



# SYLLABI

Courses for Incoming Exchange Students

Bachelor PGE

Lille

FALL 2024

**Last Update: June 21, 2024**

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

<b>BUILDING AN EFFECTIVE POWER BASE 3295</b>		
2024 - 2025	Credit : 2	<b>IESEG - School of Management</b>
<b>Class code :</b>	2425_SYL_HRM_3295	HRM

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

### Prerequisites

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

### Learning objectives

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

Learn how people (and yourself) can obtain (and lose) power

Learn to see the world differently: Understand how power dynamics are embedded in social interactions

Learn to act differently: Students will be asked to use the course content and apply it to their lives to increase their skills, reputation, and network

Learn to respect power. Power will change you. Gaining power has benefits and costs and it is important to develop strategies for building and exercising power that are aligned with your values

- 3.B Propose creative solutions within an organization
- 5.D Make effectual organizational decisions
- 6.A Thoroughly examine a complex business situation

### Course description

## Environmental and social impacts

Diversity, equity and inclusion

### Assessment / Feedback

Assessment / Feedback														
Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Exercise	Individual report	Participation											
Nb of hours if written exam														
2nd session														
Coefficient	20.0	60.0	20.0											

### Evaluation

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

### Recommended reading

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

### Work load

Type of course	Number of hours
<b>Face to face</b>	
Lecture	6.0
Interactive courses	10.0
<b>Independent study</b>	
Personnal work	10.0

Independent work	
E-learning	8.0
Reading reference manuals	8.0
Research	8.0
<b>Total</b>	<b>50.0</b>



BUSINESS ETHICS IN COMMERCE 3792		
2024 - 2025	Credit : 2	<b>IESEG - School of Management</b>
<b>Class code :</b>	2425_SYL_MKT_3792	MKT

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

### Prerequisites

A basic understanding of business functions along with some knowledge the business decision making process. In addition, the ability to analyze and work through a business problem.

### Learning objectives

- 1.B Successfully collaborate within a intercultural team
- 2.A Assess the values of the organization in which they work
- 1.C Communicate effectively in English
- 6.A Thoroughly examine a complex business situation
- 1.A Demonstrate an international mindset
- 2.B Solve professional dilemmas using concepts of CSR and ethics

### Course description

None.

### Environmental and social impacts

After this course students will

1. Understand the fundamental ethical principles in business decision making
2. Identify the legal, moral, and social values relevant to decision making process
3. Understand 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

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Diversity, equity and inclusion

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Community engagement

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Transparency and reporting, Social development

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Sustainable transformation of companies

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Sustainable Business Models

### Assessment / Feedback

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

### Evaluation

A variety of feedback modalities are employed the class. Verbal feedback is offered in class to various in class exercises discussion, and group presentations. In addition, written feedback is provided on all submitted group and individual projects. Finally, students are encouraged to ask questions (either in class or email) that generates a prompt response from me.

### Recommended reading

Business Ethics Now, 6e, Andrew Ghillyer, McGraw\_hill

### Work load

Type of course	Number of hours
Lecture	12.0
Interactive courses	10.0

Collective project	10.0
Individual project	10.0
Research	8.0
<b>Total</b>	<b>50.0</b>



AMERICAN CULTURE AND CIVILIZATION 1533		
2024 - 2025	Credit : 2	<b>IESEG - School of Management</b>
<b>Class code :</b>	2425_SYL_ITC_1533	ITC

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

### Prerequisites

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

### Learning objectives

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

### Course description

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

### Environmental and social impacts

As this course is project based with role plays, presentations and a final project, students get to choose the content of their presentations and final project which invariably are focused around and include many of the below criteria

Human rights

Community engagement

Democracy

Water

Diversity, equity and inclusion

Waste

Education

Labor rights

Health

### Assessment / Feedback

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

### Evaluation

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

### Recommended reading

None.

