SYLLABI

Courses for Incoming Exchange Students

Bachelor PGE

Lille

FALL 2023

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

	INTERNATIONAL FINANCIAL REPORTING 2770		
IÉSEG SCHOOL OF MANAGEMENT	2023 - 2024	Credit : 3	**IÉSEG - School of Management**
	Class code :	2324_SYL_ACC_2770	ACC

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

Prerequisities

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.

- 1.A Demonstrate an international mindset

- 1.C Communicate effectively in English

- 5.B Construct expert knowledge from cutting-edge information

- 6.A Thoroughly examine a complex business situation

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
Face to face	
Interactive courses	16.0
Independent study	
Personnal work	24.0
Collective project	10.0

| **Total** | |

| 2023 - 2024 | Credit : 3 | **IÉSEG - School of Management** | |
| Class code : | | 2324_SYL_FIN_2771 | FIN |

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

Prerequisities

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 management

- 1.A Demonstrate an international mindset

- 5.B Construct expert knowledge from cutting-edge information

- 6.A Thoroughly examine a complex business situation

- 1.C Communicate effectively in English

- 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

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	Continuous assessment	Continuous assessment	Presentation	End of term exam									
Nb of hours if written exam	1.0	1.0	1.0		2.0									
2nd session					true									

Coefficient	15.0	15.0	15.0	20.0	35.0										

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 (in-class) 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, 9th Edition, by Eun, Resnick and Chuluun, McGraw Hill

Work load

Type of course	Number of hours
Lecture	24.0
Personnal work	32.0
Independent work	
Reading reference manuals	19.0
Total	75.0

	INTERNATIONAL HRM 2769		
2023 - 2024	Credit : 3	**IÉSEG - School of Management**	
Class code :	2324_SYL_HRM_2769		HRM

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

Prerequisities

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

- 1.B Successfully collaborate within a intercultural team

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

- 3.A Breakdown complex organizational problems using the appropriate methodology

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														
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	9.0
Interactive courses	15.0
Personnal work	10.0
Collective project	18.0
Individual project	23.0
Total	75.0

	GLOBAL BUSINESS LAW 2773		
2023 - 2024	Credit : 3	**IÉSEG - School of Management**	
Class code :	2324_SYL_LAW_2773		LAW

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

Prerequisities

Basic understanding of any legal system (sources, persons, contracts, torts).

Learning objectives

At the end of the course, the student should be able to:
Understand the international legal environment of business.
Know how to use international contracts strategically, identify key contractual clauses and spot red flags.
Be able to select the most appropriate method to settle transnational disputes.

- 1.A Demonstrate an international mindset

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

- 3.B Propose creative solutions within an organization

- 4.C Convey powerful messages using contemporary presentation techniques

- 5.B Construct expert knowledge from cutting-edge information

Course description

1. The international legal environment of business: main actors and institutions. Private International Law. Public International Law. International Trade Law. Transnational law.
2. Business risks and legal implications to enter foreign markets. Different entry strategies.
3. Comparative Law. What do legal families have to do with doing business? Empirical comparative law.
4. International contracts. How to negotiate, draft and interpret international contracts. The CISG. The Incoterms. Letters of credit.
5. EU Law. The internal market. EU Private International Law. The Rome I Regulation.
6. Methods for solving transnational business disputes. ADR. International Business and Investment Mediation and 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			1.0											

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 mandatory readings during the course.
The students do not need to buy any textbooks for this course. However, the following books are suggested for reference.
Bishop, Bernard. (2009). European Union law for international business: an introduction. Cambridge University Press.
DiMatteo, L. A. (2016). International business law and the legal environment: a transactional approach (3rd ed.). Routledge.
Wevers, H. (2021). A basic guide to international business law (5th ed.). Wolters-Noordhoff B.V.

Work load

Type of course	Number of hours
Lecture	24.0
Personnal work	8.0
Collective project	8.0
Independent work	
Reading reference manuals	8.0
Research	8.0

Total	50.0

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

Prerequisities

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.

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

- 5.D Make effectual organizational decisions

- 5.B Construct expert knowledge from cutting-edge information

- 4.C Convey powerful messages using contemporary presentation techniques

- 1.A Demonstrate an international mindset

- 1.C Communicate effectively in English

- 3.B Propose creative solutions within an organization

- 6.A Thoroughly examine a complex business situation

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	Group project	End of term exam	Exercise									
Nb of hours if written exam			1.5	15.0									
2nd session													
Coefficient	15	35.0	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, Johny 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
Total	50.0

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

Prerequisities

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

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 their management.
Students are able to analysis of supply chains and design concepts for supply networks, ensuring their sustainability and resilience, via profitability, reliability, and adaptability.
Furthermore, students evaluate the impact of digitalisation on supply chain management and logistics. They are can identify opportunities of its successful integration for the optimisation of efficiency and sustainability.
Students analyse complex supply chains and networks, develop innovative solutions, and evaluate these innovations from a systemic perspective.

- 3.A Breakdown complex organizational problems using the appropriate methodology

- 3.B Propose creative solutions within an organization

- 4.C Convey powerful messages using contemporary presentation techniques

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

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	Midterm exam	Midterm exam	Continuous assessment	Individual report									
Nb of hours if written exam		1.0	1.0											
2nd session														
Coefficient	20.0	15.0	15.0	20.0	30.0									

Evaluation

20% jointly by 2 half-term exams (multiple choice and open questions on Wiseflow) (corresponds to two mid-term exams)
30% group presentation on specific topi, prepared by they groups prior to the classes (corresponds to group work)
20% presentation prepared during classes on lesson-specific topics (corresponds to continuous assessment)
30 % final report comprising findings on lesson-specific topics; each student has to mark his or her contribution to ensure a student-spedific evaluation (corresponds to individual report)

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	24.0
Collective project	20.0

Individual project	16.0
Reading reference manuals	10.0
Research	10.0
Total	80.0

INTERNATIONAL BUSINESS STRATEGIES 2772		
2023 - 2024	Credit : 3	**IÉSEG - School of Management**
Class code :	2324_SYL_STS_2772	STS

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

Prerequisities

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

- 1.B Successfully collaborate within a intercultural team

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

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

- 3.A Breakdown complex organizational problems using the appropriate methodology

- 3.B Propose creative solutions within an organization

Course description

The current business context is characterized by uncertainty and constant disruption. In the face of continuous technological change, a climate crisis, increasing inequalities, and global competition, organizations need to rethink the way they do business internationally. The course is designed to immerse students into the theory and practice of Global Strategy in a world of relentless disruption. The course will address the fundamentals of international strategy as well as more recent trends. It will provide a set of tools and frameworks to identify major environmental shifts that affect industries, analyze opportunities and strategies for international expansion, audit organizational capabilities, and assess the sustainability of international strategies. Participants will learn by applying theoretical frameworks and through readings, discussions, debates, short lectures, case studies and presentations.

