</b>	
remote videoconferencing	1.0
<b>Total</b>	<b>50.0</b>

CONTENT STRATEGIES IN SOCIAL MEDIA 3176		
2022 - 2023	Credit : 2	<b>IESEG - School of Management</b>
Class code :	2223_SYL_MKT_3176	MKT

Level	Year	Semestre	Campus	Language of instruction
Bachelor	-	S6	L / P	English

### Prerequisites

Marketing Fundamentals (strategic marketing & mix marketing)

### Learning objectives

The main objectives of this course are the following:

- 1) Identify the main strategic pillars of a brand
  - 2) Understand the characteristics of the existing social media platforms
  - 3) Remember the different steps to implement a content strategy on SM
  - 4) Propose (and implement) an efficient content strategy for a specific brand
- 3.B Propose creative solutions within an organization
  - 2.C Generate sustainable solutions for organizations
  - 4.C Convey powerful messages using contemporary presentation techniques

### Course description

The fourth industrial revolution includes digital transformation that has been undertaken by most (if not all) companies to remain competitive and to adapt to the evolving business environment . The impact of digital on media is part of digital transformation. Thus, the media environment has become more and more complex and brands are challenged to grab their audience's attention. In this context , publishing content has turned to be a big part of brands' activity on social media , mainly because they were expanding their presence on social media, and because they needed to nurture their platforms. The main purpose of this course is to provide students with the relevant knowledges to identify the characteristics of the available social media platforms (how can they be part of your communication strategy ?), as well as to be able to propose an efficient content strategy to a given brand, according to its strategic pillars.

### Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Group project	Participation												
Nb of hours if written exam		20.0												
2nd session														

Coefficient	80.0													
-------------	------	--	--	--	--	--	--	--	--	--	--	--	--	--

### Evaluation

Students will build a project on a specific brand. They will progress on the project in each session we will have together. They will finally present their work to the class and send a written report to the professor. Individual participation to the course will also be assessed.

### Recommended reading

Chaffey, D., & Ellis-Chadwick, F. (2019). Digital marketing: strategy, implementation & practice. Pearson uk.  
Tuten, T. L., & Solomon, M. R. (2017). Social media marketing. Sage.  
Lieb, R. (2017). Content-the atomic particle of marketing: The definitive guide to content marketing strategy. Kogan Page Publishers.  
Chen L. & Xie, Q. (2021). Something social, something entertaining? How digital content marketing augments consumer experience and brand loyalty. International Journal of Advertising, 40(3), 376-402.  
Dolan, R., Conduit, J., Frethey-Bentham, C., Fahy, J., & Goodman, S. (2019). Social media engagement behavior: A framework for engaging customers through social media content. European Journal of Marketing.  
Chen, Q., He, Y., Hu, M., & Kim, J. (2020). Navigating relationship norms: An exploration of how content strategies improve brand valuation over time. Journal of Advertising, 49(4), 459-476.

### Work load

Type of course	Number of hours
Lecture	8.0
Interactive courses	2.0
Directed work	6.0
Personnal work	5.0
Collective project	5.0
Reading reference manuals	4.0

Total	30.0
-------	------



CRM AND INTERNATIONAL CUSTOMER EXCELLENCE 2560		
2022 - 2023	Credit : 2	<b>IESEG - School of Management</b>
<b>Class code :</b>	2223_SYL_NEG_2560	NEG

Level	Year	Semestre	Campus	Language of instruction
Bachelor	-	S6	L / P	

### Prerequisites

Comprehension on sales and negotiation  
 Global knowledge on marketing and digital marketing

### Learning objectives

Objective 1 :

Comprehend the organisational data integration to deliver a better customer experience  
 Knowing customers history, means adaptation to serve up experiences better tailored  
 Structure data collection, work flow to reach revenue grows

Objective 2:

Marketing : Build customer relationship, to reach marketing intelligence and deliver the right message  
 Ecosystème eMarketing

Intake eCRM and web : new customer behaviors

Objective 3:

Customer experience : from eCRM to customer path  
 What is a customer path?  
 Excellence client, make your client an ambassador

- 1.B Successfully collaborate within a intercultural team
- 3.A Breakdown complex organizational problems using the appropriate methodology
- 4.A Appraise the performance of a team
- 6.B Synthesize multifaceted information from various sources across different functional fields
- 2.A Assess the values of the organization in which they work

### Course description

I Global overview and understanding of CRM usage

- What is a CRM : presentation / usage/ data
  - o « paper » CRM or it CRM
  - o Screenshots Sales force
  - o From sales to CRM/eCRM
- CRM, Customer relationship and sales
  - o Include CRM management in the sale process

II Optimise customer relationship and CRM usage : national and international sales scope of responsibilities

- CRM : national context and cross functional management
  - o Screenshot Salesforce / Oracle / Microsoft Dynamic CRM
  - o Reach info needed in the CRM
  - o Structure / tree structure your CRM
  - o Management of CRM interactions: descending and ascending information
  - o Formalise, deploy, multiply informations and key datas

- CRM and project management / product management (quick focus)

- o Project, CRM and deployment
- o Interaction with internal expertises
- o Plan, deploy, implement

### III From eCRM marketing to customer experience

- eCRM : drive a marketing campaign from data collection to targeting and campaign launching
- Individual Project Presentation : ppt presentation and oral presentation

Assessment / Feedback														
Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Participation	Group project	End of term exam											
Nb of hours if written exam	1	1	2.0											
2nd session	true	true												
Coefficient	30	30	40.0											

Evaluation
------------

None.

Recommended reading
---------------------

None.

Work load	
Type of course	Number of hours
Interactive courses	16.0
Coaching	0.0
Personnal work	10.0
Collective project	15.0
Individual project	0.0

E-learning	0.0
Reading reference manuals	5.0
Research	4.0
<b>Outside training</b>	
Outside visit	0.0
Company visit	0.0
<b>Distance learning</b>	
remote videoconferencing	0.0
remote seminar	0.0
<b>Total</b>	<b>50.0</b>

In the course there are screenshots of CRMs, nevertheless homeworks will need students to do research on the web or any other means produce CRM examples to illustrate cases requested.