### Work load

Type of course	Number of hours
Interactive courses	16.0

Personnal work	8.0
Collective project	5.0
Individual project	10.0
E-learning	6.0
Research	5.0
<b>Total</b>	<b>50.0</b>



GLOBAL SUSTAINABILITY & OPERATIONS MANAGEMENT 3161		
2024 - 2025	Credit : 2	<b>IESEG - School of Management</b>
<b>Class code :</b>	2425_SYL_OPS_3161	OPS

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

### Prerequisites

English Speaking, Learning and Presenting Skills

### Learning objectives

- A general understanding of the impact on global sustainability of any operational decision
  - A general understanding of internal and external organizational and operational sustainability. Tools and initiatives to achieve and maintain sustainability
  - Gain an understanding of circular economy through strategic sustainable initiatives
  - Incorporating CSR and ESG in organizations to make a local, domestic and global social impact through tackling people and environmental issues; Usage of metrics
  - Understanding and befitting the Sustainable Development Goals into the framing of Domestic and Global Business Strategies and Initiatives
- 5.A Predict how business and economic cycles could affect organizational strategy
- 5.B Construct expert knowledge from cutting-edge information
- 1.A Demonstrate an international mindset
- 1.B Successfully collaborate within a intercultural team



- 1.C Communicate effectively in English
- 2.B Solve professional dilemmas using concepts of CSR and ethics
- 2.C Generate sustainable solutions for organizations
- 3.B Propose creative solutions within an organization
- 4.C Convey powerful messages using contemporary presentation techniques
- 6.B Synthesize multifaceted information from various sources across different functional fields
- 6.C Combine different skills and management disciplines in support of interdisciplinary responsibilities
- 2.A Assess the values of the organization in which they work

### Course description

None.

### Environmental and social impacts

Climate warming, scarcity of resources, social disorders and geopolitical tensions (non exhaustive list!!) in addition to direct consequences on our lives start to make more and more products more difficult to source and more expensive. Sustainability and operations management are linked very closely. We will look at various concrete, actual examples all around the world.

Social development
Waste
Climate change
Transparency and reporting, Social development
Biodiversity
Sustainable Business Models
Energy
Health
Diversity, equity and inclusion
Labor rights
Natural resources
Human rights
Water
Circular economy
Sustainable transformation of companies

### Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Participation	End of term exam	Group project											
Nb of hours if written exam														
2nd session														
Coefficient	10	60	30											

### Evaluation

Immediate feedback after presentation.  
On demand feedback after written exam.

### Recommended reading

UNICEF - SDGS - [https://www.unicefusa.org/mission/sustainable-development-goals?gclid=CjwKCAiA76-dBhByEiwAA0\\_s9Z0AjCRRAM5X365tZX2Zx4DXhwkGI2-ig3qxhN3h04JnLJDA-PMjYhoC8VkJQAvD\\_BwE](https://www.unicefusa.org/mission/sustainable-development-goals?gclid=CjwKCAiA76-dBhByEiwAA0_s9Z0AjCRRAM5X365tZX2Zx4DXhwkGI2-ig3qxhN3h04JnLJDA-PMjYhoC8VkJQAvD_BwE)  
Sustainable Development Goals - <https://sdgs.un.org/goals>  
Sustainable Development Goals - <https://www.un.org/sustainabledevelopment/sustainable-development-goals/>

goals/  
 OE - [https://www.aveva.com/en/perspectives/blog/five-steps-for-defining-an-operational-excellence-plan/?utm\\_term=operational%20management&utm\\_campaign=G\\_S\\_A\\_NA\\_All\\_Campaign\\_Solution\\_Operations\\_Operational+Excellence+-+TOF&utm\\_source=adwords&utm\\_medium=ppc&hsa\\_acc=3968997322&hsa\\_cam=13787903238&hsa\\_grp=124872147255&hsa\\_ad=531876248639&hsa\\_src=g&hsa\\_tgt=kwd-297371389801&hsa\\_kw=operational%20management&hsa\\_mt=p&hsa\\_net=adwords&hsa\\_ver=3&gclid=CjwKCAiA76-dBhByEiwAA0\\_s9XYplnaqO1JnWY\\_bA4s6JozBfljd0IHUOsqp-tKdpdRhoKSUZjCVRBoCYHwQAvD\\_BwE](https://www.aveva.com/en/perspectives/blog/five-steps-for-defining-an-operational-excellence-plan/?utm_term=operational%20management&utm_campaign=G_S_A_NA_All_Campaign_Solution_Operations_Operational+Excellence+-+TOF&utm_source=adwords&utm_medium=ppc&hsa_acc=3968997322&hsa_cam=13787903238&hsa_grp=124872147255&hsa_ad=531876248639&hsa_src=g&hsa_tgt=kwd-297371389801&hsa_kw=operational%20management&hsa_mt=p&hsa_net=adwords&hsa_ver=3&gclid=CjwKCAiA76-dBhByEiwAA0_s9XYplnaqO1JnWY_bA4s6JozBfljd0IHUOsqp-tKdpdRhoKSUZjCVRBoCYHwQAvD_BwE)  
 ESG and CSR: <https://thesustainableagency.com/blog/esg-vs-csr/>

