SYLLABI

Courses for Incoming Exchange Students

Master PGE

Paris

FALL 2023

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

Level	**Year**	**Semestre**	**Campus**	**Language of instruction**
Master	-	NA	L / P	English

Prerequisities

This course presumes fundamental knowledge of financial and managerial accounting reporting and analytic methods covered in principles level courses. Knowledge of variance reporting and costing methods are helpful, as is a basic knowledge of "standard" accounting methods. Proficiency, however, is not required. Students with this a quick mind for quantitative work, and an appreciation for innovative solutions and creative approaches to problems will enjoy and be very successful in this course.

Learning objectives

1. Understand how the creative use of theory of constraints methods applies in managing business outcomes toward optimal decisions and improved firm profits. (Primary Learning Objective)
2. Develop a creative outlook in approaching business constraints.
3. Master some level of constraint management quantitative techniques.
4. Understand how capacity constraints and opportunity costs influence optimal decision outcomes.
5. Distinguish between relevant and irrelevant financial decision information.
6. Identify the differentiating characteristics of financial reporting, traditional managerial accounting methods, and TOC methods, -- including their advantages and limitations.
7. Understand the differences between absorption and variable cost reporting methods.
8. Appreciated the limitations of constraint management methods in certain conditions.
9. Further develop analytic, communication, and presentation skills.

- 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.B Compose constructive personal feedback and guidance

- 4.C Convey powerful messages using contemporary presentation techniques

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

- 5.D Make effectual organizational decisions

Course description

This course develops a special topic within "Lean Accounting Methods," focusing on optimizing productivity (profitability) through constraint management methods. These methods, largely Goldratt's Theory of Constraints [TOC], have a large global following, although are not without its critics. It is a controversial area, making it all the more interesting, and relevant. TOC methods focus on direct action, with an emphasis on detecting and eliminating system constraints. Using a systematic, generally linear approach, TOC methods work toward firm optimization through short-term decision modelling. TOC shifts, and in some cases entirely eliminates, traditional financial reporting conventions. For example, absorption costing is not only disregarded, but considered the "enemy" (incongruent with decision optimization). Elements of variance reporting, activity-based costing, standard costing, and product cost reporting are among other

traditional accounting areas that are bypassed in favour throughput analyses. Traditional inventory valuation methods are turned upside down. Inventory is considered a liability, not an asset. Reports that do not directly emphasize variable costs, throughput, operating efficiency, and profit-maximizing results are simply dropped. The result reshapes financial information into relevant, lean-based reports, targeting essential decision elements, and leading toward strategic decision outcomes.

The essence of lean accounting and TOC methods is a philosophy that postulates that the following three questions drive successful firm operations: "(1) what to change, (2) what to change to, and (3) how to cause the change." Managerial accounting reports that target these issues provide the foundation for effective firm management and profit maximizing results. This course explores the foundations of lean accounting and TOC, then works toward developing a set of decision frameworks to facilitate answering those questions.

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	Continuous assessment	Individual project	Exercise	Individual report	Group project	Group report	Participation						
Nb of hours if written exam														
2nd session														
Coefficient	20.0	12.0	2.0	2.0	11.0	35.0	15.0	3.0						

Evaluation

Quizzes, Individual Projects (homework) & Exercises reviewed immediately in class; Group Work reviewed as presented.

Recommended reading

Two [very] short readings are included in the coursebook. The course is otherwise self-contained.

Work load

Type of course	Number of hours
Face to face	
Lecture	16.0
Independent study	

Personnal work	6.0
Collective project	17.0
Individual project	5.0
Independent work	
Reading reference manuals	3.0
Research	3.0
Total	50.0

This workload represents a return to face-to-face, active learning environment, in the classroom.

	NEW PRODUCT CREATION & DIFFUSION 1095		
	2023 - 2024	Credit : 2.0	**IÉSEG - School of Management**
Class code :		2324_SYL_ENT_1095	ENT

Level	**Year**	**Semestre**	**Campus**	**Language of instruction**
Master	-	S1	L / P	English

Prerequisities

The students should understand the basics of marketing and marketing management process.

Learning objectives

This course aims to explore the major issues, problems, and challenges faced by new product development managers and their teams. Overall, this course is structured to cover: (1) The key stages of product development (i.e., opportunity identification, idea generation, product design, product testing, launch issues) and life-cycle management, (2) New analytical methods to reduce risk and improve innovativeness at both new product team level and firm-level, and (3) a variety of new product development strategies (i.e., incremental versus radical innovativeness, technological discontinuities and dominant designs, new product diffusion and adoption, and exploration versus exploitation) from the perspective of large companies and start-ups.

- 3.B Propose creative solutions within an organization

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

- 2.C Generate sustainable solutions for organizations

- 1.C Communicate effectively in English

- 5.D Make effectual organizational decisions

Course description

This course is designed to achieve a number of objectives, as follows: (1) To provide students with the fundamentals of the innovation and NPD processes; (2) To equip students with the analytical tools and evaluation methods used to increase the success rate in new product development; (3) To make students aware of both the external and internal influences on the methodologies needed to produce new products; and (4) To familiarize students with the procedures associated with and issues critical to the new product launch.

Assessment / Feedback

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

2nd session														
Coefficient	20	80												

Evaluation

Evaluation as follows: - Individual Participation/Preparation (20%) - Group Internet Assignments (80%)

Recommended reading

Merle C. Crawford, Anthony C. Di Benedetto (2010), New Products Management, 10th Edition (McGraw-Hill/Irwin Series in Marketing). ; IESEG Online https://www.ieseg-online.com/

Work load

Type of course	Number of hours
Lecture	8.0
Interactive courses	8.0
Collective project	16.0
Reading reference manuals	10.0
Research	8.0
Total	50.0

Chapter, Article and/or Case Readings ; Lectures, Case Discussions, and/or Learning Activities

	CORPORATE INVESTMENTS 2072		
	2023 - 2024	Credit : 2	**IÉSEG - School of Management**
Class code :		2324_SYL_FIN_2072	FIN

Level	Year	Semestre	Campus	Language of instruction
Master	-	S1	L / P	English

Prerequisities

Fundamentals of Finance

Learning objectives

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

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

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

- 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.C Generate sustainable solutions for organizations

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

- 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

Course description

Available for students

Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Exercise	Case study	Continuous assessment											

Nb of hours if written exam																		
2nd session																		
Coefficient	20.0	50	30.0															

Evaluation

None.

Recommended reading

Valuation: The Art and Science of Corporate Investment Decisions - Titman, S., and Martin, J.
Prentice Hall. 1st edition 2008

Advanced Capital Budgeting. Refinements in the economic analysis of investment projects. -Bierman, H. and Smidt, S.
Routledge 1st edition 2007

Capital Budgeting and Long-Term Financing Decisions. - Seitz, N. and Ellison, M.
South-Western 4th edition 2005

Damodaran web-page: http://pages.stern.nyu.edu/~adamodar/New_Home_Page/dam2ed.htm

Work load

Type of course	Number of hours
Lecture	10.0
Interactive courses	6.0
Personnal work	10.0
Collective project	6.0
Individual project	8.0
Reading reference manuals	16.0
Outside training	
Outside visit	0.0

Company visit	0.0
Total	54.0

Level	Year	Semestre	Campus	Language of instruction
Master	-	S1	L / P	English

Prerequisities

This is not a spoonfeeding course, the aim is to encourage the student to take a critical, and often ironic, view on what happens behind the organization. Students who sign up for this course should have at least basic knowledge of strategic management. They should also have good knowledge of current events in business and institutions. It is imperative that they are willing, and able, to study (and then analyse) academic texts on their own. The ability to ask critical questions and to pursue independent work is essential for success in this course.

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

Course description

Introduction - The introduction's aim is to help all students to understand the basic tools of organizational design. So the first lesson imply the general definition of organization, including some consideration about the peculiarity of the international contest

Part 1-.The org-chart technique and the basic tool of all the course.
Following the program the student will be introduced to the theory of the organizational structuring: basic, functional and dipartimental structures. These are the so called hierarchical structures, since the integration model they normally use is based on the hierarchical relation between the actors.

Part 2 – Non-Hierarchical structure
This traditional approach to the organization is attenuated by using different model based on the mutual adjustment, the negotiation between the actors, the shared interests and the common culture.
Using these tools we create the non hierarchical organization, by which the most important examples are the Project Manager Model, the Product Manager Model and the Matrix.

Part 3 – Network Organization
At the end of the course the students will be introduced to the newest concept of the reticular organizations or Net-organizations. This innovative idea of organization seems to be an efficient answer to the request coming from the enterprises which have to face the crisis periods

Assessment / Feedback

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

Type of test	Individual project	Group project	Participation														
Nb of hours if written exam	8.0	4.0															
2nd session	true	true	true														
Coefficient	80.0	10.0	10.0														

Evaluation

None.

Recommended reading

Mintzberg H. (1989), Mintzberg on management: inside our strange world of organizations, Free Press, New York

Dowling P.; Festing M.; Engle A.(2017); International Human Resource Management, Cengage, Boston

Work load

Type of course	Number of hours
Lecture	16.0
Personnal work	18.0
Collective project	8.0
Reading reference manuals	8.0

Total	50.0

ENVIRONMENTAL MARKETING 2075			
2023 - 2024	Credit : 2	**IÉSEG - School of Management**	
Class code :	2324_SYL_MKT_2075		MKT

Level	**Year**	**Semestre**	**Campus**	**Language of instruction**
Master	-	S1	L / P	English

Prerequisities

None.