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																
2nd session																
Coefficient	20.0	40.0	40.0													

Evaluation

Group work and presentations: 60%
Final exam: 40%
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	24.0
Personnal work	16.0
Collective project	20

Total	60.0

2023 - 2024	Credit : 2.0	**IÉSEG - School of Management**
Class code :	2324_SYL_ACC_2723	ACC

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

Prerequisities

- Financial accounting
- Fundamentals of strategy
- Cost accounting

Learning objectives

- Be able to work in a team
- Time management
- Effective intermediate presentations
- Effective oral communication

- 1.B Successfully collaborate within a intercultural team

- 1.C Communicate effectively in English

- 3.A Breakdown complex organizational problems using the appropriate methodology

- 3.B Propose creative solutions within an organization

- 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

- 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

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
Independent work	
E-learning	6.0
Research	2.0

Total	50.0

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

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

Prerequisities

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

- 5.B Construct expert knowledge from cutting-edge information

- 6.A Thoroughly examine a complex business situation

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	Case study									
Nb of hours if written exam														
2nd session														
Coefficient	10.0	15	25.0	25.0	25									

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** | |

	2023 - 2024	Credit : 4.0	**IÉSEG - School of Management**
Class code :	2324_SYL_DEV_2734		DEV

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

Prerequisities

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

- 1.A Demonstrate an international mindset

- 1.B Successfully collaborate within a intercultural team

- 1.C Communicate effectively in English

- 3.A Breakdown complex organizational problems using the appropriate methodology

- 3.B Propose creative solutions within an organization

- 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

- 5.B Construct expert knowledge from cutting-edge information

- 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

Every session is going to be on a grand topic of interest in political sciences and we will dissect it through the lens of current political events, newspaper articles, and political theory. The topics are: Ideologies and legitimacy; Governance; Suffrage, elections and parties; The policy process; Stakeholders; Political institutions; The Welfare State; War and peace; Challenges to Democracy.

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
Independent work	
Research	20.0

Total	100.0

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

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

Prerequisities

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.

- 1.B Successfully collaborate within a intercultural team

- 1.A Demonstrate an international mindset

- 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 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	Participation	End of term exam	Presentation											

Nb of hours if written exam	0.5	1.0														
2nd session																
Coefficient	20	50	30													

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 Iéseg on line.

Work load

Type of course	Number of hours
Interactive courses	16.0
Personnal work	34.0
Total	50.0

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

Prerequisities

None

Learning objectives

None

- 1.A Demonstrate an international mindset

- 1.C Communicate effectively in English

- 2.C Generate sustainable solutions for organizations

- 4.C Convey powerful messages using contemporary presentation techniques

- 5.B Construct expert knowledge from cutting-edge information

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 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., Turroni, 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

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., Turroni, 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
Total	50

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.

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

Prerequisities

Introductory courses in Macroeconomics and Microeconomics

Learning objectives

Understand the economic environment in which businesses are conducted

- 5.C Employ state-of-the-art management techniques

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

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

- 2.C Generate sustainable solutions for organizations

- 1.A Demonstrate an international mindset

- 1.C Communicate effectively in English

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

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

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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

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

Prerequisities

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

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

2023 - 2024	Credit : 2.0	**IÉSEG - School of Management**	
Class code :	2324_SYL_ENT_2735		ENT

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

Prerequisities

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.

- 1.C Communicate effectively in English

- 4.A Appraise the performance of a team

- 4.B Compose constructive personal feedback and guidance

- 3.B Propose creative solutions within an organization

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	85	15																	

Evaluation

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.

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
Outside training	
Outside visit	2.0
Total	50.0

This course requires extensive student and team self-organization and management. The instructor is merely a mentor on the sidelines. Whole class debriefs aid learning and crystallize insights.

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

Prerequisities

None

Learning objectives

The theories and concepts will be applied practically for building your online business.
Below are the main themes, but the order will be different during the course, as we will mix theory and practice
High-level perspective
- Economics of online businesses, case study of existing firms, and the future of internet (e.g. AI)
- Different online start-ups strategies and theories supporting them
- Business models of emerging new companies (e.g. industry 4.0) and already established online companies (google, amazon, facebook, apple, etc.)
Designing your online business
- Knowledge of your industry and of your customers
- Establishing a business model and its cash-flow
Introduction to specific skills necessary to implement an online business
- A/B testing
- Web-marketing social media, emailing and SEO
- Ethics of using cognitive biases in your online business

- 5.B Construct expert knowledge from cutting-edge information

- 1.A Demonstrate an international mindset

- 1.B Successfully collaborate within a intercultural team

- 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

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

Course description

Understand the online economy from a high-level perspective (economics, main actors, business models)
Design an online business (industry, products, business model) and a cash flow model.
Master or have a good understanding of the specific skills required to implement and set-up an online business (Artificial intelligence, A/B Testing, digital and social marketing, ethics)
Have a practical experience of creating a website (html, introduction to php, wordpress, photo, video, selling, etc.)
Understand the ethics of using cognitive biases

Assessment / Feedback

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

Evaluation

During presentation, feedback will be given.
Upon request, a feedback on the final report will be sent.

Recommended reading

How to setup an online business, Kevin partner, 2017
Osterwalder, A., & Pigneur, Y. (2010). Business model generation: a handbook for visionaries, game changers, and challengers. John Wiley & Sons

Work load

Type of course	Number of hours
Lecture	16.0
Collective project	20.0
E-learning	2.0
Research	12.0

Total	50.0

	ENTREPRENEURIAL DECISION MAKING 2788	
2023 - 2024	Credit : 2.0	**IÉSEG - School of Management**
Class code :	2324_SYL_ENT_2788	ENT

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

Prerequisities

Students should have at least three business idea.

Learning objectives

1.A & 1.B : group work in international teams using decision making (DM) tools and techniques

2A : Evaluating the value of using decision making tools and processes within an organization

2B : Ethical impact of behavioral economics (e.g. psychological manipulation using decision biases)

2C : applying the decision making tools to solve entrepreneurial issues (e.g. understanding entrepreneurial overconfidence and its impact on launching a business)

3A : applying entrepreneurial decision making tools and techniques to solve organization problems (e.g. improving the efficiency of group decision making using the technique of "the red team")

3B : Combining various decision making tools and techniques to creatively improve entrepreneurial decision making and sort through various solutions

3C : Using decision making tools to improve change management processes

4A : Use personnality types to improve the performance of a team

4C : Various presentations and interactions during the course to improve the impact of communicating powerful messages

5A : Use decision making tools and techniques related to historical analysis to help predict how business and economic cycle are influencing organizations.

5B : Incorporating cutting-edge information in the entrepreneurial decision making process (e.g. use of AI)

5C : Many state-of-the-art papers will be studied during this course.

5D : Understanding effectuation as an entrepreneurial decision making technique.

6A : Using entrepreneurial decision making toosl and techniques, as well knowledge of cognitive biases to examine complex business situation

6B : Understanding how looking at situations from different angles helps to improve entrepreneurial decision making. The entrepreneurial DM tools and techniques are the most powerful when used in combination.

- 1.A Demonstrate an international mindset

- 1.B Successfully collaborate within a intercultural team

- 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.A Appraise the performance of a team

- 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

- 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

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

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
Total	50.0

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

Prerequisities

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

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

- 5.B Construct expert knowledge from cutting-edge information

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
Total	50.0

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

Prerequisities

None.

Learning objectives

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

1 understand in detail what a bank is through its annual reports for banks or insurances companies.

2. to know the European authorities (regulation) after the financial crisis of 2008

3. understanding the 2008 crisis to better understand banking regulation in Basel 3 and in Solvency 2.

4. understand the challenges of micro-prudential and macro-prudential regulation.

5. understand what is called capital (associated criteria) and its main function (loss absorption).

6. understand capital ratios (risk-based, leverage ratio)

7. have a global view of the Bale 3 system

8. understand in detail the role of buffers and know how to calculate some of them.