Course is to be learned in order to understand how to optimise CRM eCRM usage.  
Customer Excellence net research will be necessary to find relevant illustrations

NEGOTIATING INTERNATIONAL POLITICAL AGREEMENTS 2729		
2022 - 2023	Credit : 4.0	<b>IESEG - School of Management</b>
<b>Class code :</b>	2223_SYL_NEG_2729	NEG

Level	Year	Semestre	Campus	Language of instruction
Bachelor	-	S6	L / P	English

### Prerequisites

Students must have the necessary background knowledge in negotiation concepts (BATNA, ZOPA, positions v interests, distributive v integrative negotiation, etc.) as taught in the course 'Introduction to Negotiation'/'Business Negotiation'

### Learning objectives

- Gain understanding and experience of international political conflicts across a variety of issues, including security, environment and climate
  - Apply negotiation theory to international political negotiations through hands-on practical exercises
  - Understand and experience the different dynamics at play in bilateral and multilateral political negotiations
  - Gain understanding of the legal elements of international political agreements and apply them correctly in a simulated case
  - Develop a negotiation position and strategy as a government representative in a simulated case
  - Gain understanding and experience of coalition dynamics in multilateral political negotiations by developing a common negotiation position and strategy as a government representative operating with a negotiating group
  - Gain understanding and experience of the process of multilateral political negotiations, for example as conducted in the United Nations
- 
- 3.B Propose creative solutions within an organization
  - 3.A Breakdown complex organizational problems using the appropriate methodology
  - 1.C Communicate effectively in English
  - 1.B Successfully collaborate within a intercultural team
  - 1.A Demonstrate an international mindset

### Course description

#### Module 1

- International conflict management
- Negotiating with government (bilateral negotiation)

#### Module 2

- Legal elements of international political agreements

#### Module 3

- Multilateral negotiations
- Developing a national and group position
- Advanced simulation

### Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Group project	Participation	End of term exam											
Nb of hours if written exam														
2nd session														
Coefficient	40.0	20.0	40.0											

### Evaluation

Feedback will be provided to each group on their group project  
Feedback will be provided collectively on the exam  
Feedback will be provided in-class on the negotiation exercises  
Student are welcome to request individual feedback on performance

### Recommended reading

Barbara A. Budjac Corvette. (2006). Conflict Management: A Practical Guide To Developing Negotiation Strategies. Prentice Hall.

Depledge, J. (2005) "The Organization of Global Negotiations". Earthscan

United Nations Environment Program: Guide for Negotiators of Multilateral Environmental Agreements

### Work load

Type of course	Number of hours
Interactive courses	32.0
Personnal work	25.0
Collective project	15.0
Reading reference manuals	18.0
Research	10.0

Total	100.0
-------	-------

THE INTERNATIONAL PURCHASER 0813		
2022 - 2023	Credit : 2.0	<b>IESEG - School of Management</b>
<b>Class code :</b>	2223_SYL_NEG_0813	NEG

Level	Year	Semestre	Campus	Language of instruction
Bachelor	-	S6	L / P	

### Prerequisites

Have basic marketing rules in mind.  
 Have basic notions of bookkeeping and financial analysis.  
 Be ready to tackle an issue from macro and micro points of view.  
 Have interest in the global economical and political events.

### Learning objectives

Get the relevant information and the adapted tools to know what a resource effectively costs and recommend or take appropriate decisions in given business circumstances. 5B

Integrate the supplier's management into the full vision of the company they are working in. 1B - 6B

Value the potential of efficient relationships with suppliers, while remaining ambitious and strong. 1A

See the supply chain as a permanent challenge to increase productivity and market shares. 6C - 6E

Consider the administrative, legal work as a necessity in the purchasing process.

Integrate social compliance as fully part of the business challenges today. See the green economy as a necessity to be creative. 2B - 2C

Explain how and why a company is strong or weak depending of its supply chain management. 2A - 7B

Understand the upheavals generated by Covid 19 crisis and its concrete impacts on strategic and daily purchasing. 5A - 5C

List the risks for a company in case of degradation or failure of a supplier and have a reflection about the consequences on a business model. 1B - 6A

- 5.C Employ state-of-the-art management techniques
- 6.C Combine different skills and management disciplines in support of interdisciplinary responsibilities
- 5.B Construct expert knowledge from cutting-edge information
- 5.A Predict how business and economic cycles could affect organizational strategy
- 2.C Generate sustainable solutions for organizations
- 6.B Synthesize multifaceted information from various sources across different functional fields
- 2.A Assess the values of the organization in which they work
- 1.B Successfully collaborate within a intercultural team
- 1.A Demonstrate an international mindset
- 2.B Solve professional dilemmas using concepts of CSR and ethics

- 6.A Thoroughly examine a complex business situation

### Course description

COVID 19 CONSEQUENCES : Let's have a look on how the the sanitary crisis has disrupted the supply chain and thus the purchaser's job.

SOURCING : How to search, evaluate and start working with a supplier.

LOGISTIC : Transport and customs are fully part of the purchasing process. And has become very sensitive over the last months.

COST CALCULATION : From buying price to total cost of ownership.

PURCHASING RESPONSIBILITIES AND RISKS : New technologies magnify the opportunities and open the door to unexpected dangers.

SUPPLIER RELATIONSHIP : A mix of human relationships, ratio of power and negotiation with the necessity to bring profit while respecting the company's strategy..

GROWING TOGETHER. The business requirements keep on evolving and the most successful companies have the right suppliers to move on. Challenging suppliers goes beyond prices : certification, adaptation, trainings...

### Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Continuous assessment	End of term exam	Participation											
Nb of hours if written exam		2.0												
2nd session		true												
Coefficient	30.0	60.0	10.0											

### Evaluation

Group assessments are returned with integrated comments from the teacher.

On-demand return of corrected written exam with comments. Teacher available for any feedback.

### Recommended reading

Gounaris, S. P., 2005. Trust and commitment influences on customer retention: insights from business-to-business services. Journal of Business Research ; Indgreen, Adam , Joëlle Vanhamme, Erik M. van Raaij, and Wesley J. Johnston 55/2 (Winter 2013) ; Purchasing & Procurement Center <https://www.purchasing-procurement-center.com/> ; Inc <https://www.inc.com/guides/2010/12/7-tips-to-rate-and-evaluate-your-suppliers-and-vendors.html> ; Purchasing advantage solutions <https://purchasingadvantage.com/>



Work load	
Type of course	Number of hours
Lecture	6.0
Interactive courses	8.0
Directed work	2.0
Personnal work	8.0
Collective project	4.0
Research	10.0
Total	40.0

APPLIED NEGOTIATION ESSENTIALS 2755		
2022 - 2023	Credit : 2.0	<b>IESEG - School of Management</b>
Class code :	2223_SYL_NEG_2755	NEG

Level	Year	Semestre	Campus	Language of instruction
Bachelor	-	S6	L / P	English

### Prerequisites

none

Just the desire to work interactively and constructively!

### Learning objectives

- 1.A Demonstrate an international mindset
- 6.C Combine different skills and management disciplines in support of interdisciplinary responsibilities
- 4.B Compose constructive personal feedback and guidance
- 2.C Generate sustainable solutions for organizations
- 1.B Successfully collaborate within a intercultural team
- 3.B Propose creative solutions within an organization

### Course description

The essence of the subject is to introduce students to the world of negotiation and explain the structure and details of negotiation.

Whilst centered on business negotiation theory the subject will also look at game theory, conflict resolution and intercultural negotiation. The essential business negotiation dimensions include: Planning, preparation, strategies, that go with a successful negotiation. Negotiation tactics, win-win strategy etc...

Assessment / Feedback														
Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Continuous assessment	Individual project	Group project											
Nb of hours if written exam														
2nd session														
Coefficient	40.0	20.0	40.0											

### Evaluation

regular feedback based on the activities done  
Peer feedback encouraged as well as teacher-student feedback.

### Recommended reading

I recommend (but no obligation) the book "Getting to Yes: Negotiating an agreement without giving in".  
author Fisher, R., Ury, W.L. + Patton, B (2011)

### Work load

Type of course	Number of hours
Lecture	16.0
Interactive courses	16.0
Collective project	16.0
Individual project	4.0
E-learning	3.0
Reading reference manuals	8.0
Research	3.0
<b>Total</b>	<b>50.0</b>

GEOPOLITICS 2782		
2022 - 2023	Credit : 2.0	<b>IESEG - School of Management</b>
<b>Class code :</b>	2223_SYL_NEG_2782	NEG

Level	Year	Semestre	Campus	Language of instruction
Bachelor	-	S6	L / P	English

### Prerequisites

None

### Learning objectives

Identify the bias that can influence analysis and decision-making  
 Distinguish facts (established and verified) from opinions in the selection of informations/data

- 5.B Construct expert knowledge from cutting-edge information
- 3.B Propose creative solutions within an organization
- 6.B Synthesize multifaceted information from various sources across different functional fields
- 1.B Successfully collaborate within a intercultural team
- 1.A Demonstrate an international mindset
- 6.A Thoroughly examine a complex business situation
- 5.C Employ state-of-the-art management techniques

### Course description

The course will be divided into 4 half-days. The first half-day will be devoted to the presentation of Geopolitics through a lecture (key concepts, authors). During the second half-day, students will be asked to analyze a past conflict using informations that will be given and explained in class. This case study will present the method of analyzing a conflict: collecting data, context, key players, evolution, etc. The following half-day will be devoted to feedback from the case study and to reflect on bias in analysis (and their consequences) and the difficulty of distinguishing facts from lies, opinions, contradictory information. Finally, examples of companies facing geopolitical situations will be presented to the students, in an interactive way, on the last day.

### Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	End of term exam	Group project												
Nb of hours if written exam	3.0													

2nd session	true													
Coefficient	60.0	40.0												

### Evaluation

A report of the evaluation will be given to the students with the answers and general comments on the students' work. Each student will receive an individual report as well. The teacher remains at the disposal of the students for any questions, requests for information, advice ...

### Recommended reading

A few excerpts from key authors will be studied and delivered directly to the students in class. The course will focus on presenting Geopolitics in an operational manner as to show what it can bring in the day-to-day running of a company, what it can bring to decision-making. Therefore, most of the readings will be about conflicts studied with the students, in class.

### Work load

Type of course	Number of hours
Lecture	4.0
Interactive courses	12.0
Personnal work	10.0
Collective project	24.0
<b>Total</b>	<b>50</b>

The students will mostly work in class through case-studies and discussions. They will be advised to read their notes and study some geopolitical situations/crisis to prepare for the evaluation - some readings might be given, if necessary, at the end of the course to help them prepare for the evaluation.

PROJECT SCHEDULING WITH PYTHON 2739		
2022 - 2023	Credit : 2.0	<b>IESEG - School of Management</b>
Class code :	2223_SYL_OPS_2739	OPS

Level	Year	Semestre	Campus	Language of instruction
Bachelor	-	S6	L / P	English

### Prerequisites

- Basic algebraic operations
- A basic understanding of statistics and probability theory might come in handy.
- Prior basic coding knowledge would also be handy

### Learning objectives

The main objective of the course is to teach students how to apply different scheduling techniques in python, to produce optimum or near optimum project schedules.