Learning objectives

- 1.A Demonstrate an international mindset

- 1.C Communicate effectively in English

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

- 2.C Generate sustainable solutions for organizations

- 5.D Make effectual organizational decisions

- 6.A Thoroughly examine a complex business situation

Course description

Knowledge of Marketing Principles is recommended to study this course, however not essential. Throughout the course students are expected allocate study time to explore selected material and other relevant academic texts and journals to give them the most current view of pressing global environmental issues. Students should be prepared to critically analyse the various approaches that are being debated to address the global concerns that climate change and other environmental sustainability challenges present.

Assessment / Feedback

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

Evaluation

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Recommended reading

Session 1:

United Nations Climate Change (2021): COP26: The Glasgow Climate Pact

Truong. V,D (2014). Social Marketing: A Systematic Review of Research 1998–2012. Social Marketing Quarterly, Vol. 20 (1) 15-34.

McKenzie-Mohr. D (2000). Promoting Sustainable Behavior: An Introduction to Community-Based Social Marketing. Journal of Social Issues. Vol. 56, No. 3, 2000, pp. 543–554.

Session 2:

Fitzgerald, D (2007), 'The savewater® Online Water Conservation Report." (dynamic reporting for the Water Industry) PRESENTED IN CLASS

Haley, Russell. (July 1968) "Benefit Segmentation: A Decision Orientated Research Tool" Journal of Marketing , Vol 32 pp. 30-35

Fitzgerald, D., & Reece, J. (2021). Organising circular transitions sustainability frameworks : investigating consumer decision-making in circular economies. In Kopnina, H. and Poldner, K. (2021). Circular Economy: Challenges and opportunities for ethical and sustainable business. Routledge.

Session 3:

Stocker F., de Arruda M.P., de Mascena K.M.C., Boaventura J.M.G.(2020). Stakeholder engagement in sustainability reporting: A classification model. Corporate Social Responsibility and Environmental Management, 27 (5) pp. 2071-2080

Additional resources:

Kollock, P (1998), Social Dilemmas: The Anatomy of Cooperation, Annual Review of Sociology, Vol 24,183– 214

Steg.L, Dreijerink.L, Abrahamse.W (2009) Factors inuencing the acceptability of energy policies: A test of VBN theory, Journal of Environmental Psychology 25 (2005) 415–425

Stern, N (2006) Stern Review Final Report: The Economics of Climate Change - (full executive summary)

www.ecomarketing.com.au
www.IPCC.ch
www.royalsociety.org
www.socialdilemmas.org

Work load

Type of course	Number of hours
Lecture	10.0

Interactive courses	6.0
Personnal work	14.0
Collective project	5.0
Individual project	5.0
Reading reference manuals	5.0
Research	5.0
Total	50.0

Level	**Year**	**Semestre**	**Campus**	**Language of instruction**
Master	-	S1	L / P	English

Prerequisities

Introductory course in Marketing (Marketing basics or Principles of Marketing)
Introductory course in statistics (Descriptive, Inferential, and Regression Analysis)
Basic understanding of costing
Ideally but not necessarily, an introduction to marketing research

Learning objectives

Understand basic principles, concepts, and tools in the field of product development and management and apply these to the mission and operations of the organization.

Apply concepts, methods, and processes involved in the new product development from opportunity identification and product concept to launching strategy.

Use several quantitative analysis techniques to assess product robustness and design along the new product development process.

Identify and evaluate the market potential for a product or service. Perform a market analysis, identify the competition, and measure the attractiveness of the product category.

Develop marketing, financial, and manufacturing objectives for new and mature products and design competitive marketing strategies to support these.

Discuss new product launching strategies and tactics, Carry out necessary financial analysis and forecasting estimation to support the launching plan.

Understand the role of the new product teams during the different stages of the new product development process. Identify possible organizational and managerial problems to address for a successful team performance.

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

- 1.B Successfully collaborate within a intercultural team

- 3.B Propose creative solutions within an organization

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

Course description

This course provides a framework for the strategic analysis of new product management and innovation in the firm. It describes the strategies and programmatic perspective to anticipate the factors that impact the development of new products, examines the environmental factors that affect it, the nature of markets and organizational structure that promotes and inhibits innovation and technological development in the organization, as well as, the factors that determine products commercial success.
The course focuses on the analytical, decision making, and planning concepts and tools available to market a product and assist brand and product managers. Several themes such as: strategic considerations of product

development, product policy formulation, opportunity analysis and forecasting, selection of product market strategies are covered.

There is a particular emphasis on the managerial decisions during the new product development and testing phases of the overall product management process, launching strategies and tactics, and team organization and management.

Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Participation	Case study	Exercise	Group project										
Nb of hours if written exam														
2nd session														
Coefficient	5.0	30.0	40.0	25.0										

Evaluation

The methodology for this course is based on class discussion, group dynamics, in-class experiential exercises, case discussions, and a final product launch strategy project. The instructor will present a conceptual framework and discuss the main ideas for the session. Students are expected to review the basic reading material in advance of the class and be ready for discussion.

Every day, there is one or two experiential applications (exercises and case analysis) that students individually and in teams have to complete. Groups will be asked to present their findings. The class content is a combination of applied theoretical ideas, design analytics, case analysis and discussion, and experiential learning.

Recommended reading

IESEG has prepared a compendium of the in-class cases and exercise notes bundled and distributed to each student through the course webpage. Please be sure to bring copies of the cases and exerises to class every day.

Rodriguez, Carlos M. (2016), Product Design and Innovation: Analytics for Decision Making, Createspace Publishers, 2016, ISBN-13: 978-1523202836. Available through Amazon worldwide. This book guides the reader from ideation to concept, prototyping, and other aspects of product design.

Crawford, M & Di Benedetto, A. (2014), New Products Management, 11th. Edition, McGraw-Hill. This books offers a nice introduction to the management of new products.

Product Management, Lehmann, D. R. & Winer, R. S., (2005), Product Management, 4th. Edition, McGraw-Hill Irwin, New York. This book presents a more analytical and quantitative approach to product management and portfolio in general.

Work load

Type of course	Number of hours
Lecture	16.0

Collective project	12.0
Reading reference manuals	8.0
Research	4.0
Total	40.0

Expectations:

1. This course is almost 100% experiential. All designed exercises are completed in groups during class time. The instructor will lecture briefly on key concepts and tools to assist students in the learning experience.

1. Students will read and analyze the assigned cases in preparation for each day's session. Before the next class, students will schedule to meet with the team members to prepare the team's report to submit. All teams' case reports must be done in print (no digital versions are accepted)

2. Students will study the reading material assigned to each session by themselves. These readings together with the in-class delivery are required knowledge to complete the final course applied project.

3. The final course applied project is completed in teams of 3 students. Each team will report on a new product designed and recently launched in any market (you may be more familiar with the French and European markets) and evaluate the launching strategy followed. The instructor will indicate the deadline to complete this project. Generally, the deadline is two weeks after the course is completed.

	E-NEGOTIATION 1181		
2023 - 2024	Credit : 2.0	**IÉSEG - School of Management**	
Class code :	2324_SYL_NEG_1181		NEG

Level	Year	Semestre	Campus	Language of instruction
Master	-	S1	L / P	English

Prerequisities

Students are required to have "Introduction to negotiation" ideally but it's okay not to have it.

Students who have attended the "Practical Negotiation Skills" course won't necessarily attend this one. It can open for those who have never taken Practical Negotiation Skills before.

Learning objectives

Develop an individual capability to cooperate with internal members and collaborate with external members in an intercultural environment.
Act and react in a dynamic context to adapt to differences and to create innovative change as a change-maker.
Incorporate technical tools and manage international negotiation in a geographically dispersed situation.

- 4.A Appraise the performance of a team

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

- 1.A Demonstrate an international mindset

- 1.C Communicate effectively in English

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

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	Continuous assessment	Individual report											
Nb of hours if written exam														
2nd session														
Coefficient	20.0	40.0	40											

Evaluation

*Daily Participation
*Solution Case Analysis and Solution-Providing Interactive Exercises
*Incorporate the use of ICTs for internal information synthesis and sync communication when negotiating with the opponent team.

Recommended reading

IESEG Online www.ieseg-online.com

Work load

Type of course	Number of hours
Interactive courses	16.0
Personnal work	24.0
Research	10.0
Total	50.0

2023 - 2024	Credit : 2	**IÉSEG - School of Management**	
Class code :	2324_SYL_NEG_2097		NEG

Level	Year	Semestre	Campus	Language of instruction
Master	-	S1	L / P	English

Prerequisities

None.

Learning objectives

1. Understand the fundamental ethical principles in business deicsion making
2. Identify the legal, moral, and social values relevant to decision making process
3. Undestand value based management as an avenue to enhance societal good and corporate profits
4. Identify the connection between ethical decision making and important business topics like technology policies in the work place and globalization

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

- 2.C Generate sustainable solutions for organizations

- 6.A Thoroughly examine a complex business situation

Course description

This course examine the ethical and social components of business. Utilizing an interdisciplinary approach, the course explores the roles of government, ethics and society in governing business activity in a global context. The ethics component studies the role of individual and corporate ethics and values in business. Students will define and implement an ethical approach to business that governs activities of the firm. The course demonstrates the financial and moral value of an effective ethics program to a company. The social component investigtes the role of the business enterprise as a living and contributing member of society and the community.

Assessment / Feedback

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

Evaluation

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Recommended reading

None.