9. understand what a stress test is

- 1.C Communicate effectively in English

- 6.A Thoroughly examine a complex business situation

- 1.A Demonstrate an international mindset

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

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
Independent work	
Research	25.0

Total	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

2023 - 2024	Credit : 6.0	**IÉSEG - School of Management**	
Class code :		2324_SYL_FIN_2793	FIN

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

Prerequisities

- Basic knowledge of MS Excel
- Basic knowledge of mathematics and statistics
- Basic knowledge of business/management and finance
- Strong interest for statistical programming
- Strong interest for computational finance
- Strong interest for computer science
- Analytical thinking and decision-making

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 MS Excel and R software

- 1.A Demonstrate an international mindset

- 1.B Successfully collaborate within a intercultural team

- 1.C Communicate effectively in English

- 3.A Breakdown complex organizational problems using the appropriate methodology

- 3.B Propose creative solutions within an organization

- 4.A Appraise the performance of a team

- 4.C Convey powerful messages using contemporary presentation techniques

- 5.D Make effectual organizational decisions

- 6.A Thoroughly examine a complex business situation

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 will cover the following topics:

- Portfolio Diversification and Efficient Frontier
- Volatility Analytics and Visualization using R
- Extreme Risk Analytics and Visualization using R
- Portfolio Analytics using R
- Performance Analytics using R
- Technical Analysis
- Data Analytics and Visualization for Corporate Finance
- Data Analytics for Insider Trading

The course requires high level of continuous working outside the course hours, which will in turn help achieve the learning objectives particularly in terms of skill acquisition.

Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Group project	Individual project	Presentation											
Nb of hours if written exam														
2nd session														
Coefficient	25	50.0	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
Total	150.0

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

Prerequisities

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.

Learning objectives

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)

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

- 5.B Construct expert knowledge from cutting-edge information

- 6.A Thoroughly examine a complex business situation

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

Course description

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.

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	Multiple choice questions	End of term exam												
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
E-learning	8.0
Research	8.0
Total	50.0

2023 - 2024	Credit : 2.0	**IÉSEG - School of Management**	
Class code :	2324_SYL_FIN_2743		FIN

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

Prerequisities

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 controverses 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	Presentation	Case study	Individual project											
Nb of hours if written exam														
2nd session														
Coefficient	20	40.0	40.0											

Evaluation

Quizes, 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
Distance learning	
remote seminar	2.0
Total	50.0

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

Prerequisities

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

- 1.B Successfully collaborate within a intercultural team

- 3.B Propose creative solutions within an organization

- 4.B Compose constructive personal feedback and guidance

- 5.C Employ state-of-the-art management techniques

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 9 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	37.0
Collective project	50.0
Individual project	13.0
E-learning	50.0

Total	157.0

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		
	2023 - 2024	Credit : 2.0	**IÉSEG - School of Management**
	Class code :	2324_SYL_HRM_2728	HRM

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

Prerequisities

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	Participation	Group report	Individual report											
Nb of hours if written exam														

2nd session															
Coefficient	20.0	30.0	50.0												

Evaluation

Oral and written feedback will be provided during the course.

Minimum class attendance of 3 out of 4 days is essential for validating the course.

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	8.0
E-learning	20.0
Total	44.0

2023 - 2024	Credit : 2.0	**IÉSEG - School of Management**	
Class code :	2324_SYL_HRM_2763		HRM

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

Prerequisities

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 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.

- 1.B Successfully collaborate within a intercultural team

- 3.A Breakdown complex organizational problems using the appropriate methodology

- 3.B Propose creative solutions within an organization

- 4.B Compose constructive personal feedback and guidance

- 5.C Employ state-of-the-art management techniques

Course description

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

Basic distributive and integrative negotiation concepts are reviewed to prepare students for exploring different conflict resolution methods. The main conflict resolution methods covered in the course are negotiation, mediation, arbitration, and litigation. The course also includes a general discussion of other conflict resolution methods, such as open-door policy, grievance procedures, and organizational ombudsman. The course finishes with a discussion on the possibility of combining different methods into Integrated Conflict Management Systems. Students who have already taken negotiation courses before should be aware that there will be some revision of contents covered in previous negotiation courses, so all students can be at the same level in order to understand the other conflict management techniques discussed in class.

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

Evaluation

Students receive feedback from the professor and their colleagues throughout the course, especially in debriefing 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 via IÉSEG-Online.

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	6.0
Interactive courses	10.0
Personnal work	6.0
Collective project	16.0
E-learning	2.0
Reading reference manuals	4.0
Research	6.0

Total	50.0

2023 - 2024	Credit : 2	**IÉSEG - School of Management**	
Class code :	2324_SYL_HRM_3295		HRM

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

Prerequisities

Students should have a LinkedIn account and access to chatGPT. Additionally, the should be passionate and willing to learn! No specific skills required.

Learning objectives

At the end of the course, the student should be able to:
Learn how people (and yourself) can obtain (and lose) power
Learn to see the world differently: Understand how power dynamics are embedded in social interactions
Learn to act differently: Students will be asked to use the course content and apply it to their lives to increase their skills, reputation, and network
Learn to respect power. Power will change you. Gaining power has benefits and costs and it is important to develop strategies for building and exercising power that are aligned with your values

- 3.B Propose creative solutions within an organization

- 5.D Make effectual organizational decisions

- 6.A Thoroughly examine a complex business situation

Course description

This is a course about power. All organizations are political entities. Actors (people, teams, etc.) have their own perspectives and agenda. Organizational actors also differ in how much power they have to advance their agenda as well as how much influence they can exert to get ahead (and to put others down). If you want to be effective (organizationally and personally), you need to be able to map these differences, understand your own interests and objectives, and understand how to operate in a political and strategic environment. This course will help you to understand how to obtain, hold, and use power at the workplace.

From a more practical point of view, there are countless histories of very talented people who lost promotions, opportunities, negotiations, and even jobs because they did not understand the political environment of their organization. My personal goal is to make sure this does not happen to you!

The course will have 3 main evaluations
Quizzes (MCQs). One quiz covering the mandatory readings at the start of every session: 40% of final grade
Written reflections. Students will be asked to apply the content of the session and write a reflection with their experience at the end of every session: 30% of final grade
Continuous assessment + class participation: 30% of final grade

Assessment / Feedback

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

Type of test	Multiple choice questions	Individual report	Continuous assessment													
Nb of hours if written exam																
2nd session																
Coefficient	40.0	30.0	30.0													

Evaluation

At the end of every course session, students will need to submit a reflection on their activity and involvement on the course.
They will receive feedback at the end of the session before they submit (and/of after if needed)
Students will have the opportunity of individual coaching for the ones who need it

Recommended reading

Jeff Pfeffer, Power: Why Some People Have Itand Others Don't
Jeff Pfeffer, Managing Power

Work load

Type of course	Number of hours
Lecture	6.0
Interactive courses	10.0
Personnal work	10.0
E-learning	8.0
Reading reference manuals	8.0
Research	8.0

Total	50.0

	AMERICAN CULTURE AND CIVILIZATION 1533	
2023 - 2024	Credit : 2.0	**IÉSEG - School of Management**
Class code :	2324_SYL_ITC_1533	ITC

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

Prerequisities

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.B Successfully collaborate within a intercultural team

- 1.C Communicate effectively in English

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	20.0	20.0	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
Total	50.0

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

Prerequisities

- 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.

- 1.A Demonstrate an international mindset

- 1.B Successfully collaborate within a intercultural team

- 1.C Communicate effectively in English

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

- 2.C Generate sustainable solutions for organizations

- 3.B Propose creative solutions within an organization

- 4.C Convey powerful messages using contemporary presentation techniques

- 5.D Make effectual organizational decisions

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

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	End of term exam											
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

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

Prerequisities

Course 2792 "Why Culture Matters" is a pre-requisit to enroll in this course.
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

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.A Demonstrate an international mindset

- 1.B Successfully collaborate within a intercultural team

- 1.C Communicate effectively in English

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
Total	50.0

	WHY CULTURE MATTERS 2792		
2023 - 2024	Credit : 2.0	**IÉSEG - School of Management**	
Class code :		2324_SYL_ITC_2792	ITC

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

Prerequisities

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.A Demonstrate an international mindset

- 1.B Successfully collaborate within a intercultural team

- 1.C Communicate effectively in English

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	End of term exam	Group project												
Nb of hours if written exam	1.5													
2nd session														
Coefficient	40.0	60.0												

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
Total	50.0

PREPARATION FOR TOEFL 0494		
2023 - 2024	Credit : 2.0	**IÉSEG - School of Management**
Class code :	2324_SYL_LAN_ENG_0494	LAN_ENG

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

Prerequisities

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 participate in an online written discussion, 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 aswell 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	Individual report	Oral assessment	End of term exam	Participation	Exercise	Exercise						
Nb of hours if written exam					2.0									
2nd session														
Coefficient	10.0	10.0	15.0	15.0	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 Iéseg online. The students are given the address of several different websites in class. Extra practice tests and grammar exercises can be found on Iéseg 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
Total	50.0

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

Prerequisities

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 impace 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.A Demonstrate an international mindset

- 1.B Successfully collaborate within a intercultural team

- 1.C Communicate effectively in English

- 4.C Convey powerful messages using contemporary presentation techniques

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 expose 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.