- 5.C Employ state-of-the-art management techniques
- 5.B Construct expert knowledge from cutting-edge information

### Course description

According to the Project Management Institute (PMI), project management is the application of knowledge, skills, and techniques to execute projects effectively and efficiently. It is a strategic competency for organizations, enabling them to tie project results to business goals, and to better compete in their markets.

The course is delivered in 9 sessions as follows:

- 1- Introduction to scheduling, The challenge of NP-Hard problems, Combinatorial Optimizaion
- 2- Basics of Python part 1 (variables, math operators, if-else, for loops, while loops)
- 3- Basics of python part 2(functions, libraries, NumPy, Matplotlib)
- 4- Basics of Graphs, encoding project information, Adjacency Matrix, Adjacency Lists in Python
- 5- The Critical Path Method in python
- 6- Resource Constrained Project Scheduling Problem (RCPSP) Heuristics in python
- 7- Pyomo mathematical programming for scheduling
- 8- Pyomo mathematical programming for the RCPSP
- 9- The genetic algorithm for the RCPSP

The course is delivered in an interactive and fun way. Students are required to make exercises and their knowledge will be continuously assessed by means of project management business games

Assessment / Feedback														
Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Exercise	Group project	Continuous assessment											

Nb of hours if written exam														
2nd session														
Coefficient	60.0	30.0	10.0											

### Evaluation

Formative feedback would be delivered personally and on daily basis. Summative Feedback would be delivered via email, individualized, and more detailed summative feedback would be coordinated via zoom meetings by request of the students

### Recommended reading

- Heizer B. & Render J.H. (20xx). Operations management. Pearson. (the chapter on project management).
- Project Management Institute (2013). Project Management Body of Knowledge. PMI. (for the interested reader).
- Michael L. Pinedo. Scheduling Theory, Algorithms, and Systems. Springer (for the interested reader)
- Python Crash Course – A Hands-on, Project-Based Introduction to Programming (2nd Edition) (for the interested reader).

### Work load

Type of course	Number of hours
Interactive courses	16.0
Personnal work	24.0
Collective project	10.0



Total	50.0
-------	------

The students will be assessed based on:

- Homeworks and exercises
- Group project
- Class participation and Peer Reviews

SUSTAINABLE SUPPLY CHAIN MANAGEMENT 2744		
2022 - 2023	Credit : 6.0	<b>IESEG - School of Management</b>
<b>Class code :</b>	2223_SYL_OPS_2744	OPS

Level	Year	Semestre	Campus	Language of instruction
Bachelor	-	S6	L / P	English

### Prerequisites

None.

### Learning objectives

At the end of this course, students should be able to:

- understand the costs and benefits of inventory management systems
  - recognize the potential and limitations of lean management tools for waste elimination
  - relate quality assurance and supplier evaluation concepts to environmental impacts
  - analyze and comprehend life cycle analysis reporting
  - recognize the factors that enable sustainable supply chain operations, including both environmental and social aspects
  - diagnose supply chain designs relative to risk and resilience considerations
- 
- 3.A Breakdown complex organizational problems using the appropriate methodology
  - 2.C Generate sustainable solutions for organizations
  - 6.B Synthesize multifaceted information from various sources across different functional fields

### Course description

Course sessions address the following topics:

- inventory management
- lean supply chain management (SCM) and quality control
- service systems in SCM and queue management
- life cycle analysis
- sustainable production and closed-loop supply chains
- supply chain risk management and resilience
- sustainable performance measurement

Assessment / Feedback														
Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Case study	End of term exam	Group project	Group project	Group project	Group project								
Nb of hours if written exam		2.0												
2nd session		true												

Coefficient	10.0	30.0	10.0	15.0	15.0	20								
-------------	------	------	------	------	------	----	--	--	--	--	--	--	--	--

### Evaluation

Students are evaluated based on their participation and interaction in class (through contribution to case studies), four group projects (comprising a mix of written reports, videos, and oral presentations; addressing topics of supplier appraisal, product and service evaluation, quality recalls, and supply chain strategy, with an explicit emphasis on elements of sustainability and resilience), and individual assessment (by way of an end-of-term exam).

### Recommended reading

Recommended supportive readings will be discussed in class; IESEG Online <http://www.ieseg-online.com>

### Work load

Type of course	Number of hours
Lecture	20.0
Interactive courses	25.0
Personnal work	25.0
Collective project	65.0
<b>Independent work</b>	
Research	15.0
<b>Total</b>	<b>150.0</b>

PEOPLE MANAGEMENT IN OPERATIONS AND LOGISTICS 2760		
2022 - 2023	Credit : 2.0	<b>IESEG - School of Management</b>
<b>Class code :</b>	2223_SYL_OPS_2760	OPS

Level	Year	Semestre	Campus	Language of instruction
Bachelor	-	S6	L / P	English

### Prerequisites

no prerequisite but a management expérience would be greatly appreciated

### Learning objectives

- 6.C Combine different skills and management disciplines in support of interdisciplinary responsibilities
- 4.A Appraise the performance of a team
- 5.A Predict how business and economic cycles could affect organizational strategy
- 5.B Construct expert knowledge from cutting-edge information
- 5.C Employ state-of-the-art management techniques

### Course description

Timothee Marty is a former student of IESEG in 2003 and currently Operation manager in Amazon Logistics. this course was created with a single purpose: provide the practical tool box of best practise and easy-to-use knowledge to the people manager wannabees. (with a strong focus on feedback games, management stories, in-class discussions); can be applied to all domain: operations, logistics, sales, admin, HR...

### Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Participation	Case study	Individual report											
Nb of hours if written exam														
2nd session														
Coefficient	0.5	0.25	0.25											

### Evaluation

None.

### Recommended reading

None.

### Work load

Type of course	Number of hours
Lecture	16.0
Personnal work	10.0
Individual project	3.0
<b>Total</b>	<b>29.0</b>

DIGITAL OPERATIONS MANAGEMENT 2791		
2022 - 2023	Credit : 2.0	<b>IESEG - School of Management</b>
<b>Class code :</b>	2223_SYL_OPS_2791	OPS

Level	Year	Semestre	Campus	Language of instruction
Bachelor	-	S6	L / P	English

### Prerequisites

None.