Work load

Type of course	Number of hours
Interactive courses	16.0
Personnal work	4.0
Collective project	8.0
Reading reference manuals	20.0
Research	4.0
Total	50.0

Level	Year	Semestre	Campus	Language of instruction
Master	-	S1	L / P	English

Prerequisities

Supply chain, accounting, information technology, Excel
Basic business activities

Learning objectives

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

- 5.D Make effectual organizational decisions

- 6.A Thoroughly examine a complex business situation

- 4.A Appraise the performance of a team

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

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

Course description

Understand the content of operations management and develop skills to improve efficiency of these operations
Master the different steps and tools of a project (business or quality)
Build and analyse sales forecast to take adequate decisions on sales organization
Apply the concepts of supply chain management to take the best process decisions based on forecasts
Develop appropriate strategies to improve company's performance
Understand the links between metrics, forecasts and strategies

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	30.0	50.0

Evaluation

Small exercises and cases during courses

Recommended reading

- Sales Operations Planning- Best practices, lessons learnt from WW company- John Dougerty & Christophe Gray
- Operations management – 14th edition- Jarry Heizer, Barry Render - Pearson
- The goal: a process of ongoing improvement - C Wheelwright & Rob Hyndman-   E.M. Goldratt
- Adaptive Sales and Operations Planning - Dick Ling – Carol Ptak- Chad Smith

Work load

Type of course	Number of hours
Lecture	10.0
Interactive courses	6.0
Personnal work	4.0
E-learning	3.0
Reading reference manuals	3.0

Total	26.0

	DATA VISUALIZATION AND ANALYTICS WITH POWER BI 1081		
	2023 - 2024	Credit : 2.0	**IÉSEG - School of Management**
Class code :	2324_SYL_ACC_1081		ACC

Level	Year	Semestre	Campus	Language of instruction
Master	-	S1	L / P	English

Prerequisities

Fundamentals of accounting , finance, and Excel.

ATTENTION requires a PC or laptop with Windows 10 Operating System. NOT suitable for MAC.

Learning objectives

At the end of the e-learning course, the student should be able to:
1.   Understand how data analytics can be used to satisfy organizational information needs;
2.   Identify opportunities to solve organizational problems through the use of data analytics;
3.   Collect and analyse unstructured data pertaining to various business situations;
4.   Synthesize the analysis of a professional situation in a structured and intelligible dashboard

- 4.C Convey powerful messages using contemporary presentation techniques

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

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

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

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

Course description

ATTENTION requires a PC or laptop with Windows 10 Operating System. NOT suitable for MAC.

The purpose of this class is to develop the understanding of data visualization & analytics along the completion of 4 e-learning modules:

(1) Create and use analytics reports with Power BI: This first part introduces you to Power BI and is meant to be a detailed tour of this cutting-edge analytics platform for beginners. You will get started building with Power BI, get data, model data, use visuals, explore data, and finally publish and share business intelligence reports.

(2) Power BI Data Methods: This module focuses on the data end of Power BI, also known as Power Query (the same Power Query found in Excel), and how this part of the application can automate the data querying process and restructuring of data sets. The module goes over the array of Power BI data connection options, from static files to Python scripts; shares key techniques for transforming unusable data; explains how to use the M formula language to improve efficiency and create custom queries.

(3)Power BI Data Modeling with DAX: DAX is a language you can use to create formulas for Power BI that extend your data model. This module covers the essentials of working with DAX, sharing best practices for data model design and optimization along the way. Learn how to work with DAX aggregate functions, add calculated columns, create measures, and work with DAX logical and filter functions.

(4) Data Dashboards in Power BI: This module focuses on the front end of the Power BI application—the dashboard—where users interact with charts and graphs that communicate trends in their data. The module steps through how to design and customize the setup of visuals and charts to make it easy to use, understand, and interact with the dashboard model. Learn how to work with data from open-source websites, create visuals such as heatmaps and sparklines, compare multiple variables with trendlines and violin plots, and build engaging maps.

Assessment / Feedback

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

Evaluation

individual project and group project.

Recommended reading

will be communicated in due time.

Work load

Type of course	Number of hours
Personnal work	28.0
Collective project	6.0

E-learning	16.0
Total	50.0

Level	**Year**	**Semestre**	**Campus**	**Language of instruction**
Master	-	S1	L / P	English

Prerequisities

The prerequisites are a good capacity to understand international complexity and laws interaction. International tax obliges to have a national focus on rules in a world of consolidated accounts and to understand the articulation between the consolidated point of view and the impact of national rules and practices . A minimum of legal knowledge and capacity to analyse legal concepts is also important to acknowledge the potential legal impact which may vary from one country to another because of the diversity of domestic legal organisations, rules and sensitivity. Also a worldwide vision is necessary to analyse the major trends in international field and the role of major international organisations such as OECD, UN and EU .

Learning objectives

Describe basic international tax concepts and tax rules
State the most prominent tax cases which are at stake between the European Union and the United States
Explain the design of international tax planning within multinational corporations consistently with strategies and organizational choices and Interpret the possible consequences of it. Explain the role of transfer prices in managing business units of multinational companies.

- 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

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

- 5.D Make effectual organizational decisions

- 6.A Thoroughly examine a complex business situation

Course description

Upon successful completion of the course, the student will gain knowledge and technical skills related to:
- Basic international tax concepts and tax rules governing Transfer Pricing, Permanent Establishment, Uncertain Tax Positions, VAT and Corporate Taxes.
- The design of international tax planning within multinational corporations consistently with strategies and organizational choices.
- The use of transfer prices in managing business units of multinational companies.
- Understanding of the complexity and hierarchy of international tax rules.
- Students will be aware of the vast changes which are ongoing worldwide in the field of international tax requirinig more transparency and the fight from international organizations against aggressive tax practices.

- Basic knowledge of territorial and worldwide tax systems as well as The Tax Cuts and Jobs Act (TCJA) and environmental taxes.
- Basic knowledge of the major tax cases which are at stake between the European Union and the United states as well as the role of a Tax Director in a multinational corporation.

Assessment / Feedback

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

Evaluation

We give them immediate feedback after each presentation as well as after they finished the business case and different exercises we do in class.

Recommended reading

None.

Work load

Type of course	Number of hours
Face to face	
Lecture	16.0
Personnal work	22.0
Collective project	12.0

Total	50.0

Level	Year	Semestre	Campus	Language of instruction
Master	-	S1	L / P	English

Prerequisities

course on International Financial Reporting Standards

Learning objectives

understand the needs for auditing in an international setting
2.   predict how business and economic cycles could affect organizational strategy
3.   recognize auditing-related issues and demonstrate an expertise on key concepts, techniques and trends within the profession
4.   apply auditing and employ state-of-the-art management techniques in an ethical manner.
5.   effectively communicate in English with audit-related audiences.
6.   identify relevant risks and other factors, and analyse their effect on designing the audit plan and conducting the audit.
7.   understand the role and implications of technology on the audit.
8.   formaulate strategically-appropriate solutions to complex and unfamiliar challenges in the audit environment
9.   be aware of the expanding opportunities for public accountants in improving the reliability of information for decision making

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

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

- 6.A Thoroughly examine a complex business situation

- 3.B Propose creative solutions within an organization

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

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

- 1.C Communicate effectively in English

- 1.B Successfully collaborate within a intercultural team

- 1.A Demonstrate an international mindset

Course description

interactive course and lecture

Assessment / Feedback

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

Type of test	Multiple choice questions	Written exam	Case study		Group project											
Nb of hours if written exam		2.0														
2nd session																
Coefficient	40.0	40.0	10.0													

Evaluation

None.

Recommended reading

Principles of Auditing: An Introduction to International Standards on Auditing, by Hayes, Dassen, Schilder and Wallage. 2nd edition, Prentice Hall

Work load

Type of course	Number of hours
Interactive courses	16.0
Personnal work	10.0
Collective project	2.0
Independent work	
Reading reference manuals	2.0

Total	34.0

	ENTREPRISE RISK MANAGEMENT 1766		
	2023 - 2024	Credit : 2	**IÉSEG - School of Management**
Class code :	2324_SYL_ACC_1766		ACC

Level	Year	Semestre	Campus	Language of instruction
Master	-	S1	L / P	English

Prerequisities

General understanding of Corporate Governance

Learning objectives

At the end of the course, students should be able to:
Understanding the benefits of risk management and its relationship with corporate governance, social responsibility, sustainability and organizational prosperity.
Mastering the concepts of opportunity, downside risk and the influence of external factors such as markets and regulation.
Knowing the importance of culture, communication, incentives and behavior in an effective risk management structure.
Being able to identify the types of risk exposure typically faced by an organization.
Being able to implement Enterprise Risk Management principles, framework and process in any type of organization.
Being able to effectively assess risk and select appropriate risk treatment techniques.

- 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.C Convey powerful messages using contemporary presentation techniques

- 5.D Make effectual organizational decisions

- 6.A Thoroughly examine a complex business situation

Course description

The two first sessions introduce you to the concept of risk, its impact on your organisation and how risk management can help you understand, communicate and deal with risk. You will start to look at the risk management process. We will equip you with the confidence and knowledge to link risk management with disciplines such as business continuity, governance, compliance and internal audit.
The third and fourth take you through the rest of the risk management process. Practical examples will be used to demonstrate how to embed risk management in your organisation's plans and activities. You will cover risk management frameworks, delegation of responsibilities and the creation of a risk-aware culture and learn how to implement a risk management structure in your own organisation.

Assessment / Feedback

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

Type of test	Case study														
Nb of hours if written exam															
2nd session															
Coefficient	100.0														

Evaluation

None.

Recommended reading

None.