2023 - 2024	Credit : 2.0	**IÉSEG - School of Management**	
Class code :		2324_SYL_LAW_2747	LAW

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

Prerequisities

Basic understanding of any legal system (sources, persons, contracts, torts).

Learning objectives

At the end of the course, the student should be able to:
Be familiar with the legal method.
Be able to understand, process and use legal information for strategic purposes.
Know how to choose the best arguments to persuade, according to the setting and audience.
Reinforce critical thinking skills.

- 1.C Communicate effectively in English

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

- 3.A Breakdown complex organizational problems using the appropriate methodology

- 4.C Convey powerful messages using contemporary presentation techniques

Course description

1.   The legal method. Courts and the legal process.
2.   How to find reliable and relevant legal information. Canons of legal interpretation.
3.   Legal argumentation and argument mapping. Spotting logical fallacies.
4.   Introducing and evaluating evidence.
5.   Rhetoric and storytelling. Logos, pathos, ethos.
6.   Legal writing techniques. IRAC and other models.
7.   Negotiating like a lawyer.

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			1.0											
2nd session														

Coefficient	20.0	30.0	50.0												

Evaluation

The professor will provide formative and summative feedback, at an individual and collective level.

Recommended reading

The professor will provide mandatory readings during the course. The professor will also request students to watch some law films and webinars before class.

The students do not need to buy any textbooks for this course. However, the following books are suggested for reference.
Copi, I. M., Cohen, C., & Rodych, V. (2019). Introduction to logic. Taylor and Francis; Routledge
Fruehwald, E. S. (2013), Think Like a Lawyer, Legal Reasoning for Law Students and Business Professionals-American Bar Association
Schauer, F (2009), Thinking Like a Lawyer, A New Introduction to Legal Reasoning
Sinnott-Armstrong, W., & Fogelin, R. J. (2014). Understanding Arguments: An Introduction to Informal Logic
Wehle, K. (2022). How to think like a lawyer -and why: a common-sense guide to everyday dilemmas. Harper Paperbacks

Webinars: Wehle, K., Think Like a Lawyer to Make Decisions and Solve Problems The benefits of thinking like a lawyer, LinkedIn Learning; Wehle, K., Build Your Logical Thinking Skills. Why is logical thinking important in the workplace? LinkedIn Learning

Some films to watch: 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

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

Prerequisities

Students should be familiar with basic legal notions.

Learning objectives

- Understand the comparative and international dimension of competition law and policy (US, EU)
- Be familiar with the main issues, principles and legal rules of EU Competition Law, and their impact on the legal environment of business
- Take proactive measures to minimise the risk of infringing competition law
- Be able to integrate the competition law into a company's core strategy

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

- 1.A Demonstrate an international mindset

- 4.C Convey powerful messages using contemporary presentation techniques

Course description

- Introduction: The history, purposes and objectives of competition law. Comparative competition law.
- The EU competition law framework: actors, institutions, rules. The internal market.
- Anticompetitive practices: concerted practices (cartels), abuse of dominant position, state aid.
- Block exceptions. Competition law and intellectual property rights.
- EU and national supervisory authorities. Sanctions. Leniency programs.
- Creating effective competition law compliance programs

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														
2nd session														
Coefficient	20.0	40	40											

Evaluation

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

Recommended reading

Competition Law in the UE: Principles, Substance, Enforcement, Johan W. Van De Gronden and Catalin Stephan Rusu, Edward Elgar Publishing Ltd, 2021

Work load

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

ENVIRONMENTAL LAW 2787		
2023 - 2024	Credit : 2.0	**IÉSEG - School of Management**
Class code :	2324_SYL_LAW_2787	LAW

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

Prerequisities

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.B Solve professional dilemmas using concepts of CSR and ethics

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

- 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 Sjafjell, 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
Total	50.0

	POWER PLATFORM: LOW CODE APPLICATION DEVELOPMENT 2722		
IÉSEG SCHOOL OF MANAGEMENT	2023 - 2024	Credit : 4	**IÉSEG - School of Management**
	Class code :	2324_SYL_MIS_2722	MIS

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

Prerequisities

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

- 1.B Successfully collaborate within a intercultural team

- 1.C Communicate effectively in English

- 3.A Breakdown complex organizational problems using the appropriate methodology

- 3.B Propose creative solutions within an organization

- 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

In this hands-on course, students will learn to create mobile apps without coding. The course is lab-based and focused on learning-by-doing rather than learning-by-listening.

The course introduces students to fundamental principles of low code application development using the Microsoft Power Platform. Students learn to improve business productivity by automating business processes and by analyzing and visualizing data for swift and insightful business decisions that effectively respond to changing market demands and emerging business opportunities. This is achieved by leveraging low-code platforms to create and deploy simple applications and experiences in a way that drives innovation and gains a competitive edge in a dynamic and rapidly evolving business environment.

To reinforce the concepts, the course incorporates a semester project in which students design and develop an application to meet a client's needs. Furthermore, students will prepare to take the PL-900 Power Platform Fundamentals Certification Exam. Students may choose to take the PL-900 certification exam and substitute it 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	Continuous assessment	Exercise	Group project	End of term exam											
Nb of hours if written exam															
2nd session															
Coefficient	30.0	25	20.0	25.0											

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	32.0
Personnal work	15.0
Collective project	20.0
E-learning	33.0

Total	100.0

	DIGITAL TRANSFORMATION: DIGITAL DISRUPTIONS IN OUR SOCIETIES AND ECONOMIES 0570		
	2023 - 2024	Credit : 2.0	**IÉSEG - School of Management**
	Class code :	2324_SYL_MIS_0570	MIS

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

Prerequisities

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

- 1.A Demonstrate an international mindset

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

- 5.B Construct expert knowledge from cutting-edge information

- 6.A Thoroughly examine a complex business situation

Course description

Introduction to ICT + ICT figures
Context: a profound evolution of our sociey and economies + Central role of the information + Consequences of that revolution
Understanding Millenials 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).

8. Cyber security / Data security

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 2022
• 2021 IC3 Annual Report
• The Deloitte Global 2022 Gen Z and Millennial Survey
• GSMA – The mobile economy 2023

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
Total	50.0

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

Prerequisities

courses: "Digital Innovation" ; "Sustainability and Business"
Strong interest and curiosity for sustainability

Learning objectives

Formulate an IT value proposition to solve a sector-specific sustainable challenge
Understand the roles IT plays in supporting business strategies & sustainability
Understand the role of data & processes in enabling company transformation
Consider impact hollistically when taking a business decision

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

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

- 6.A Thoroughly examine a complex business situation

- 2.C Generate sustainable solutions for organizations

- 3.B Propose creative solutions within an organization

Course description

'Sustainability in a Digital World' first aim is to provide student with an overview of what roles can play data technologies in enabling sustainable transformation of businesses. On a side not will be also covered the environmental impacts of digital technologies and the externalities of digital revolution globally.

Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Group project	Continuous assessment	Individual report											
Nb of hours if written exam														
2nd session														
Coefficient	50.0	30.0	20.0											

Evaluation

None.