### Learning objectives

In the past four decades, technological advances, globalization, trade liberalization, and increased regulation have shaped our daily lives and supply chains worldwide. This course serves as an introduction to the topics of Digital Operations/Supply Chain Management, Behavioral Operations Management, and their interaction. The course aims to introduce students to (1) the impact of digitalization and (2) the role of human behavior on operational and supply chain processes and decisions.

At the end of the course, students will be able to:

- a) understand the impact of digitalization on operations and supply chain management processes;
- b) grasp the leading trends and critical issues in the digital supply chain;
- c) gain insights into the use of analytics and simulation in designing and planning a supply chain; and
- d) know the field of Behavioral Operations and the influence of behavior on operational decisions.

- 1.A Demonstrate an international mindset
- 1.B Successfully collaborate within a intercultural team
- 1.C Communicate effectively in English
- 5.B Construct expert knowledge from cutting-edge information
- 5.C Employ state-of-the-art management techniques
- 6.B Synthesize multifaceted information from various sources across different functional fields
- 6.C Combine different skills and management disciplines in support of interdisciplinary responsibilities

### Course description

Teaching and Learning Methodology:

- Lectures
- Hands-on in-class or take-home exercises
- Case studies
- Group projects/presentations
- Guest lecture/talk from consultant digitalization/analytics in the industry)

### Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
---------------	---	---	---	---	---	---	---	---	---	----	----	----	----	----

Type of test	End of term exam	Group project	Continuous assessment											
Nb of hours if written exam														
2nd session														
Coefficient	50.0	25.0	25.0											

### Evaluation

(DRAFT - TO BE CHANGED)

1. Assignments (25%)
2. Group Project (25%)
3. Final Exam (50%)

### Recommended reading

TBA

### Work load

Type of course	Number of hours
Lecture	16.0

Total	
-------	--



GLOBAL SUSTAINABILITY & OPERATIONS MANAGEMENT 3161		
2022 - 2023	Credit : 2	<b>IESEG - School of Management</b>
Class code :	2223_SYL_OPS_3161	

Level	Year	Semestre	Campus	Language of instruction
Bachelor	-	S6	L / P	

### Prerequisites

None.

### Learning objectives

- null

### Course description

None.

### Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test														
Nb of hours if written exam														
2nd session														
Coefficient														

### Evaluation

None.

### Recommended reading

None.

Work load	
Type of course	Number of hours
Total	

OPTIMIZATION TECHNIQUES 2732		
2022 - 2023	Credit : 6.0	<b>IESEG - School of Management</b>
Class code :	2223_SYL_QMS_2732	QMS

Level	Year	Semestre	Campus	Language of instruction
Bachelor	-	S6	L / P	English

### Prerequisites

Strong background in applied mathematics including calculus and linear algebra. Strong background in probability and statistics. Knowledge in algorithms will be helpful

### Learning objectives

At the end of the course, the student should be able to: - understand basic theoretical principles in optimization; - understand formulation of optimization models; - understand solution methods in optimization; - understand methods of sensitivity analysis and post processing of results - apply optimization techniques to a wide range of business problems - implement practical cases, by using excel solver and lingo

- 1.B Successfully collaborate within a intercultural team
- 1.C Communicate effectively in English
- 5.B Construct expert knowledge from cutting-edge information
- 1.A Demonstrate an international mindset

### Course description

The goal of this lecture is to allow students to master all the commons tools that they will meet in companies to solve a practical problem. Emphasis is put on being able to model the problem while a software will solve it.  
 Linear Programming (LP) and allocation of resources Maximization then Minimization problems Graphical LP Minimization and Maximization solution Linear Programming-Simplex Method for Maximizing Linear Programming-Big-M Method for Optimizing Sensitivity Analysis: Changes in Objective Function Duality and Complementary Slackness

Assessment / Feedback														
Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Participation	End of term exam	Group project	Exercise	Exercise									
Nb of hours if written exam		2.0												
2nd session														
Coefficient	10.0	40.0	30.0	10.0	10.0									

## Evaluation

Presence/Participation (10%); Final Exam (40%); Final project (30%); (Homework 1 = 10% and Homework 2 = 10%)

## Recommended reading

"Moore, J.H., L.R. Weatherford (2001) ""Decision Modeling with Microsoft Excel"", 6th Edition, Upper Saddle River, Prentice Hall ; Winston, W.L., S.C. Albright (2001) ""Practical Management Science: Spreadsheet Modeling and Applications"", 2nd Edition, Pacific Grove, Duxbury Press ; Taylor Bernard W. (2007) ""Introduction to management Science"", 9th Edition, Pearson Prentice hall ; Mayne Winston (2004) ""Operations Research: Applications and Algorithms"", 4th Edition, Brooks/Cole Cengage Learning ; Anderson, R.A., Sweeny, D.J. (2006) ""Applied Production and Operations Management"" "

## Work load

Type of course	Number of hours
<b>Face to face</b>	
Interactive courses	45.0
<b>Independent study</b>	
Personnal work	20.0
Collective project	10.0
Individual project	10.0
<b>Independent work</b>	
Reading reference manuals	15.0
<b>Total</b>	<b>100.0</b>



ECONOMETRICS OF QUALITATIVE VARIABLES 2789		
2022 - 2023	Credit : 2.0	<b>IESEG - School of Management</b>
<b>Class code :</b>	2223_SYL_QMS_2789	QMS

Level	Year	Semestre	Campus	Language of instruction
Bachelor	-	S6	L / P	English

### Prerequisites

- Basic Descriptive and inferential statistics
- Introduction to Econometrics ( linear regression)

### Learning objectives

1. Introduction: the art of econometrics
  2. The linear probability model
  3. The logit model
  4. Model fit and various tests
- 3.B Propose creative solutions within an organization
  - 3.A Breakdown complex organizational problems using the appropriate methodology
  - 5.A Predict how business and economic cycles could affect organizational strategy
  - 5.C Employ state-of-the-art management techniques
  - 5.D Make effectual organizational decisions
  - 6.A Thoroughly examine a complex business situation
  - 6.B Synthesize multifaceted information from various sources across different functional fields

### Course description

The Econometrics of Qualitative variables course focuses on the analysis and prediction of binary (yes/no or 0/1) dependent variables. It might be seen as a fundamental step toward Big Data and Machine Learning as it covers foundations of many other algorithms.