Work load	
Type of course	Number of hours
Lecture	12.0
Interactive courses	4.0
Collective project	4.0
Individual project	4.0
Research	6.0
<b>Total</b>	30.0

Team Project - Presented on Final Day by some students of the groups

CRM AND INTERNATIONAL CUSTOMER EXCELLENCE 2560		
2024 - 2025	Credit : 2	<b>IESEG - School of Management</b>
<b>Class code :</b>	2425_SYL_MKT_2560	MKT

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

### Prerequisites

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

### Learning objectives

Understand the ecosystem of CRM organisation from a data processing point of view: customer 360° through a project study in order to practice.

Drive and manage data collection as being part of account management or global account management's responsibilities  
Structure data flow owing to geographical scope of responsibilities, to enhance business intelligence and industrialize processes

Objective 1 :

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

Objective 2:

Marketing : Build customer relationship, to reach marketing intelligence and deliver the right message  
Ecosystème eMarketing  
Intake eCRM and web : new customer behaviors

Objective 3:

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

- 6.B Synthesize multifaceted information from various sources across different functional fields
- 2.A Assess the values of the organization in which they work
- 6.C Combine different skills and management disciplines in support of interdisciplinary responsibilities
- 5.B Construct expert knowledge from cutting-edge information
- 4.A Appraise the performance of a team
- 3.A Breakdown complex organizational problems using the appropriate methodology
- 3.B Propose creative solutions within an organization
- 1.A Demonstrate an international mindset
- 1.B Successfully collaborate within a intercultural team
- 1.C Communicate effectively in English

## Course description

### I Global overview and understanding of CRM usage

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

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

- CRM : national context and cross functional management
  - o Screenshot Salesforce / Oracle / Microsoft Dynamic CRM
- Specific focus on sustainability and CO2 KPI and dashboard existing on CRM
- o Reach info needed in the CRM
  - o Structure / tree structure your CRM
  - o Management of CRM interactions: descending and ascending information
  - o Formalise, deploy, multiply informations and key datas
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- CRM and project management / product management (quick focus)
  - o Project, CRM and deployment
  - o Interaction with internal expertises
  - o Plan, deploy, implement

### III From eCRM marketing to customer experience

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

## Environmental and social impacts

Considering that this course is mainly dedicated to the usage of CRM, screenshots will explain to calculate the environmental impact of your CRM program as well as KPI to measure CO2 impact focusing on Salesforce new option to go carbon control faster.

Transparency and reporting, Social development

Analysing carbon emissions from energy usage and company travel

Prove to customers, employees, and investors your commitment to carbon-conscious and sustainable practices

## Assessment / Feedback

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

## Evaluation

Students will be trained through a learning by doing case study in order to check their level of comprehension. This will contribute to a continuous assessment.

Participation is a key aspect as all along the course, they need to interact to make sure that they are understanding both logic and CRM system and its impact on customer experience.

Finally, the exam implies both a good comprehension of the course as well as learning course content to know some relevant basic.