Recommended reading

Bibliography is still under construction and will be shared shortly

Work load

Type of course	Number of hours
Lecture	5.0
Interactive courses	5.0
Directed work	1.0
Coaching	5.0
Personnal work	8.0
Collective project	10.0
Individual project	10.0
Reading reference manuals	2.0
Research	2.0
Distance learning	
remote videoconferencing	2.0
Total	50.0

Series of use cases of sustainable use of digital will be presented and debated in class - this will require student involvement (graded 30%).

In parallel during class, a group project will be conducted along the 4 days of class to apply core concepts of the course, this will require personal work to to research on your own ideas of Sustainable Digital Innovation (graded 50%).

After the end of the intensive week, student will have to write a report weighting pro's and con's of a sustainable digital innovation which will require research, writing & reading work (graded 20%).

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

Prerequisities

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

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<table>
<tr><td colspan="2" align="center">**Recommended reading**</td></tr>
</table>

- 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.

<table>
<tr><td colspan="2" align="center">**Work load**</td></tr>
<tr><td align="center">**Type of course**</td><td align="center">**Number of hours**</td></tr>
<tr><td align="center">Lecture</td><td align="center">16.0</td></tr>
<tr><td align="center">Collective project</td><td align="center">8.0</td></tr>
<tr><td align="center">Individual project</td><td align="center">16.0</td></tr>
<tr><td align="center">Reading reference manuals</td><td align="center">10.0</td></tr>
<tr><td align="center">**Total**</td><td align="center">50.0</td></tr>
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	APPLIED MARKETING ANALYSIS 2754		
	2023 - 2024	Credit : 6.0	**IÉSEG - School of Management**
	Class code :	2324_SYL_MKT_2754	MKT

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

Prerequisities

Students should be knowledgeable about basic concepts in statistics. Some knowledge of Marketing Research is also recommended.
Students must have access to either a Windows or Apple laptop that can support SPSS version 27 or higher and that they can bring to class.

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.

- 1.B Successfully collaborate within a intercultural team

- 1.C Communicate effectively in English

- 3.A Breakdown complex organizational problems using the appropriate methodology

- 3.B Propose creative solutions within an organization

- 4.C Convey powerful messages using contemporary presentation techniques

- 5.B Construct expert knowledge from cutting-edge information

- 6.A Thoroughly examine a complex business situation

Course description

The course of Advanced Data Analysis is a statistical course that 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 exercices 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	End of term exam	Oral assessment	Group report										
Nb of hours if written exam		2.0												
2nd session														
Coefficient	25.0	25.0	20	30										

Evaluation

Group feedback and classical feedback + coaching.
Possible feedback of students at the end of course to discuss their grades.
The exam is in an open book format.

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

	2023 - 2024	Credit : 2.0	**IÉSEG - School of Management**	
Class code :		2324_SYL_MKT_0671		MKT

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

Prerequisities

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

Learning objectives

1. To apply of Behavioral economics & Nudge theory
2. To understand major steps of Consumer behavior & Decision making
3. To learn the key implicit factors shaping our decision : Nudge consumer behavior

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

- 6.A Thoroughly examine a complex business situation

- 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
Total	40.0

PRODUCT INNOVATION 0674		
2023 - 2024	Credit : 2	**IÉSEG - School of Management**
Class code :	2324_SYL_MKT_0674	MKT

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

Prerequisities

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

- 1.B Successfully collaborate within a intercultural team

- 3.A Breakdown complex organizational problems using the appropriate methodology

- 3.B Propose creative solutions within an organization

- 4.C Convey powerful messages using contemporary presentation techniques

- 6.A Thoroughly examine a complex business situation

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

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	Group project	Individual report	Exercise											

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

Evaluation

Highly practical course evaluated through class exercices 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 proposiiton design: Osterwalder, A. and Pigneur,
BR multiple Sources

Work load

Type of course	Number of hours
Lecture	8.0
Interactive courses	4.0
Personnal work	10.0
Collective project	15.0
Reading reference manuals	4.0
Distance learning	
remote videoconferencing	4.0

Total	45.0

	SOCIAL MEDIA MARKETING 2240		
2023 - 2024	Credit : 2	**IÉSEG - School of Management**	
Class code :	2324_SYL_MKT_2240		MKT

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

Prerequisities

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
-Professional conduct during class sessions

Learning objectives

Define Social Media and Social Media Marketing
Develop an understanding of earned, owned, and paid media
Identify general Social Media practices and various Social Media platforms
Understand the various forms of social media, online communities and viral marketing activations
Define target markets for specific Social Media platforms
Develop effective Social Media marketing strategies
Implement effective Social Media marketing campaigns
Track progress in achieving Social Media goals using a variety of metrics
Apply concepts learned in class in a final team project

- 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 provides an introduction to Social Media marketing and it is designed to provide students with a marketing skill set, Social Media tools and strategies to apply to a business. We will focus on the emergence of social media and how to use the platforms 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.

The course encompasses interactive sessions with learning case studies and group works.
Session 1: Introduction to the course and social media marketing key concepts- The POEM framework
Session 2: Social Media marketing strategy -Social Media users
Session 3 : Social Media content marketing - Engagement - UGC - Virality
Session 4 : Group Project presentations, discussions, and feedback

Assessment / Feedback

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

Type of test	Participation	Multiple choice questions	Group project	Multiple choice questions											
Nb of hours if written exam															
2nd session															
Coefficient	10	20	50	20											

Evaluation

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

Recommended reading

Tuten, T. L., & Solomon, M. R. (2018). Social media marketing. Sage.
Macarthy, A. (2019). 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_mediaBrandForward
BuildingBrands: buildingbrands.com
eMarketer : 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

2023 - 2024	Credit : 2.0	**IÉSEG - School of Management**
Class code :	2324_SYL_MKT_2737	MKT

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

Prerequisities

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.

- 1.C Communicate effectively in English

- 3.B Propose creative solutions within an organization

- 5.B Construct expert knowledge from cutting-edge information

- 3.A Breakdown complex organizational problems using the appropriate methodology

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	10.0
Collective project	15.0
E-learning	5.0
Research	4.0
Total	50.0

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

Prerequisities

Principles of Marketing / Fundamentals of Marketing / Art and Science of Marketing (whichever applies depending on the program)

Learning objectives

The objective of this module is to introduce students to the multitude of influences that consumers are exposed to on a daily basis in their regular consumption endeavors.

Concrete topics are as follows:
1. Consumer decision making: cognition, perception, motivation
2. Personal influences
3. Social influences
4. Cultural influences
5. Sustainable consumption, & responsible marketing trends

- 1.A Demonstrate an international mindset

- 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

Successful marketing nowadays is all about the creation of customer value and engagement within a fast-changing, increasingly digital and social marketplace. Consumer behavior is a multifaceted area that incorporates elements of psychology, sociology, anthropology, cultural studies, neuroscience, digital innovation, and many other fields that make it a vibrant, exciting and enriching field. In this course, students will have the opportunity to apply theoretical models and frameworks to practice using various tools; including short exercises and assignments, conducting research to identify relevant industry examples, evaluating high-quality case studies that demonstrate key learning points, and engage in active discussions.

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

Group project (50%) during sessions with in-class activities. Students take the role of marketing professionals working for a company / helping a brand. Final presentation of 15 minutes (PPT and comments on slides).

Final exam (50%) of 2 hours maximum with MCQ and a reflective open question.