Work load

Type of course	Number of hours
Interactive courses	16.0
Personnal work	4.0

Total	

Level	Year	Semestre	Campus	Language of instruction
Master	-	S1	L / P	English

Prerequisities

Students who register for this course should be familiar with:
- basic calculus
- financial derivatives such as forward, futures, and option contracts

Learning objectives

At the end of the course, the student should:
- understand the importance of multinational transactions
- understand the determinants of foreign exchange rates, Purchasing Power Parity, and Interest Rate Parity
- understand the measurement and management of foreign exchange risk
- understand the country (political) risk

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

- 6.A Thoroughly examine a complex business situation

- 1.A Demonstrate an international mindset

Course description

This class will endeavor to prepare students to operate in the multinational world of financial markets. Major topics covered include foreign exchange and derivative markets, measurement and management of foreign exchange risk, country risk, and cross-border investment. We will also address current issues in international finance such as globalization and free trade agreements.

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												
Nb of hours if written exam	0.75	2.0												
2nd session		true												
Coefficient	40.0	60.0												

Evaluation

Feedback will be provided in the form of MCQs and numerical problems which will be used as a base of discussions as part of the four teaching days. The Assessment will take the form of two quizzes and one final exam with theoretical and practical questions in which students will be asked to define, apply, and use concepts learned in class.

Recommended reading

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

Work load

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

Level	**Year**	**Semestre**	**Campus**	**Language of instruction**
Master	-	S1	L / P	English

Prerequisities

basics of corporate finance and accounting

Learning objectives

The objective of the course is to familiarize students with the underlying theories and empirical evidence from the area of corporate governance. The course focuses primarily on different governance systems around the world, boards of directors, executive compensation, shareholder activism, and institutional investors. Students will be exposed to case studies that raise some of the most crucial corporate governance issues. The selected cases illustrate real world situations and therefore should provide class participants with the fuller understanding of the concepts discussed during the lecture. Students will be asked to demonstrate their understanding of corporate governance problems introduced in the case study as well as to explain the impact of the breakdown of corporate governance on the business environment and the economy as a whole.

- 6.A Thoroughly examine a complex business situation

- 5.D Make effectual organizational decisions

- 4.A Appraise the performance of a team

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

Course description

Theoretical framework
Ownership structure
Board of directors
- CEO
- CEO duality
- Independent directors
- Director identity
- Board committees
- Busy directors
- Board interlocks
- Director netoworks
- Board size
- Board diversity
Managerial incentives
Corporate debt as a governance mechanism
Shareholder activism
Mergers and acquisitions
Blockholders
Governace of family firms
Rules and regulation

Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Case study	Multiple choice questions	Participation											
Nb of hours if written exam														
2nd session														
Coefficient	60.0	30.0	10.0											

Evaluation

Assessment is based on three individual projects to be prepared and submitted after the end of the term . The project requires independent research on the Internet and intensive out-of-class preparation based on the learnt material. 10% of the grade is for attendance and participation.

Recommended reading

All the readings and course materials will be provided directly to students before the beginning of the course

Work load

Type of course	Number of hours
Interactive courses	16.0
Collective project	25.0
Reading reference manuals	1.0
Research	8.0

Total	50.0

	ENTREPRENEURIAL FINANCE 1113		
2023 - 2024	Credit : 2.0	**IÉSEG - School of Management**	
Class code :	2324_SYL_FIN_1113		FIN

Level	Year	Semestre	Campus	Language of instruction
Master	-	S1	L / P	English

Prerequisities

The course requires the concepts and skills developed in accounting and corporate finance. It is a pre-requisite.

Learning objectives

- 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.C Generate sustainable solutions for organizations

Course description

The course is targeted to budding entrepreneurs and there are four main areas of focus. First, business evaluation and valuation will give the students tools to valuate early-stage business opportunities. Second, financing will highlight the main ways that entrepreneurs are financed and analyze the role of financial contracts in addressing information and incentive problems in uncertain environments. Third,
venture capital funds will discuss the structure of venture capital funds and their fundraising process. Finally, we will discuss how founders should exit.

Assessment / Feedback

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

Evaluation

Grading will be based on cases studies, a MCQ and final group project.

Recommended reading

Smith J, Smith RL, Smith R, Bliss R. Entrepreneurial finance: strategy, valuation, and deal structure. Stanford University Press;

Work load	
Type of course	**Number of hours**
Interactive courses	16.0
Personnal work	10.0
Collective project	20.0
Research	4.0
Total	50.0

Level	Year	Semestre	Campus	Language of instruction
Master	-	S1	L / P	English

Prerequisities

- A basic understanding of organizational behaviour/human behavior is required.

Learning objectives

Fostering a diverse and inclusive workplace implies respect for and appreciation of differences - these differences may be based on numerous social categories (ethnicity, gender, age, national origin, disability, sexual orientation, social class, education, religion etc). Respecting and valuing such differences can yield benefits for organizations. However, managing a diverse and inclusive workplace also implies challenges. Through several case study analysis and debates, this course explores issues associated with managing workplace diversity and inclusion, provokes discussion and raises awareness on an increasingly salient organizational issue.

At the end of the course, the student should be able to:
- explain the business/social case for diversity and inclusion in the workplace
- recognize how various bases of diversity (gender/sexual orientation/race/ethnicity/class/age) can influence day-to-day interactions and decision making processes in organizations
- identify key notions and issues associated with diversity and inclusion in the workplace by analyzing problem and practical case-based situations
- identify action alternatives and analyze their implications for varying stakeholders in the organization

- 1.C Communicate effectively in English

- 3.B Propose creative solutions within an organization

- 5.D Make effectual organizational decisions

- 6.A Thoroughly examine a complex business situation

Course description

Fostering a diverse and inclusive workplace implies respect for and appreciation of differences - these differences may be based on numerous social categories (ethnicity, gender, age, national origin, disability, sexual orientation, social class, education, religion etc). Respecting and valuing such differences can yield benefits for organizations. However, managing a diverse and inclusive workplace also implies challenges. Through several case study analysis and debates, this course explores issues associated with managing workplace diversity and inclusion, provokes discussion and raises awareness on an increasingly salient organizational issue.

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																
2nd session																
Coefficient	40.0	40.0	20.0													

Evaluation

Continuous feedback on class activities will be provided.
The course follows the attendance policy of the masters program.

Recommended reading

This is a case-based course. Each day, we will discuss cases pertaining to diversity and inclusion in the companies. The cases and articles (from Harvard Business Review) will be shared by the instructor.

Work load

Type of course	Number of hours
Interactive courses	16.0
Collective project	8.0
Individual project	7.0
E-learning	7.0
Reading reference manuals	7.0
Research	5.0

Total	50.0

	GENDER, LEADERSHIP AND WORK 2383		
	2023 - 2023	Credit : 2	**IÉSEG - School of Management**
Class code :	2324_SYL_HRM_2383		HRM

Level	Year	Semestre	Campus	Language of instruction
Master	-	S1	L / P	English

Prerequisities

No specific requirements. This interdisciplinary course is open to any Master students, regardless of their gender and their specialization/major. This course is particularly recommended for students who wish to engage in a Master thesis with a gender perspective (regardless of the field - in finance, accounting, entrepreneurship, marketing, management, HR, etc.).

Learning objectives

Upon successful completion of the course, the student will be able to:
-Undertand key concepts in the sociology of gender, and how gender impacts our social world (particularly family, couple and education).
-Identify and discuss the multidimensional factors leading to gender inequalities and discriminations in the workplace
-Identify and discuss key gender issues in leadership styles and management practices
-Analyze different types of interventions and tools to implement change in the workplace and design innovative strategies
The course is intended for students who wish to build strong ethics and responsible leadership to make a positive impact and create awareness in organizations.

- 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

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

Course description

The course is composed of four parts, taught by different faculty from various nationalities (Italian, Belgian and French) and academic/research backgrounds (Economics, Finance, Management, Human Resources, Political Science): Professors Simone Moriconi, Jérémie Bertrand and Coline Briquet.

Part 1: Understanding gender

The main objective of the introductory session is to foster critical thinking about one of the most fundamental forms of social categorization, gender, and the relationship of this concept to sex and sexuality. It is intended that students not only learn about scholarly research but also that they use this material to become more aware of the social, cultural, and historical underpinnings of their own modes of thinking and behaving towards gender and power.
>>Key notions: biological sex, gender, gender identity, sexual orientation, intersectionality, stereotype, unconscious bias, socialization, gendered roles and norms, femininities, masculinities, body positivism.

Part 2: Gender inequalities in the workplace

The second session of the course will focus on empirical evidence reported in academic studies concerning the sources of gender differences, over time and across countries, in workforce participation and segregation of labor, jobs and tasks, wages and child-care asymmetric costs.

>>Key notions: gender pay gap, glass ceiling, glass cliff, discrimination, employment segregation (vertical and horizontal), second shift, disappearing act, work-life balance.

Part 3: Gender, leadership and power

The third session is dedicated to the place of women in leadership. In this part we will see the basics of leadership and gender psychology. This will then allow us to address the problems of incongruities in leadership, such as the Queen Bee syndrome. Finally, we will see how to avoid the development of this kind of syndrome in order to allow the development of women leaders.
>>Key notions: leadership styles, stereotypes related to power, prejudice, social categorization, queen bee syndrome, diversity, equality, inclusion, inclusive leadership.