The first part is a brief review of the Introduction to Econometrics course (the case of quantitative dependent variables) and explains why such an approach is limited.

The second part discusses an adaptation of the traditional OLS regression called the Linear probability model. Given the drawbacks of this model, the third part is based on the Logit model which is the recommended tool to predict such variables. The lecture introduces all elements needed to construct this model.

The last part is based on evaluating the quality of logit models through hypotheses testing.”

The course includes in-class interactive exercises and applications using Excel and then SPSS software.

### Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Participation	Exercise	Individual project	End of term exam										
Nb of hours if written exam				2.0										
2nd session														
Coefficient	15.0	20.0	35.0	30.0										

### Evaluation

- Continuous in-class feedback on the continuation of the individual project.
- Outside-class feedback on the overall performance

### Recommended reading

No specific book

### Work load

Type of course	Number of hours
Lecture	10.0
Coaching	6.0
Individual project	30.0
Reading reference manuals	2.0
Research	2.0

Total	
-------	--



PREDICTIVE ANALYTICS FOR BUSINESS 2736		
2022 - 2023	Credit : 2.0	<b>IESEG - School of Management</b>
Class code :	2223_SYL_QMS_2736	QMS

Level	Year	Semestre	Campus	Language of instruction
Bachelor	-	S6	L / P	English

### Prerequisites

Students should be aware of some basic concepts in statistics (variance, cross tables, conditional probabilities), management (marketing) and micro-economy. They also can be informed with multivariate descriptive basic algorithms (PCA, linear model) or have ideas on these topics. It is also established that this course is well designed to deal with statistics since it brings new views on all statistics questions. In short, welcome to all.

### Learning objectives

Overview : AI, Data Science & Data driven decision for business

- Build a data based predictive strategy, formalize a scoring problem
- Carry out a research relying on various methods including Neural Networks, Logistic and Decision Trees.
- Evaluate performance, control reliability and accuracy of a score, calculate expected ROI

This course aims at giving students a global contractor's competence AND basic autonomy to address a scoring issue

- 3.B Propose creative solutions within an organization

### Course description

None.

### Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Continuous assessment	End of term exam	Group project											
Nb of hours if written exam		1.5												
2nd session														
Coefficient	0.25	0.15	0.6											

## Evaluation

Personalized mail feedback and interaction for each session work.

## Recommended reading

None.

## Work load

Type of course	Number of hours
Interactive courses	8.0
Directed work	6.0
Coaching	2.0
Personal work	4.0
Collective project	8.0
Individual project	6.0
<b>Total</b>	<b>34.0</b>

Group final project is started in class then supported through Zoom open office sessions.

NON-GOVERNMENTAL AND NON-PROFIT ORGANIZATIONS: FINANCING AND PARTNERING WITH CORPORATES AND FOUNDATIONS 2731		
2022 - 2023	Credit : 2.0	<b>IESEG - School of Management</b>
<b>Class code :</b>	2223_SYL_STS_2731	STS

Level	Year	Semestre	Campus	Language of instruction
Bachelor	-	S6	L / P	English

### Prerequisites

No prerequisite.

Knowing the CSR stakes is an advantage. The commitment or knowledge of an NGO/NPO by the students will help. The course will give them the opportunity to work directly on the financing and stakes of the relations with corporates and foundations for THEIR project.

### Learning objectives

After having followed this course, the students will be able to:

- understand the motivations of NGO/NPOs,
- master the legal and fiscal frame of sponsorship.

More precisely, they will be able to:

- target, prospect, meet, convince corporates and foundations,
- write a sponsorship argument that responds to the private financiers' expectations
- hear the stated and not-said expectations of corporates, convert them into meaningful projects,
- conclude and contractualize with private financiers,
- co-build, animate and sustain long term sponsorships.
- 3.B Propose creative solutions within an organization
- 4.C Convey powerful messages using contemporary presentation techniques
- 3.A Breakdown complex organizational problems using the appropriate methodology
- 6.C Combine different skills and management disciplines in support of interdisciplinary responsibilities
- 2.C Generate sustainable solutions for organizations
- 2.B Solve professional dilemmas using concepts of CSR and ethics
- 2.A Assess the values of the organization in which they work

### Course description

The course follows the following programme:

- Innovating financings and partnerships between corporates and NGO/NPOs,
- Context of sponsorship, definitions, added values, goals and motivations of corporates, legal and fiscal frame,
- Building an argument,
- Communication, set up of the sponsorship brochure,
- Approach of corporates and foundations,
- Finalization of the argument, formalization of the sponsorship brochure,
- Oral presentation in a role game, action plan to approach corporates.

### Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
---------------	---	---	---	---	---	---	---	---	---	----	----	----	----	----

Type of test	Participation	Oral assessment	Group report											
Nb of hours if written exam														
2nd session														
Coefficient	30.0	35.0	35.0											

### Evaluation

The oral presentation is a role game, the simulation of a real-life professional situation of the NGO/NPO organization in front of a corporate meeting. All the students of the sub-group take part to it. They are evaluated on individual and collective speech, as well as on assessment of learnings in questions-answers in front of the group. The evaluation session provides a pedagogical feedback to the students.

The written exam is formed by the production and restitution of a sponsorship brochure and an action plan for the sponsorship strategy.