Recommended reading

Consumer Behavior - A European Perspective. Solomon, M.R., Askegaard, S., Hogg, M. K. & Bamossy, G. J. (2019, Pearson, 7th edition)

Work load

Type of course	Number of hours
Interactive courses	16.0
Personnal work	8.0
Collective project	8.0
Research	8.0
Total	40.0

	CROSS CULTURAL MARKETING 3160		
	2023 - 2024	Credit : 2	**IÉSEG - School of Management**
Class code :	2324_SYL_MKT_3160		MKT

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

Prerequisities

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														
2nd session														
Coefficient	20.0	30	50											

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
Distance learning	
remote videoconferencing	1.0
Total	50.0

	WEB MARKETING 3164		
	2023 - 2024	Credit : 2	**IÉSEG - School of Management**
Class code :	2324_SYL_MKT_3164		MKT

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

Prerequisities

Students should have some general knowledge about Internet, social media and marketing basics.

Learning objectives

Through their group projects and the study of digital marketing cases, students will get to have a better understanding and knowledge of the digital marketing strategies of global brands. They will work in multicultural teams, combine their business knowledge with newly acquired digital marketing skills, and consider business strategy as a whole, providing creative digital marketing plans and ideas.

- 1.A Demonstrate an international mindset

- 1.B Successfully collaborate within a intercultural team

- 3.A Breakdown complex organizational problems using the appropriate methodology

- 3.B Propose creative solutions within an organization

- 6.A Thoroughly examine a complex business situation

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

Course description

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

Session 1 : Introduction to the course
What is Web Marketing and its tools. How do they integrate within an overall marketing strategy?
Overview of Web marketing
Definition of image and branding / Managing visibility
Sales Funnel
Digital Transformation & e-commerce
UX & UI
Presentation of Group Projet - Web marketing audit project
Presentation of individual case study

Session 2 : Digital analytics
Analysis & Reporting (SEO, SEA)
Optimization / Automation (SEM)

Session 3&4 : Reinventing business models, designing interfaces with impact
Digital Transformation & e-commerce
Marketing automation & customer journey mapping
UX / UI
Work Group Presentations

Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Group project	Continuous assessment												
Nb of hours if written exam														
2nd session														
Coefficient	80.0	20.0												

Evaluation

Evaluation will be primarily a group project and secondarily in-class activities.

Recommended reading

None.

Work load

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

Total	40.0

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

Prerequisities

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

- 2.C Generate sustainable solutions for organizations

- 3.B Propose creative solutions within an organization

- 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 relevent 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														
2nd session														

Coefficient	80.0	20														

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	8.0
Collective project	9.0
Independent work	
Reading reference manuals	7.0

Total	40.0

CRM AND INTERNATIONAL CUSTOMER EXCELLENCE 2560			
2023 - 2024	Credit : 2	**IÉSEG - School of Management**	
Class code :	2324_SYL_NEG_2560		NEG

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

Prerequisities

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

Learning objectives

Understand the ecosystem of CRM organisation from a data processing point of view: customer 360°
Drive and manage data collection as being part of account management or global account management's responsabilities
Structure datas flow owing to geographical scope of responsabilities, to enhance business intelligence and industrialize processess

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

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

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

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

- 5.B Construct expert knowledge from cutting-edge information

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
° Focus ChatGPT and customer relationship

II Optimise customer relationship and CRM usage : national and international sales scope of responsabilities
•   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 wtih 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 lauching
•   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	Group report											
Nb of hours if written exam	1	1	2.0											
2nd session	true	true												
Coefficient	30	30	40.0											

Evaluation

None.

Recommended reading

Livre Blanc Salesforce.com
Webinar Upspot
CRM and customer relationship management (2023)- Stanley Brown, Pearson

Work load

Type of course	Number of hours
Interactive courses	16.0
Coaching	0.0

Personnal work	4.0
Collective project	2.0
Individual project	0.0
E-learning	0.0
Reading reference manuals	5.0
Research	4.0
Outside training	
Outside visit	0.0
Company visit	0.0
Distance learning	
remote videoconferencing	0.0
remote seminar	0.0
Total	6.0

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

2023 - 2024	Credit : 4.0	**IÉSEG - School of Management**
Class code :	2324_SYL_NEG_2729	NEG

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

Prerequisities

Students should have the necessary background knowledge in negotiation concepts (BATNA, ZOPA, positions v interests, distributive v integrative negotiation, etc.) as taught in the course '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 or non-state 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

- 1.B Successfully collaborate within a intercultural team

- 1.A Demonstrate an international mindset

- 1.C Communicate effectively in English

- 3.A Breakdown complex organizational problems using the appropriate methodology

- 3.B Propose creative solutions within an organization

Course description

Module 1
-International conflict management
-Negotiating with governments (bilateral negotiation)

Module 2
-Legal elements of international political agreements

Module 3
-Multilateral negotiations
-Developing a negotiation 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	Individual report	Case study										
Nb of hours if written exam														
2nd session														
Coefficient	40.0	20.0	20.0	20.0										

Evaluation

Feedback will be provided to each group on their group project
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
Collective project	20.0
Individual project	20.0
Reading reference manuals	14.0
Research	14.0

Total	100.0

	2023 - 2024	Credit : 2.0	**IÉSEG - School of Management**
Class code :		2324_SYL_NEG_0813	NEG

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

Prerequisities

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 politicals events.

Learning objectives

Get the relevant information and the adapted tools to know what a ressource 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 faillure of a suppluer and have a reflection about the consequences on a business model. 1B - 6A

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

- 5.C Employ state-of-the-art management techniques

- 6.A Thoroughly examine a complex business situation

- 1.A Demonstrate an international mindset

- 1.B Successfully collaborate within a intercultural team

- 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

- 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

- 3.B Propose creative solutions within an organization

Course description

COVID 19 AND NEXT: Let's have a look on how the the sanitary crisis has disrupted the supply chain and thus the purchaser's job and lead to a more and more unpredictible word.

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 powerand 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 coments. Teacher available for any feeback.

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/

If You're in a Dogfight, Become a Cat!: Strategies for Long-Term Growth (Anglais) Relié – 10 janvier 2017
de Leonard Sherman (Auteur)

Work load	
Type of course	**Number of hours**
Lecture	6.0
Interactive courses	8.0
Directed work	2.0
Coaching	0.0
Personnal work	16.0
Collective project	8.0
Individual project	0.0
E-learning	0.0
Reading reference manuals	0.0
Research	10.0
Outside training	
Outside visit	0.0
Company visit	0.0
Distance learning	
remote videoconferencing	0.0
remote seminar	0.0
Total	50.0

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

Prerequisities

none
Just the desire to work interactively and constructively!

Learning objectives

- 1.A Demonstrate an international mindset

- 1.B Successfully collaborate within a intercultural team

- 2.C Generate sustainable solutions for organizations

- 3.B Propose creative solutions within an organization

- 4.B Compose constructive personal feedback and guidance

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

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
Total	50.0

2023 - 2024	Credit : 2.0	**IÉSEG - School of Management**	
Class code :		2324_SYL_NEG_2782	NEG

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

Prerequisities

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

- 1.A Demonstrate an international mindset

- 1.B Successfully collaborate within a intercultural team

- 3.B Propose creative solutions within an organization

- 6.A Thoroughly examine a complex business situation

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

- 5.C Employ state-of-the-art management techniques

- 5.B Construct expert knowledge from cutting-edge information

Course description

After a presentation of Geopolitics, the students will be asked to analyze a recent conflict, in class. This case study will present the method of analyzing a conflict: collecting data, context, key players, evolution, etc. A feedback from the case study will then be conducted with the students, it will allow them to reflect on bias in analysis (and their consequences) and the difficulty of selecting information. Finally, examples of companies facing geopolitical situations will be presented to the students, in an interactive way.

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	Participation											
Nb of hours if written exam	3.0													
2nd session	true													
Coefficient	50.0	40.0	10.0											

Evaluation

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.

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
Total	50

	SUSTAINABLE SUPPLY CHAIN MANAGEMENT 2744		
2023 - 2024	Credit : 6.0	**IÉSEG - School of Management**	
Class code :	2324_SYL_OPS_2744		OPS

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

Prerequisities

None.