Part 4: Designing and implementing change

Finally, the last session aims at analysing what governments and organizations can do to reduce gender inequality. Students will have the opportunity to discover and discuss various interventions and tools (laws, reforms, government incentives, best practices, behavioral designs, etc.) that have been implemented in different countries, and particularly in France. As future project and/or team managers, students will be invited to think creatively about the role they wish to play in redesigning the way we work, collaborate and lead.
>>Key notions: gender blindness, discriminatory law, family-friendly laws, gender equality plan, gender equality index, tokenism, resistance to change, equal pay for equal work, gender mainstreaming, equity/parity/"mixité"/diversity

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The course mainly focuses on inequalities and power relationships at work between men and women. It also explores key concepts linked to sexual orientation and gender identity (during the introduction session) but please note that the course main focus is not sexual diversity or LGBT studies.

Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Individual report	Exercise												
Nb of hours if written exam														
2nd session														
Coefficient	60.0	40												

Evaluation

Assessment is composed of 2 parts:
* engaging activities in class (40%), one for each session.
* one long or two short take-home essays (topics to be chosen among several options) : 60%
Students will receive oral and written feedback on their work.

Recommended reading

Bibliography will be indicated on the ieseg-online course page.

Work load	
Type of course	**Number of hours**
Interactive courses	16
Personnal work	20
Reading reference manuals	4
Research	5
Total	45

		2023 - 2024	Credit : 2.0	**IÉSEG - School of Management**

Class code :	2324_SYL_IBE_1138	IBE

Level	Year	Semestre	Campus	Language of instruction
Master	-	S1	L / P	English

Prerequisities

Students should know some basic notions of corporate strategy and of change management

Learning objectives

In this course, students will develop skills to: a. Analyze the industrial choices and conditions of investments b. Analyse the key success factors base on organizational assets and skills c. Identify the conditions of mobilization of forward-looking industrial policy and the subsequent actions to be undertaken d. Gather information on good practices developed by companies and regions to anticipate and manage change and restructuring. Special attention to be given to innovative practice e. Create a list of existing major National Networks/Initiatives in order to link the main stakeholders and create an informal observatory for anticipation of change f. Build up a survey on understanding strategic issues on anticipating changes: re-localization,? g. Understand the contribution of corporate real estate strategy to the overall strategy h. Understand the real estate location model i. Analyze different project profiles j. Carry out scenario development and assessment k. Explore strategic consideration l. Explore financial consideration m. Reflect models on new location approach n. Analyze different types of business sites o. Identify partners and stakeholders p. Identify locations factors q. Analyze the market. r. Understand the investor/end-user s. Define and implement a site marketing strategy t. Analyze key-success factors of existing clusters as a tool to anticipate changes u. Identify the conditions of mobilization of forward-looking regional policy and the subsequent actions to be undertaken v. Define needs expected by the stakeholders w. Define a business model to implement a business route for the stakeholders. x. Propose actions, performance indicators. y. Understand challenges in innovation for the entrepreneurs or the project leader z. Understand the impact of NTBF?s in the socio-economic environment aa. Assess a science park performance bb. Define and implement a marketing strategy for retaining and attracting new technological organisations

- 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.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.D Make effectual organizational decisions

- 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

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

- 4.A Appraise the performance of a team

Course description

The course topics include: 1. Context facing the European Automotive Industry 2. Mechanisms of Anticipation of Change at Company and at Regional Level 3. Current Practices of Anticipation and Management of Change in the European Automotive Industry 4. Management of Change at Company and Regional Level ? Some Illustrations from other Industries 5. Global competition current government and business strategies in Europe: re-localization 6. The Importance of Real Estate Strategy 7. Successfully Marketing a Business Site 8. Cluster as a tool to anticipate changes/Implementing a cluster 9. Challenges addressing innovators 10.Added value of Science Parks and Areas of Innovation to innovators and Regions 11.Successfully marketing Science Parks

Assessment / Feedback

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

Evaluation

Coaching, oral presentation and written report

Recommended reading

Blöcker, A Jürgens, U (2008) ? The restructuring of Value Chains by Multinational Companies? in ?The European Automotive Industry and the Impact on Labour, edited by Watt, A., Peter Lang ; Bramwell, A and Wolfe (2008) ?Universities and regional economic development: the entrepreneurial University of Waterloo?, Research Policy 1175-1187 ; OECD, (2007) Moving up the Value Chain: Staying competitive in the Global Economy? OECD

Work load

Type of course	Number of hours
Interactive courses	10.0

Coaching	6.0
Personnal work	16.0
Reading reference manuals	4.0
Research	14.0
Total	50.0

Written reports and business games: questionnaires, role-playing ; Individual work/Readings ; Lecture

	DATA ANALYTICS FOR BUSINESS 3316		
2023 - 2024	Credit : 2	**IÉSEG - School of Management**	
Class code :	2324_SYL_MIS_3316		MIS

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

Prerequisities

None.

Learning objectives

- null

Course description

None.

Assessment / Feedback

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

Evaluation

None.

Recommended reading

None.

Work load	
Type of course	**Number of hours**
Total	

| 2023 - 2024 | Credit : 2.0 | **IÉSEG - School of Management** | |
| Class code : | | 2324_SYL_MIS_1154 | MIS |

Level	Year	Semestre	Campus	Language of instruction
Master	-	S1	L / P	English

Prerequisities

Advanced knowledge of managerial issues
Knowledge about the use of Information Systems in organizations
Basic knowledge of project management
Basic knowledge of change management

Learning objectives

At the end of the course, the students will be able to diagnose the core managerial challenges of a complete digital transformation for an organization and develop policies and tactics to address those challenges.

- 3.C Organize change management processes

- 3.B Propose creative solutions within an organization

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

Course description

This course focuses on the managerial challenges of managing the processes of digital innovation and digital transformation. While these terms are often used as synonyms, they point at two different processes: digital innovation deals with the introduction of value-generating IT in products and services, digital transformation regards the transformative processes that are enabled by IT (SMACIT) to take advantage of digital innovations. The emphasis of the course is on the different levels of management and on the strategic (external) and organizational (internal) challenges that managers face when implementing digital innovation and transformation. The course draws on research on economics, strategy, organizational theory, organizational behavior to address two core challenges in IT-related change: making change happen and making change valuable. The course focuses therefore on two distinct but interrelated processes of creating a different value for the final customer but also to re-organize the firm accordingly to these digital activities to capitalize on new digital opportunities. For this reason, half of the course will focus on strategic factors and the other half on internal changes. The course will draw on multiple cases that exemplify and highlight the challenges inherent in these two processes. Finally, an IT-led change management simulation will be used to ground the use of change management tools

Assessment / Feedback

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

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

Evaluation

the course is built around pedagogical tools that provide immediate feedback. The project will be evaluated at the end with a short written feedback to the students.

Recommended reading

Westerman, G., Bonnet, D., & McAfee, A. (2014). Leading digital: Turning technology into business transformation. Harvard Business Press.
Ross, J. W., Beath, C. M., & Mocker, M. (2019). Designed for digital: How to architect your business for sustained success. Mit Press.

Work load

Type of course	Number of hours
Face to face	
Interactive courses	16.0
Independent study	
Collective project	14.0
Independent work	
E-learning	2.0
Reading reference manuals	12.0
Research	6.0

Total	50.0

Level	**Year**	**Semestre**	**Campus**	**Language of instruction**
Master	-	S1 / S2	L / P	English

Prerequisities

Basic knowledge in the domain of management, organization, and business. No programming skills are needed.

Learning objectives

1. Successfully collaborate within a intercultural team
2. Generate sustainable solutions for organizations
3. Organize change management processes
4. Employ state-of-the-art management techniques
5. 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

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

- 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.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

For almost all organizations, continuous innovation is the key to long-term success and sustainability. The purpose of this course is to examine how managers can facilitate organizational innovation. A specific emphasis is placed on discussing how digital technology can disrupt, enhance, and even stifle innovation activities. To gain a deeper understanding of how management can respond to disruptive innovations, a

number of case studies will be presented and critiqued. Emerging innovation management concepts such as 'open innovation' and 'user innovation communities' will be assessed along with the potential for emerging digital technologies within these paradigms.

Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Exercise	Exercise	Continuous assessment											
Nb of hours if written exam														
2nd session														
Coefficient	20.0	20.0	60.0											

Evaluation

In this course, students will be assessed based on a group and individual project, plus active class participation.

Recommended reading

Reading material will be posted on the course website.

Work load

Type of course	Number of hours
Interactive courses	16.0
Personnal work	6.0
Collective project	6.0
Reading reference manuals	16.0

Research	6.0
Total	50.0

		ESSENTIALS IN DIGITAL ANALYTICS 1708		
	2023 - 2024	Credit : 2	**IÉSEG - School of Management**	
Class code :		2324_SYL_MKT_1708		MKT

Level	Year	Semestre	Campus	Language of instruction
Master	-	S1	L / P	English

Prerequisities

Basic understanding of digital technologies.

Learning objectives

- 1.B Successfully collaborate within a intercultural team

- 1.C Communicate effectively in English

- 3.B Propose creative solutions within an organization

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

- 4.C Convey powerful messages using contemporary presentation techniques

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

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

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

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

Course description

The course provides a thorough introduction to digital analytics and its applications. Students will acquire the necessary knowledge and skills to thrive in a digital working environment. The course is structured around 4 interactive sessions.
Session 1: Introduction - Introduction to digital marketing analytics - History of & a modern view on data analytics - The digital ecosystem - Digital data infrastructure
Session 2: Analysis & reporting - Digital marketing vocabulary - Applying a measurement framework - Introduction of most important digital metrics - Analytics and tools - Google analytics intro - Digital marketing maturity
Session 3: Optimization & automation - The customer journey and customer touchpoints. - Managing the sales funnel (e.g., converting leads to customers) - Search Engine Marketing (SEM) and Search Engine Optimization (SEO) - Marketing automation
Session 4: Experimentation & learning - Designing, conducting, and analyzing experiments in a digital marketing environment - A/B testing - Data-driven decision making - Intro to predictive modelling & machine learning - Artificial Intelligence & Big Data - Applications of data driven decision making in digital marketing

Assessment / Feedback

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

Type of test	Continuous assessment	Written exam	Group project													
Nb of hours if written exam		2.0													
2nd session		true													
Coefficient	20.0	50.0	30.0													

Evaluation

Regular feedback modalities will be provided.