### Recommended reading

- Mécénat et fondations, quelles options pour les associations culturelles ? Opale CRDLA Culture, 2013
- Petit guide pour les porteurs de projets, les entreprises et les particuliers, Ministère de la Culture, Mission Mécénat, 2012
- Associations culturelles et mécénat d'entreprise. Comment aborder la recherche de partenaires privés ? Patrick Rosenfeld, Stéphane Barré, François-Xavier Tramond, Opale CRDLA Culture, 2008
- Centre Français des Fonds et Fondations : <https://www.centre-francais-fondations.org/>
- Admical : <http://admical.org/>
- Ministère de la Culture, Mission Mécénat : <http://www.culture.gouv.fr/Thematiques/Mecenat>

### Work load

Type of course	Number of hours
Interactive courses	16.0
Personnal work	17.0
Collective project	17.0

Total	50.0
-------	------

PREPARATION AU DELF B1 ET B2 0520		
2022 - 2023	Credit : 2	<b>IESEG - School of Management</b>
Class code :	2223_SYL_LAN_FRE_0520	LAN_FRE

Level	Year	Semestre	Campus	Language of instruction
	N	NA	L / P	

### Prerequisites

FRENCH Level B1

### Learning objectives

At the end of the course, the student should be able to : Organise thoughts and thus an argument based on a written or audio document. Make a written or oral presentation on a given theme. Level B1 or/and B2

- null

### Course description

Listening, Reading, Speaking and Writing exercises

Assessment / Feedback														
Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Continuous assessment	Participation	Digitalization	End of term exam										
Nb of hours if written exam				1.5										
2nd session														
Coefficient	20.0	20	20	40.0										

### Evaluation

Detailed and regular individual feedback will be provided by professors to students to help them in their progression and help them if necessary

### Recommended reading

Work load	
Type of course	Number of hours
<b>Face to face</b>	
Interactive courses	16.5
<b>Independent study</b>	
Personnal work	32.0
<b>Independent work</b>	
E-learning	1.5
<b>Total</b>	<b>50</b>

Readings in order to deepen your understanding of themes done in class as well as written and oral comprehension. A written expression on IESEG-ONLINE with feedback ; Research for presentations and preparation of the exercices

BIEN PRONONCER LE FRANCAIS 0521		
2022 - 2023	Credit : 1	<b>IÉSEG - School of Management</b>
<b>Class code :</b>	2223_SYL_LAN_FRE_0521	LAN_FRE

Level	Year	Semestre	Campus	Language of instruction
	N	NA	L / P	

### Prerequisites

no prerequisite

### Learning objectives

At the end of the course, the student should be able to : Master mechanisms and the functioning of the French pronunciation, that will enable them to have greater competence in listening and speaking and even writing thanks to the link between written and spoken forms.

- null

### Course description

> Theoretical part : discovering the sounds, the phonatory organs used and comparison with the students' native languages.  
 > Practical part : speaking exercises, listening, simultaneous and deferred repetition, role-plays... We will use authentic documents: songs, clips...

Assessment / Feedback														
Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Continuous assessment	Digitalization	Participation	End of term exam										
Nb of hours if written exam														
2nd session														
Coefficient	20.0	20.0	20	40.0										

### Evaluation

Continuous assessment : 60%  
 > quizzes and activities : 20%  
 > digitalization: 20%  
 > participation : 20%  
 Final exam : 40%



## Recommended reading

IESEG Online <http://www.ieseg-online.com/>

## Work load

Type of course	Number of hours
Lecture	14.6
Personnal work	9.2
E-learning	1.2
<b>Total</b>	<b>25</b>

FRENCH AS A FOREIGN LANGUAGE (ADVANCED)2548		
2022 - 2023	Credit : 2	<b>IÉSEG - School of Management</b>
<b>Class code :</b>	2223_SYL_LAN_FRE_2548	LAN_FRE

Level	Year	Semestre	Campus	Language of instruction
	N	NA	L / P	French

### Prerequisites

The student has completed a semester course preparing for level B2 [either at Iéseg or in another learning context]: At this stage, the student "understands the essential content of concrete or abstract topics in a complex text, including a technical discussion in his/her speciality (...)" Source: Council of Europe (2001)

### Learning objectives

The aim of this course is to allow you to use the French language with ease and spontaneity, to be able to follow a complex argumentation et to present your views. At the end of this level, you will be able to express yourself with precision and ease in personal, professional and academic fields.

- 1.B Successfully collaborate within a intercultural team
- 1.A Demonstrate an international mindset

### Course description

You will be able to watch a radio, television program and most of the current standard French movies. You will work on documents for the general public rather long, but also on texts or recordings dealing with more specialized fields. You will reformulate complex information you will have read, or heard. You will give presentations. The papers discussed will cover current topics, French society and cultural traits and behaviors. You will write clear, detailed and structured texts.

Assessment / Feedback														
Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Continuous assessment	Oral assessment	Written exam											
Nb of hours if written exam														
2nd session														
Coefficient	60.0	20.0	20.0											

## Evaluation

A detailed individual and regular feedback will be given to the students in order to allow them to improve and to help them if needed.

## Recommended reading

Provided by the course lecturers

## Work load

Type of course	Number of hours
Interactive courses	16.5
Personnal work	31.66
E-learning	1.84
<b>Total</b>	<b>50</b>

FRENCH AS A FOREIGN LANGUAGE (BEGINNER) 2229		
2022 - 2023	Credit : 2	<b>IÉSEG - School of Management</b>
<b>Class code :</b>	2223_SYL_LAN_FRE_2229	LAN_FRE

Level	Year	Semestre	Campus	Language of instruction
	N	NA	L / P	French

### Prerequisites

None.

### Learning objectives

The course objective is to improve the writing and the speaking student skills. The CEFR skills : READING/SPEAKING/ UNDERSTANDING will be worked in order to give students the necessary tools to reach an elementary level BEGINNER +. At the end of the course, students should reach BEGINNER + level. [Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, . Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.]