Learning objectives

At the end of this course, students should be able to:
- analyze and comprehend life cycle analysis reporting
- recognize the factors that enable sustainable supply chain operations, including both environmental and social aspects
- understand the costs and benefits of production and inventory management systems
- diagnose supply chain designs relative to risk and resilience considerations

- 2.C Generate sustainable solutions for organizations

- 3.A Breakdown complex organizational problems using the appropriate methodology

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

Course description

Course sessions address the following topics:
- life cycle analysis
- sustainable procurement
- sustainable transportation
- sustainable production
- sustainable warehousing and inventory management
- closed-loop supply chains
- supply chain risk management

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	Exercise	Group report	Presentation	Presentation									
Nb of hours if written exam	2.0													
2nd session														
Coefficient	35.0	15.0	20.0	15.0	15.0									

Evaluation

Students are evaluated based on:
- 35% final exam
- 35% performance in the business simulation game Triple Connection (15% on game participation and performance, 20% on written after-action report)
- 30% group presentations evaluating a company's sustainability report and generating suggestions for improvement (15% on midcourse presentation, 15% on final presentation)

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
Independent work	
Research	15.0
Total	150.0

2023 - 2024	Credit : 2.0	**IÉSEG - School of Management**	
Class code :	2324_SYL_OPS_2791		OPS

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

Prerequisities

Students should have a
a) good command of English (listening, speaking, writing, and understanding);
b) primary interest and background knowledge in the fields of Operations and Supply Chain Management; and
c) working knowledge of quantitative approaches in business administration, including algebra, statistics, and computer software (e.g., Microsoft Office).

Learning objectives

Technological advances, globalization, trade liberalization, and increased regulation have shaped our daily lives and supply chains worldwide in the past four decades. 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:
a) understand the impact of digitalization on operations and supply chain management processes;
b) know the field of Behavioral Operations Management and the influence of behavior on operational decisions; and
c) discuss the connections between the latest trends in digital operations and real-life company examples.

- 4.C Convey powerful messages using contemporary presentation techniques

- 6.A Thoroughly examine a complex business situation

- 1.A Demonstrate an international mindset

- 1.B Successfully collaborate within a intercultural team

- 1.C Communicate effectively in English

- 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

- 5.B Construct expert knowledge from cutting-edge information

Course description

Digital Operations Management 2791 is an intensive course associated with 2 ECTS. The 16 class hours correspond to 4 interactive/lecture sessions of 4h20 minutes (including two 10-minute breaks). These interactive/lecture sessions are regular classroom sessions. These sessions will be delivered using a blend of formal lectures, in-class exercises, case discussions, and games/experiments.

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 report	Presentation											
Nb of hours if written exam														
2nd session														
Coefficient	60.0	20.0	20.0											

Evaluation

There are three main summative feedback/assessments in the course:
1. Final Exam (60%);
2. Final Group Report (20%); and
3. Final Group Presentation (20%).

Formative feedback/assessments are provided ear the end of session 1, 2, and 3 to the groups in preparation for their final group reports and presentations.

Recommended reading

The necessary Literature and case readings will be introduced in class. The following textbooks are also relevant to the course:

MacCarthy, Bart L, and Dmitry Ivanov. "The Digital Supply Chain—Emergence, Concepts, Definitions, and Technologies." In The Digital Supply Chain, 1st ed. Elsevier, 2022.

Pellicelli, Michela. The Digital Transformation of Supply Chain Management. 1st ed. London: Elsevier, 2022.

Work load

Type of course	Number of hours
Lecture	16.0
Personnal work	10.0
Collective project	20.0
Reading reference manuals	4.0

Total	50.0

	GLOBAL SUSTAINABILITY & OPERATIONS MANAGEMENT 3161	
	2023 - 2024 Credit : 2	**IÉSEG - School of Management**
	Class code : 2324_SYL_OPS_3161	OPS

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

Prerequisities

English Speaking, Learning and Presenting Skills

Learning objectives

• A general understanding of the impact on global sustainability of any operational decision

• A general understanding of internal and external organizational and operational sustainability. Tools and initiatives to achieve and maintain sustainability

• Gain an understanding of circular economy through strategic sustainable initiatives

• Incorporating CSR and ESG in organizations to make a local, domestic and global social impact through tackling people and environmental issues; Usage of metrics

• Understanding and befitting the Sustainable Development Goals into the framing of Domestic and Global Business Strategies and Initiatives

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

- 5.B Construct expert knowledge from cutting-edge information

- 1.A Demonstrate an international mindset

- 1.B Successfully collaborate within a intercultural team

- 1.C Communicate effectively in English

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

- 2.C Generate sustainable solutions for organizations

- 3.B Propose creative solutions within an organization

- 4.C Convey powerful messages using contemporary presentation 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

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

Course description

None.

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											
Nb of hours if written exam														
2nd session														
Coefficient	10	60	30											

Evaluation

None.

Recommended reading

UNICEF - SDGS - https://www.unicefusa.org/mission/sustainable-development-goals?gclid=CjwKCAiA76-dBhByEiwAA0_s9Z0AjCRRAM5X365tZX2Zx4DXhwkGI2-ig3qxhN3h04JnLJDA-PMjYhoC8VkQAvD_BwE
Sustainable Development Goals - https://sdgs.un.org/goals
Sustainable Development Goals - https://www.un.org/sustainabledevelopment/sustainable-development-goals/
OE - https://www.aveva.com/en/perspectives/blog/five-steps-for-defining-an-operational-excellence-plan/?utm_term=operational%20management&utm_campaign=G_S_A_NA_All_Campaign_Solution_Operations_Operational+Excellence+-+TOF&utm_source=adwords&utm_medium=ppc&hsa_acc=3968997322&hsa_cam=13787903238&hsa_grp=124872147255&hsa_ad=531876248639&hsa_src=g&hsa_tgt=kwd-297371389801&hsa_kw=operational%20management&hsa_mt=p&hsa_net=adwords&hsa_ver=3&gclid=CjwKCAiA76-dBhByEiwAA0_s9XYplnaqO1JnWY_bA4s6JozBfljd0lHUOsqp-tKdpdRhoKSUZjCVRBoCYHwQAvD_BwE
ESG and CSR: https://thesustainableagency.com/blog/esg-vs-csr/

Work load

Type of course	Number of hours
Lecture	12.0
Interactive courses	4.0

Collective project	4.0
Individual project	4.0
Research	6.0
Total	30.0

Team Project - Presented on Final Day by every students of the groups - 4 hours

2023 - 2024	Credit : 6.0	**IÉSEG - School of Management**	
Class code :	2324_SYL_QMS_2732		QMS

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

Prerequisities

In this course students are expected to have previously completed basic courses in calculus and linear algebra. Knowledge in statistics, programming and algorithms will be helpful.

Learning objectives

The first part of the course is oriented to linear algebra and the analysis of the different mathematical programming modelling strategies. The second part of the course focuses on linear programming algorithms and provides students with computational tools to correctly solve the designed linear programming models for economics, business and management. 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 the Excel solver.

- 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

Course description

The goal of this lecture is to allow students to master tools that they will meet in companies to solve a practical problem. Emphasis is put on being able to model the problem and understand the main algorithmic aspects that facilitate the interpretability of the solution.
Linear programming and the simplex method will be the main part of the course. A special attention is devoted to stochastic programming and decision analysis

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										
Nb of hours if written exam		2.0												
2nd session														
Coefficient	10.0	40.0	35.0	15.0										

Evaluation

Participation (10%); Final Exam (40%); Individual Exercices (15%); Group Project (35%)

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 Sicence"", 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
Interactive courses	45.0
Personnal work	20.0
Collective project	10.0
Individual project	10.0
Reading reference manuals	15.0
Total	100.0

2023 - 2024	Credit : 2.0	**IÉSEG - School of Management**	
Class code :	2324_SYL_QMS_2736		QMS

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

Prerequisities

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 do deal with stat-phobia since it brings new views on all stat 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

Predicting human behaviour with data is the question addressed by all "big data" or Machine Leaning methods - Associations rules, Neural Networks, Random Forests ... These methods involve many fascinating issues. Most of them will be argued: expected value and business goals, quality assessment, real or apparent performances and even pathological data … This course provides a detailed step-by step methodology to deal with real world data predictive problems.