Recommended reading

Digital Marketing Analytics: In theory and in practice by Kevin Hartman (2020)
Digital Marketing Analytics (2nd edition) by Chuck Hemann & Ken Burbary (2018)
Web Analytics Demystified by Eric Peterson (2004).
The art of SEO (3rd edition): Mastering Search Engine Optimization by Eric Enge, Stephan Spencer, Jessie Stricchiola (2015, O'Reilly Media)
Reviews : Driving Digital Strategy: A guide to reimagining your business by Sunil Gupta in Harvard Business Review (2018).

Work load

Type of course	Number of hours
Interactive courses	16.0
Personnal work	14.0
Collective project	6.0
E-learning	14.0

Total	50.0

		ESSENTIALS IN DIGITAL TECHNOLOGY 1709		
	2023 - 2024	Credit : 2	**IÉSEG - School of Management**	
	Class code :	2324_SYL_MKT_1709		MKT

Level	Year	Semestre	Campus	Language of instruction
Master	-	S1	L / P	English

Prerequisities

None.

Learning objectives

At the end of the course, the student should be able to:
1. Understand the underlying psychology of human-computer interactions and user experience;
2. Develop an analytical mindset and manage the process of evaluating the design of digital interfaces (e.g., a company's website) by performing a heuristic review;
3. Have gained hands-on experience with the development of static websites working directly from source code.

- 1.A Demonstrate an international mindset

- 1.C Communicate effectively in English

- 2.C Generate sustainable solutions for organizations

- 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.B Construct expert knowledge from cutting-edge information

- 5.D Make effectual organizational decisions

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

Course description

This course focuses on the basics of Human-Computer Interaction (HCI) and User Experience (UX). It provides a general overview of the domain and explores in more depth its sub-area of usability and web design. Areas covered include user interface design strategies, gathering requirements, and website development. Brief tutorials will be given on developing websites in source course.
The following topics will be covered:
- Chapter 1: Introducing HCI, Usability, and User Interface Design requirements
- Chapter 13: Choosing interaction elements: software components
- Managing Web Design Projects: A 6-phase process
- Evaluating the Usability of a Website by performing a Heuristic Review
- Designing a website through source code (a 3-part tutorial)

Students will be responsible for two individual projects (each worth 50% of the grade):
1. A Heuristic Review of an existing company's website
2. The design and development of a basic, static website

Assessment / Feedback

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

Evaluation

None.

Recommended reading

User Interface Design and Evaluation, , March 22, 2005, ISBN 0120884364. - Coursepack based on the book by Stone, D., Jarrett, C., Woodroffe, M., and Minocha, S Morgan Kaufmann

Work load

Type of course	Number of hours
Personnal work	9.0
Individual project	10.0
E-learning	15.0

Distance learning	
remote videoconferencing	10.0
remote seminar	6.0
Total	50.0

Level	Year	Semestre	Campus	Language of instruction
Master	-	S1	L / P	English

Prerequisities

Students should be knowledgeable about basic concepts in statistics and econometric (correlation, regression analysis, etc.).
Some knowledge of SPSS package is also recommended.

Learning objectives

At the end of the course the student should be able to:
1. Have a deeper understanding of the different forecasting techniques availables;
2. Understand the use of these different forecasting techniques for sales and business forecasting;
3. Identify the relevant statistical forecast technique to perform;
4. Apply the different forecast techniques and interpret the results of statistical output

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

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

Course description

The course of Sales Forecasting focuses on three main forecasting techniques: Holt's Method, Winter's Method and Box-Jenkins (ARIMA) Methodology. Students will learn when and how to use these different forecasting techniques for sales.
To get acquainted to this, students will perform several exercices in class using the data analysis software SPSS, and solve a challenging business case in groups based on real-life data (group 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	Participation	Case study	Group project										
Nb of hours if written exam														
2nd session														

Coefficient	20.0	10.0	20.0	50.0												

Evaluation

The class sessions include the development of cases with real databases where students must put into practice the three forecasting methods developed in class. Feedback for each of the cases is made at the beginning of the next class. Regarding the final work, the case study solution is posted on the course website after the delivery of the respective works.

Recommended reading

John E. Hanke and Dean W. Wichern (2009), "Business Forecasting", Pearson

Work load

Type of course	Number of hours
Face to face	
Interactive courses	8.0
Directed work	8.0
Collective project	10.0
Individual project	14.0
Reading reference manuals	10.0
Total	50.0

	ESSENTIALS OF CEX / CRM 1715		
2023 - 2024	Credit : 2	**IÉSEG - School of Management**	
Class code :	2324_SYL_MKT_1715		MKT

Level	Year	Semestre	Campus	Language of instruction
Master	-	S1	L / P	English

Prerequisities

General knowledge from Coursework in Marketing and Branding

Learning objectives

Learners will understand how the marketing elements of CONTEXT, CONSUMERS, COMPETITION and CAPABILITIES are integrated connected to CEX/CRM that sustains customer journeys   Emphasis will be placed on curation of current trends and the application of theories from Psychology, Neuroscience, Management and Culture. Special attention will be paid to the impact of emerging technologies on customer engagement.

- 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

Course description

Course is presented in English in using a variety of teaching strategies that help students aaply oral and written English skills

Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Group report	Participation	Exercise	Presentation										
Nb of hours if written exam														
2nd session														
Coefficient	35.0	15.0	15.0	35.0										

Evaluation

Through daily small group visitation and response to assignments, feedback will be provided.

Recommended reading

No text for the 16 hour class, but students will read and discuss articles in very interactive sessions from the current CEX landscape as examples:
https://www.marketo.com/articles/the-future-of-marketing-six-visionaries-speak/
https://www.forbes.com/sites/blakemorgan/2020/04/27/customer-experience-mindset-in-a-post-covid-19-world-an-infograph/#2aba93533d0e
In addition a mini Case study will be completed using the Reports of Sparks & Honey research
:https://www.sparksandhoney.com/reports

Work load

Type of course	Number of hours
Interactive courses	14.0
Coaching	2.0
Personnal work	2.0
Collective project	14.0
Individual project	3.0
Research	8.0
Total	43.0

During Session 1, 2 and 3 students work in small groups on in-class exercises. Each session is highly interactive, giving all students opportunities to contribute and participate. Session 4 covers Group Oral Presentations.

Level	Year	Semestre	Campus	Language of instruction
Master	-	S1	L / P	English

Prerequisities

None

Learning objectives

None

- 1.A Demonstrate an international mindset

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

- 4.B Compose constructive personal feedback and guidance

- 5.D Make effectual organizational decisions

Course description

This course is part of the negotiation track. It focuses on several evidence-based techniques for conflict management that can help promoting healthy organizations.

Contents:
1. Introduction
2. Conflict management and employee well-being at interpersonal level: emotions and social skills (assertiveness)
3. Conflict management and employee well-being at group level: problem solving and constructive controversy
4. Conflict management and employee well-being at organizational level: work environment and dispute resolution systems

At the end of the course, students should be able to:
- Understand the concept of healthy workplaces and the role of conflict management for improving employee well-being and organizational performance;
- Understand the levels of analysis of conflict management techniques;
- Demonstrate competency in the basic elements of think critically, solve problems, and make decisions;
- Define, engage in, and develop effective conflict management techniques at different levels of analysis.

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														
Nb of hours if written exam																
2nd session																
Coefficient	40.0	60.0														

Evaluation

Feedback via face-to-face interaction (in-class sessions), and computer delivered feedback (individual work, assignments)

Recommended reading

Folger, J., Poole, M. S., and Stutman, R. K. (2017). Working through conflict: Strategies for relationships, groups, and organizations. Routledge.
Glasl, F. (1982). The process of conflict escalation and roles of third parties. In Conflict management and industrial relations (pp. 119-140). Springer, Dordrecht.
Tjosvold, D., Wong, A. S. H., and Feng Chen, N. Y. (2014). Constructively Managing Conflicts in Organizations. Annual Review of Organizational Psychology and Organizational Behavior, 1, 545-568.
Van Kleef, G. A., and Côté, S. (2018). Emotional Dynamics in Conflict and Negotiation: Individual, Dyadic, and Group Processes. Annual Review of Organizational Psychology and Organizational Behavior, 5, 437-464

Work load

Type of course	Number of hours
Interactive courses	16.0
Personnal work	30.0
Reading reference manuals	4.0

Total	50.0

Level	**Year**	**Semestre**	**Campus**	**Language of instruction**
Master	-	S1	L / P	English

Prerequisities

None.

Learning objectives

The course objective is to cover the advantage of using performance management in the company strategy.

The goals and objectives are as follows:
*Understand the concept of performance management
*Understand the concepts for performance measurement
*Identify individual indicators for building a performance management system
*Build a hierarchy of the indicators
*Understand the meaning and influence of indicators
*Understand the relationship between indicators
*Understand the relation to Key Performance Indictors (KPI's)
*Design a performance management system
*Use performance management on a given case
*Analyse the output of a performance management system
*Understand the limitation and advantages of performance management

To present and demonstrate their understanding of the material, the students will work on a case/project.