- 1.A Demonstrate an international mindset
- 1.B Successfully collaborate within a intercultural team

### Course description

Students will work on the 4 skills : listening, reading, speaking and writing . We will study the following thematic : Introducing himself-herself/ Buying in food shops/ Ordering and take away in a restaurant.

Assessment / Feedback														
Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Continuous assessment			End of term exam	Oral assessment									
Nb of hours if written exam				1.5										
2nd session														
Coefficient	50.0			25	25									

### Evaluation

Detailed individual and regular feedback will be given to the students in order to allow them to improve and to help them if needed.

### Recommended reading

Provided by the course lecturers

### Work load

Type of course	Number of hours
Interactive courses	16.5
Personnal work	27.5
E-learning	6
<b>Total</b>	<b>50</b>

FRENCH AS A FOREIGN LANGUAGE (BEGINNER +) 2547		
2022 - 2023	Credit : 2	<b>IESEG - School of Management</b>
Class code :	2223_SYL_LAN_FRE_2547	LAN_FRE

Level	Year	Semestre	Campus	Language of instruction
	N	NA	L / P	French

### Prerequisites

Beginner level

### Learning objectives

- 1.A Demonstrate an international mindset
- 1.B Successfully collaborate within a intercultural team

### Course description

Several topics related to daily life will be covered in the course:

- Introducing oneself
- The family
- Health
- The city
- Shops

All themes will involve the 4 skills mentioned above.

Assessment / Feedback														
Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Continuous assessment	Oral assessment	End of term exam											
Nb of hours if written exam			1.5											
2nd session														
Coefficient	50.0	25.0	25.0											

### Evaluation

None.

### Recommended reading

Provided by the course lecturers

### Work load

Type of course	Number of hours
Interactive courses	16.5
Personnal work	31.7
E-learning	1.8
<b>Total</b>	<b>50</b>

FRENCH AS A FOREIGN LANGUAGE (INTERMEDIATE) 2545		
2022 - 2023	Credit : 2	<b>IÉSEG - School of Management</b>
<b>Class code :</b>	2223_SYL_LAN_FRE_2545	LAN_FRE

Level	Year	Semestre	Campus	Language of instruction
	N	NA	L / P	French

### Prerequisites

Beginner + level

### Learning objectives

Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

<https://www.coe.int/en/web/common-european-framework-reference-languages/table-1-cefr-3.3-common-reference-levels-global-scale>

- 1.B Successfully collaborate within a intercultural team
- 1.A Demonstrate an international mindset

### Course description

1st topic : Live in France

Tell your arrival in France, where you live and how you found your accommodation, describe and compare a place to live, deal with daily issues with professionals...

2nd topic : Well-being and health

Talk about eating habits. Discuss health issues and good/bad habits. Take a medical appointment, describe symptoms, understand a prescription and advice...

### Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Continuous assessment	Oral assessment	End of term exam											
Nb of hours if written exam														



2nd session														
Coefficient	60.0	20.0	20.0											

### Evaluation

- Continuous assessments
- 1 Speaking exam during the semester
- 1 Final exam

### Recommended reading

- Défi 2, EMDL
- Edito A2, DIDIER FLE
- VO 2, EMDL
- Communication Progressive du Français, niveau intermédiaire, Clé International
- Le DELF A2 100% réussite, didier

### Work load

Type of course	Number of hours
Interactive courses	16.5
Personnal work	31.66
E-learning	1.84

Total	50
-------	----

FRENCH AS A FOREIGN LANGUAGE (INTERMEDIATE +) 2546		
2022 - 2023	Credit : 2	<b>IESEG - School of Management</b>
<b>Class code :</b>	2223_SYL_LAN_FRE_2546	LAN_FRE

Level	Year	Semestre	Campus	Language of instruction
	N	NA	L / P	French

### Prerequisites

Intermédiaire

### Learning objectives

At the end of the course, the student should be able to:

\*Referring to the learning goal of school : - Work in an international and intercultural environment - Demonstrate an intercultural open mindset - Produce professional quality documents (appropriate to the language level ) - Make professional quality oral presentations using adapted tools

\*Referring to the Common European Framework of Reference for Languages and depending on the level: - Understand key points when clear and regular language is used while discussing familiar subjects -understand everyday language in written texts, descriptions of events, expressions of feelings and wishes in personal letters - Express themselves in an uncomplicated way when describing experiences and events, hopes and objectives in the context of explaining projects and opinions -writing a simple and coherent text about familiar subjects, as well as personal letters that describe experiences and impressions - Master both oral and written French which can be used in the world of work - Master both oral and written French which can be used in everyday communication in the business world

- 1.B Successfully collaborate within a intercultural team

- 1.A Demonstrate an international mindset

### Course description

Theme 1: Culture, society and identities

Compare and comment on lifestyles

Generational differences

Cultural symbols and stereotypes

(Express your opinion and feelings)

Theme 2: The revolutions

Sociales, politiques and technologique

Theme 3 : Learning

Scholare and professional background; French School system

### Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
---------------	---	---	---	---	---	---	---	---	---	----	----	----	----	----

Type of test	Continuous assessment	Oral assessment	End of term exam											
Nb of hours if written exam														
2nd session														
Coefficient	50.0	25.0	25.0											

### Evaluation

A detailed individual and regular feedback will be given to the students in order to allow them to improve and to help them if needed.

CONTINUOUS ASSESSMENT : 50 % > Listening test 25% ; reading test 25%

FINAL EXAM : 50 % > Written exam : 25% : oral speaking exam : 25%

### Recommended reading

GRAMMAIRE PROGRESSIVE DU FRANÇAIS/CLE INTERNATIONAL ; IESEG Online <http://www.ieseg-online.com/>

### Work load

Type of course	Number of hours
Interactive courses	16.5
Personnal work	31.5
E-learning	2.0

Total	50
-------	----