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	25	15	60												

Evaluation

Personnalized 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	8.0
Coaching	6.0
Personnal work	4.0
Collective project	10.0
Individual project	6.0
Reading reference manuals	4.0
Research	4.0
Total	50.0

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

2023 - 2024	Credit : 2.0	**IÉSEG - School of Management**	
Class code :		2324_SYL_QMS_2789	QMS

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

Prerequisities

- 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.A Breakdown complex organizational problems using the appropriate methodology

- 3.B Propose creative solutions within an organization

- 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	15.0	35.0	35.0										

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** | |

MANAGING NON-PROFIT ORGANIZATIONS: CSR & SPONSORSHIP STRATEGIES 2731			
2023 - 2024	Credit : 2.0	**IÉSEG - School of Management**	
Class code :	2324_SYL_STS_2731		STS

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

Prerequisities

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 financers' expectations
· hear the stated and not-said expectations of corporates, convert them into meaningful projects,
· conclude and contractualize with private financers,
· co-build, animate and sustain long term sponsorships.

- 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

- 4.C Convey powerful messages using contemporary presentation techniques

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

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

2023 - 2024	Credit : 2	**IÉSEG - School of Management**	
Class code :	2324_SYL_LAN_FRE_0520		LAN_FRE

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

Prerequisities

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

- 1.A Demonstrate an international mindset

- 1.B Successfully collaborate within a intercultural team

Course description

Listening, Reading, Speaking and Writing exercices

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	30.0	15.0	15.0	40										

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

Réussir le DELF B2, éditions DIDIER   ; Réussir le DELF B1, éditions DIDIER   ; Intranet de l'école www.ieseg-online.com

Work load

Type of course	Number of hours
Face to face	
Interactive courses	14.6
Independent study	
Personnal work	9.2
Independent work	
E-learning	1.6
Total	25

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

2023 - 2024	Credit : 1	**IÉSEG - School of Management**	
Class code :	2324_SYL_LAN_FRE_0521		LAN_FRE

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

Prerequisities

no prerequisite

Learning objectives

At the end of the course, the student should be able to : Master mecanisms and the functionning 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.

- 1.A Demonstrate an international mindset

- 1.B Successfully collaborate within a intercultural team

Course description

> Theoritical part : discovering the sounds, the phonatory organs used and comparaison with the students' native languages.
> Practical part : speaking exercices, 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	End of term exam	Oral assessment											
Nb of hours if written exam														
2nd session														
Coefficient	60.0	20.0	20.0											

Evaluation

Continuous assessment : 60% (listening test 15%, written test 15%, interview 30%)
Final exam : 40%

Recommended reading

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

Work load

Type of course	Number of hours
Interactive courses	14.83
Personnal work	8.34
E-learning	1.83
Total	25

Level	Year	Semestre	Campus	Language of instruction
	-	NA	L / P	French

Prerequisities

Students with A2 level in French.

Learning objectives

Be more at ease to participate on a number of formal and unformal conversations.

- 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	Continuous assessment	Individual project	Participation	Oral assessment										
Nb of hours if written exam														
2nd session														
Coefficient	20.0	20.0	20.0	40.0										

Evaluation

None.

Recommended reading

None.

Work load	
Type of course	**Number of hours**
Interactive courses	14.6
Personnal work	9.2
Individual project	1.2
Total	25.0

	FRENCH AS FOREIGN LANGUAGE (LEVEL 1) 3453		
2023 - 2023	Credit : 2.0	**IÉSEG - School of Management**	
Class code :	2324_SYL_LAN_FRE_3453		LAN_FRE

Level	Year	Semestre	Campus	Language of instruction
	-	NA	L_P	French

Prerequisities

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 a 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	Oral assessment	End of term exam	Exercise	Exercise	Exercise	Participation								
Nb of hours if written exam		1.5	0.25	0.25	0.25									
2nd session														
Coefficient	25.0	25.0	13.0	13.0	13.0	11.0								

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

Provided by the course lecturers.

Work load

Type of course	Number of hours
Interactive courses	16.5
Personnal work	27.5
Independent work	
E-learning	6.0
Total	50.0

Active participation during the lessons is required.

	FRENCH AS FOREIGN LANGUAGE (LEVEL 2) 3454		
2023 - 2023	Credit : 2.0	**IÉSEG - School of Management**	
Class code :	2324_SYL_LAN_FRE_3454		LAN_FRE

Level	Year	Semestre	Campus	Language of instruction
	-	NA	L_P	French

Prerequisities

LEVEL 1 : Can understand and use familiar, everyday expressions and very simple statements aimed at satisfying concrete needs. Can introduce themselves or someone and ask questions about them - for example, where they live, their relationships, what belongs to them, etc. - and can answer the same type of questions. Can communicate in a simple way if the interlocutor speaks slowly and distinctly and is cooperative.

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 INTERMEDIATE level.

- 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.

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	Participation	Oral assessment	End of term exam									
Nb of hours if written exam					1.5									
2nd session														
Coefficient	20.0	20.0	10.0	25.0	25.0									

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 teacher

Work load

Type of course	Number of hours
Interactive courses	16.5
Personnal work	31.5
E-learning	2.0
Total	50.0

FRENCH AS FOREIGN LANGUAGE (LEVEL 3) 3455

| 2023 - 2023 | Credit : 2.0 | **IÉSEG - School of Management** | |
| Class code : | 2324_SYL_LAN_FRE_3455 | | LAN_FRE |

Level	Year	Semestre	Campus	Language of instruction
	-	NA	L_P	French

Prerequisities

Level A1 achieved
(Common European Framework of Reference for Language (CEFR) – global scale:
https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=090000168045bc7b)

Learning objectives

At the end of this course, students should be able to:
- describe their background and talk about their arrival in France;
- give their opinion and advice on topics related to daily life in France.

- 1.A Demonstrate an international mindset

- 1.B Successfully collaborate within a intercultural team

Course description

This A2/B1 level course aims to enable international students to meet the communicative needs encountered in their daily life in France. In-class and out-of-class activities will enable students to develop their skills in the four language activities (listening, speaking, reading, and writing), with a focus on speaking and interaction.

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	Participation	Oral assessment	End of term exam									
Nb of hours if written exam					1.5									
2nd session														
Coefficient	20.0	20.0	10.0	25.0	25.0									

Evaluation

Recommended reading

None.

Work load

Type of course	Number of hours
Interactive courses	16.5
Personnal work	31.5
E-learning	2.0
Total	50.0

Level	Year	Semestre	Campus	Language of instruction
	-	NA	L_P	French

Prerequisities

FLE level 3

Learning objectives

At the end of the course, the student should be able to: *Refering 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 *Refering 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.A - EMBA - Analyse and evaluate the factors and cultural variables influencing relationships,

- 1.A Demonstrate an international mindset

- 1.A Demonstrate an international mindset

- 1.A - MSDF - Successfully manage an intercultural team

- 1.B - MSDF - Develop their personal intercultural skills

- 1.B Successfully appreciate various forms of diversity in society

- 1.B Successfully collaborate within a intercultural team

- 1.C Successfully engage with diverse world views and collaborate within an intercultural team

Course description

Themes on Society and work environement
Gramar level B1 and B2

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

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	50.0