- 5.D Make effectual organizational decisions

- 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.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.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

Many companies and institutions are in a fast moving world for optimization reasons, changing working procedures, implementing new strategies/technologies etc. Related to those changes the following questions arise: 1) are we moving in the right direction? and 2) How to measure improvement? Often management have an overwhelming amount of data, which are impossible to overview. It is important to select dominating indicators which can be measured and at the same time know the relation to the other indicators. By having this holistic framework, the management is supported in their decision-making. During the course, the students will obtain an understanding for what a performance management system is and through a project make suggestions for how to build up a framework of indicators. At the same time, the students will focus on advantages and disadvantages.

Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Individual project	Participation												
Nb of hours if written exam														
2nd session														
Coefficient	90.0	10.0												

Evaluation

Each day starts with a lecture and discussions whereafter the students will work on their project under supervision from the lecturer. The student will be evaluated on class participation and the project work.

Recommended reading

Articles and Notes

Work load

Type of course	Number of hours
Lecture	16.0

Individual project	34.0
Total	50.0

The individual project is done under supervision

	INTERNATIONAL ENTREPRISE PROJECT MANAGEMENT 1741		
	2023 - 2024	Credit : 2	**IÉSEG - School of Management**
	Class code :	2324_SYL_OPS_1741	OPS

Level	Year	Semestre	Campus	Language of instruction
Master	-	S1	L / P	English

Prerequisities

global knowledge on how a company works

Learning objectives

- 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.C Organize change management processes

- 4.A Appraise the performance of a team

- 4.B Compose constructive personal feedback and guidance

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

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

Course description

The need for flexibility and responsiveness is a key challenge for to-day organisations and companies in a global world. How can complex organisations react timely in front of a moving environment, with changing competitors and customers? How can each element or individual in this organisation react with the same discipline?
The International Flexible Enterprise Project Management approach is one answer to this challenge. Using industry-standard templates and methodologies, the course will provide students with operational tools and organisation principles that are needed to manage cross-functional projects, especially in the Business Process Re-engineering area.
The course will allow students to understand & apply the project management methodology & discipline, which is key to success in most compartments of companies and organisations.

The course is illustrated by real-life projects in which the instructor is involved personally at IBM

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	70.0	30.0															

Evaluation

None.

Recommended reading

Harold KERZNER : Project Management, A System approach to Planning, scheduling and controlling.

Van Nostrand Reinhold, New York, ISBN 0-47-1393428
Bennet LIENTZ: Project management in 21st century, Academic Press by Bennet P. Lientz, Kathryn P. Ros, ISBN 0-12-449966-X

Work load

Type of course	Number of hours
Lecture	1.0
Interactive courses	15.0
Personnal work	17.0
Collective project	17.0

Total	50.0

	PEOPLE MANAGEMENT: APPLICATIONS IN OPERATIONS 2696		
	2023 - 2023	Credit : 2	**IÉSEG - School of Management**
	Class code :	2324_SYL_OPS_2696	OPS

Level	Year	Semestre	Campus	Language of instruction
Master	-	S1	L / P	English

Prerequisities

no prerequisite but a management expérience would be greatly appreciated

Learning objectives

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

- 4.A Appraise the performance of a team

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

- 5.D Make effectual organizational decisions

Course description

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

Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Participation	Case study	Individual report	Exercise										
Nb of hours if written exam														
2nd session														
Coefficient	20.0	30.0	30.0	20.0										

Evaluation

None.

Recommended reading

None.

Work load	
Type of course	**Number of hours**
Interactive courses	16
Personnal work	10.0
Individual project	4.0
Total	30.0

Level	Year	Semestre	Campus	Language of instruction
Master	-	S2	L / P	English

Prerequisities

Command of the English language. It is necessary to attend the entire length of the course to understand the logic of the content. This class requires entailment and open mindedness. It is necessary for students to have already followed interships in companies.

Learning objectives

At the end of the course, the student should be able to: - Audit and identify the type of structure, organization and management style of a company. (LO 2.A) - Understand the concept of paradigms, identify the characteristics of the systemic paradigm, and its implications through the concept of 3rd industrial revolution. (LO 3.A) - Understand why type 1 and 2 organizations are facing difficulties to solve the complex problems brought by the systemic paradigm, especially for Western countries. (LO 3.A) - Understand the proposition of type 3 organization (also called learning organizations) to adapt to this systemic paradigm. (LO 3.A) - Integrate basic neuroscience and psychology principles to: (LO 1.B) 1) Understand the mecanism of resistance to change 2) Understand the diversity of the human profiles and mentalities that can be found in organizations 3) Develop a team's capacity to adapt 4) Be aware and fight against management traps (in hierarchical or transversal management position) - As future manager, identify levers to respect, promote and emphasize innovation and creativity within organizations, which is necessary to face complexity. (LO 6.C)

- 1.B Successfully collaborate within a intercultural team

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

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

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

Course description

This course is not a mix of creativity technics to be used as a tool box. The terms "Think different" and "build a new world" refers to a necessary revolution that has to occure in cultures and practices of most companies to adapt to this XX1st century's challenges. 80 to 90% of western companies are operating on business models that matched with former paradigms but do not produce anymore the economical results expected today. On the other end, emerging countries using these business models don't face any problem of growth, but they contribute to the planet destruction and are quite far from CSR (Corporate Social Responsibility) concept. Who could blame them? The world is different, and its challenges are different from what they were 20 years ago. Most people know it. But in most of the companies, nothing has changed, and things are still running as if nothing could happen in the future. There is a gap that has to be filled by new managers' generation. This course wants to be practical and is based on a pragmatic approach. It starts from the observation of the environment, and winning and losing company practices, to understand them better. It proposes a concrete, lucid, positive and dynamic approach of management. This course is built aourd 3 main topics: - Environment and Organizations: understand the environment changes and their consequences on Organizations, Human behaviours, economical results and ecology. - Management: understand how management can serve organizations to get better human and economical results. Identify operationnal winning and losing management practices. - Skills and Behaviour development: why is pedagogy so important in management? Useful basic neuroscience, psychology and communication principles to develop people's capacity to learn, adjust, innovate and create.

Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Case study	Presentation	Multiple choice questions											
Nb of hours if written exam			1.0											
2nd session														
Coefficient	40.0	30.0	30.0											

Evaluation

Comprehension of the material will be assessed through a case study analysis and its presentation. Feedback will be given during each exercise, and upon request of the students on their report.

Recommended reading

The Fifth Discipline: The art and practice of the learning organization ? Peter Senge (1990), Doubleday, New York, 1990. ; Inside Our Strange World of Organizations - Henry Mintzberg (1989) This is an indicative reading for further learning, but it is not required to prepare the class. ; The Necessary Revolution: How Individuals and Organizations Are Working Together to Create a Sustainable World ? Peter Senge (2008)

Work load

Type of course	Number of hours
Interactive courses	16.0
Personnal work	12.0
Collective project	12.0
Independent work	
Research	10.0

Total	50.0

PERSONAL DATA PROTECTION AND MANAGEMENT 2586			
2024 - 2024	Credit : 2	**IÉSEG - School of Management**	
Class code :	2324_SYL_LAW_2586		LAW

Level	Year	Semestre	Campus	Language of instruction
Master	-	S1 / S2	L / P	English

Prerequisities

Students must have completed all previous law courses or have a basic understanding of contract law, torts, and company law. Proficient English language skills are also necessary to follow the course.

Learning objectives

At the end of the course, the student should be able to:
- Understand the international framework of privacy law, in general, and the EU personal data protection rules, in particular.
- Learn how to safely acquire, process and transfer personal data.
- Evaluate how a company can comply with the GDPR and professional ethical manner concerning consumer's data.
- Be familiar with best practices to achieve GDPR compliance and minimize legal risk.
- Think out of the box and use privacy and data protection law as a source of competitive advantage (bonus).

- 1.A Demonstrate an international mindset

- 4.C Convey powerful messages using contemporary presentation techniques

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

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

- 1.C Communicate effectively in English

Course description

1. The international framework (US, Chinese and EU approaches). Privacy, personal data and human rights.
2. GDPR: key concepts, actors and principles. Scope. Lawful bases for processing. Data controllers and data processors' obligations. Data subjects rights.
3. GDPR: International data transfers. Compliance and fines for breach.
4. GDPR: Future of data protection laws and compliance with the emergence of Artificial Intelligence.
5. Escape Game
5. GDPR: Using privacy and data protection laws for competitive advantage. Employee data rights.

Assessment / Feedback

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

2nd session			true												
Coefficient	25.0	25.0	50.0												

Evaluation

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

Recommended reading

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

The works mentioned below are suggested for reference.
- European Data Protection, Third Edition, 2023, IAPP (https://iapp.org/store/books/a191P000003hwKZQAY/)
- Handbook on European data protection law, 2018 (https://op.europa.eu/en/publication-detail/-/publication/5b0cfa83-63f3-11e8-ab9c-01aa75ed71a1)
- Paul Voigt, Axel von dem Bussche, The EU General Data Protection Regulation (GDPR) - A Practical Guide, 2017
- Salami, E. A. (2017). An Analysis of the General Data Protection Regulation (EU) 2016/679
[https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2966210]

Mandatory webinar:
- LinkedIn Learning: GDPR Compliance: Essential Training Course (1h 24m)

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	

Level	**Year**	**Semestre**	**Campus**	**Language of instruction**
Master	-	S1	L / P	English

Prerequisities

The "Sustainability and business" course in the second year (S4), or an equivalent course.

Learning objectives

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

-        Have an in-depth understanding of planetary boundaries, with a focus on climate change and biodiversity loss;
-        Understand how business activities impact these planetary boundaries and, conversely, how companies are impacted by, and can adapt to, planetary boundary breaches;
-        Develop a vision of business model transformation to address environmental sustainability challenges and better take into account planetary boundaries;
-        Understand change drivers & change motivations for organizations and their members;
-        Work with tools to design and implement strategic change;
-        Appraise wider impacts of change within organizations and in their environments.

- 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

- 3.C Organize change management processes

- 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 4-credit course examines how businesses engage in change to respond to pressing environmental sustainability challenges. In particular, we explore how businesses can transform their business models to better integrate planetary boundaries, with a focus on climate change and biodiversity loss. To do so, the course first deepens students' knowledge of climate change and biodiversity loss, examining how business models can be reshaped to address these two environmental challenges. Then, the second part explores how such change can be translated into practice, using a real-life business case study.

This course will invite students to:

-        Highlight the most pressing sustainability issues, with a focus on planetary boundaries related to climate change and biodiversity loss;
-        Understand how business activities impact these planetary boundaries and, conversely, how companies are impacted by, and can adapt to, planetary boundary breaches;
-        Critically assess the practices and discourses of businesses to better integrate planetary boundaries

in their strategies, highlighting the opportunities of such integration and their pitfalls ("greenwashing");

-        Identify the ways in which businesses can fundamentally transform their business model to take into account planetary boundaries;

-        Examine how business model transformation can be translated into change management processes and complexities such as change stakeholder analysis, change resistance, change communication, contingency plan and change implementation;

-        Apply these themes to specific, real-time/real-world company cases and work to develop a long-term vision for a selected case firm. Students will grapple with questions such as: 'what will it take to transform the business model toward sustainability?' and 'what change management frameworks, processes and reflections will need to be investigated?'

-        Examine their own positioning as future managers operating in a sustainability-oriented business world, reflecting on their sustainability knowledge, skills and behaviour.

A variety of interactive teaching methods will be combined, including short case studies, videos, and work sessions. A final video will capture this learning. Throughout the course, students will be exploring their own perceptions, aspirations and future role as individuals and potential change leaders in business. They will pass a sustainability literacy test (Sulitest) and reflect on their strengths and weaknesses, laying out a pathway to become managers who are well-equipped to operate in a sustainability-oriented business world.

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	Participation											
Nb of hours if written exam														
2nd session														
Coefficient	50.0	25.0	25.0											

Evaluation

Multi-modal feedback policy

- In-class collective feedback at the start of each session regarding previous session work and informative readings- related quizzes
- Dedicated coaching sessions during class 6 and during class 11
- Live feedback process in poster forum / final presentation session
- Virtual open office hours for collective feedback and on-demand specific feedback

Recommended reading

* List of required activities:

Complete the following modules of the Axa Climate School:

"The great climate system"
-        Chapter 7 "Consequences today"
-        Chapter 8 "Predicting the future
-        Chapter 9 "Tipping points"

"The collapse of biodiversity"
-        Chapter 8 "The 6th extinction: Land use and overexploitation"

- Chapter 9 "The 6th extinction:
- Chapter 10 "The 6th extinction: Tipping points"

Pass the Sulitest at the end of the course (https://task.sulitest.org/).

* List of required readings :

Whelan, T., & Fink, C. (2016). The comprehensive business case for sustainability. Harvard Business Review, October 21. Available at https://hbr.org/2016/10/the-comprehensive-business-case-forsustainability

Serafeim, G. 2020. Making sustainability count. How to improve environmental, social and governance (ESG) performance. Harvard Business Review. Available at: https://hbr.org/2020/09/makingsustainability-count

World Economic Forum (2020). The Global Risks Report 2020 – 15th Edition. World Economic Forum, January 2020. Available at http://www3.weforum.org/docs/WEF_Global_Risk_Report_2020.pdf

Winston, A. (2020). Leading a new era of climate action. Harvard Business Review, January 24 2020. Available at https://hbr.org/cover-story/2020/01/leading-a-new-era-of-climate-action

Kramer, M. R., Agarwal, R., & Srinivas, A. (2019). Business as Usual Will Not Save the Planet. Harvard Business Review. June, 12. Available at: https://hbr.org/2019/06/business-as-usual-will-not-save-theplanet

Young, D. & Reeves, M. (2020). The quest for sustainable business model innovation. Boston Consulting Group, March 2020. Available at https://image-src.bcg.com/Images/BCG-The-Quest-for-Sustainable-Business-Model-Innovation-Mar-2020_tcm9-24057.pdf

Raffaelli, R. (2017). Organizational Behavior Reading: Leading Organizational Change, 1-17.

Kotter, J. P. (1995). Leading change: Why transformation efforts fail. Harvard Management Review 73 (2), 59–67.

Watson, B. (2014). How to create system change that solves sustainability challenges. The Guardian, March 14 2020. Available at https://www.theguardian.com/sustainable-business/create-systemchange-sustainability-challenges

Lessons for the future. The Interface guide to changing your business to change the world. Available at http://interfaceinc.scene7.
com/is/content/InterfaceInc/Interface/Americas/WebsiteContentAssets/Documents/Sustainability%2025yr%
20Report/25yr%20Report%20Booklet%20Interface_MissionZeroCel
.pdf

Raffaelli, R. (2017). Organizational Behavior Reading: Leading Organizational Change, 20-26; 37-38..

Quinn, R.E. & Thakor, A.V. (2018). Creating a purpose-driven organization. Harvard Business Review, 96(4), pp.78-85. Available at https://hbr.org/2018/07/creating-a-purpose-driven-organization

Men, R. L., & Bowen, S. A. (2016). Excellence in internal communication management, Ch. 8. Change management and internal communication, Business Expert Press.

Raffaelli, R. L. (2017). Organizational Behavior Reading: Leading Organizational Change, 27-47.

Goleman, D., & Lueneburger, C. (2010). The change leadership sustainability demands. MIT Sloan Management Review, 51(4), 49-56.

Cohen, D. S. (2005). Don't let up: Implementing and sustaining change. The heart of change field guide: Tools and tactics for leading change in your organization. Boston, MA: Harvard Business Review Press

Eccles, R. G., Perkins, K. M., & Serafeim, G. (2012). How to become a sustainable company. MIT Sloan Management Review, 53(4), 43-50.

Geradts, T.H. & Bocken, N.M. (2019). Driving sustainability-oriented innovation. MIT Sloan

Management Review, 60(2), 78-83.

* Suggested readings: see syllabus on IOL

Work load	
Type of course	**Number of hours**
Interactive courses	27.0
Coaching	5.0
Collective project	35.0
Individual project	12.0
E-learning	10.0
Reading reference manuals	11.0
Total	100.0

Level	Year	Semestre	Campus	Language of instruction
Master	-	S1	L / P	English

Prerequisities

- Macroconomics
- Conjuncture and economic fluctuations
- Fundamentals of Strategy
- Backgound in different disciplines of Management (Marketing, Finance, Accounting, HRM, OPS, ...)

Learning objectives

- 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

- 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

Course description

Part A: Business Cycle (on line + Interactive classes)
Session 1 : Overview of business cycles analysis (this session is on line)
Session 2 : Business Cycles and Macroeconomic Uncertainty
Session 3 : Macroeconomic Policies and Business Cycles
Session 4 : Business Cycles and the Eurozone
Session 5 : Business Cycles in a global economy

Part B: Strategic Analysis (this part is a hybrid module)
Session 6: Corporate Strategy: Vertical Integration & Diversification F2F (on campus, F2F with instructor)
Session 7: Strategic Alliances, Mergers & Acquisitions & Global Strategy (on campus, F2F with instructor)
Session 8: Corporate Governance (online, asynchronous, student-led)
Session 9: Executing Strategy (on campus, F2F with instructor)

For more detail on the content for each part, please refer to ieseg.online:
https://www.ieseg-online.com/course/view.php?id=4673&section=1#tabs-tree-start

Assessment / Feedback														
Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Midterm exam	Continuous assessment	Group project	Participation	Multiple choice questions									
Nb of hours if written exam														
2nd session	true	true	true	true	true									
Coefficient	25.0	25.0	20.0	15.0	15.0									

Evaluation

Feedback is given orally at the end of each component of the module (Business Cycles, and Strategic Analysis). A general feedback will be given at the end of the whole module (by email).

Recommended reading

None.

Work load	
Type of course	**Number of hours**
Interactive courses	12.67
Personnal work	22.0
Individual project	12.0
E-learning	9.17

Reading reference manuals	25.0
Research	20.0
Total	100.84

The sequencing of the Module "Understanding Business Cycles for Strategic Decisions" is as follows:

Session 1 : Business Cycles / Online session (Coordinator: Simone Moriconi)
Session 2 to 5 : Business Cycles / Interactive Class (Coordinator: Simone Moriconi)
Session 6 to 9 : Strategic Analysis / Hybrid sessions (Coordinator: Olivier Bouclier)

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

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

ATELIER INTERCULTUREL DE CONVERSATION 3318

2023 - 2024	Credit : 2	**IÉSEG - School of Management**	
Class code :	2324_SYL_LAN_FRE_3318		LAN_FRE

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

| 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.

| 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

	FRENCH AS FOREIGN LANGUAGE (LEVEL 4) 3456		
	2023 - 2023	Credit : 2.0	**IÉSEG - School of Management**
	Class code :	2324_SYL_LAN_FRE_3456	LAN_FRE

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