### Recommended reading

Livre Blanc Salesforce.com

Webinar hubspot

CRM and customer relationship management (2023)- Stanley Brown, Pearson

### Work load

Type of course	Number of hours
Lecture	18.0
Interactive courses	0.0
Directed work	0.0
Personnal work	10.0
Collective project	10.0
Individual project	0.0
E-learning	6.0
Research	6.0
<b>Outside training</b>	
Outside visit	0.0
Company visit	0.0
<b>Distance learning</b>	
remote videoconferencing	0.0
remote seminar	0.0
<b>Total</b>	<b>50.0</b>

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

Course is to be learned in order to understand how to optimise CRM eCRM usage.

Customer Excellence net research will be necessary to find relevant illustrations

Case study is to be prepared in group, there are some preparation and researches to do in order to prepare the work expected :

- getting to understand each companies
- research relevant tools to respond to the case study demand
- innovative and creative state of mind is highly recommended
- sustainability can be an additional asset

Each group member are to be involved equally.



<b>COMPETITION LAW 2762</b>		
2024 - 2025	Credit : 2	<b>IESEG - School of Management</b>
<b>Class code :</b>	2425_SYL_LAW_2762	LAW

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

### Prerequisites

Basic knowledge of any legal system (criminal law, torts, contracts, property rights, etc.). Fluency in English is required.

### Learning objectives

- Understand the comparative and international dimension of competition law and policy (US, EU)
- Be familiar with the main issues, principles and legal rules of EU Competition Law, and their impact on the legal environment of business
- Take proactive measures to minimise the risk of infringing competition law
- Be able to integrate the competition law into a company's core strategy
  
- 2.B Solve professional dilemmas using concepts of CSR and ethics
- 1.A Demonstrate an international mindset
- 4.C Convey powerful messages using contemporary presentation techniques

### Course description

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

### Environmental and social impacts

Enable the proper functioning of a plural market while respecting the law and fair competition.  
Helps avoid bad business practices upon entry into the market.

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Diversity, equity and inclusion

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Sustainable Business Models

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Community engagement

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Transparency and reporting, Social development

### Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Continuous assessment	Case study	End of term exam											
Nb of hours if written exam														
2nd session														
Coefficient	20.0	40	40											

### Evaluation

The instructor will provide individual and summative feedback to the students either individually or collectively, orally or in writing. The format and timing in which individual and summative feedback are given is left at the instructor's discretion.

### Recommended reading

Documents uploaded by the instructor on IÉSEG online.

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

### Work load

Type of course	Number of hours
Interactive courses	16.0
Personnal work	12.0



Reading reference manuals	10.0
Research	12.0
<b>Total</b>	<b>50.0</b>



PSYCHOLOGY OF THE NEGOTIATOR 2755		
2024 - 2025	Credit : 2.0	<b>IESEG - School of Management</b>
<b>Class code :</b>	2425_SYL_NEG_2755	NEG

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

### Prerequisites

English at TOEFL level, bachelor level of social sciences

### Learning objectives

Define key psychological constructs in relation to negotiation Understand and personalize psychological definitions on intra- and interpersonal conflict Understand the theory of social values orientation and the relation with conflict and negotiation dynamics Understand different levels of dual concern theory, and the relations between conflict behavioral orientations at personality, strategic and tactical level. Understand different modes of conflict behavior and relate these to negotiating behavior Understand BigFive personality theory in relation to conflict behavior Reflect systematically on one's own personality, social values orientation, personal conflict styles, peacemaking and qualities and challenges in negotiation

- 3.B Propose creative solutions within an organization
- 4.B Compose constructive personal feedback and guidance
- 6.C Combine different skills and management disciplines in support of interdisciplinary responsibilities
- 2.A Assess the values of the organization in which they work
- 2.B Solve professional dilemmas using concepts of CSR and ethics

### Course description

The course consists of an interactive seminar, following partly the concept of the 'flipped classroom'. Readings are provided through mail and electronic learning environment. during the course the students are working intensively in small groups and plenary feedback sessions on a variety of assignments.

### Environmental and social impacts

Ethical Negotiation Practices  
 Respect for Diversity and Inclusion  
 Social and Environmental Impact  
 Stakeholder Theory  
 Moral and Ethical Persuasion  
 Corporate Values and Mission Alignment

Diversity, equity and inclusion

Health

Sustainable Business Models

### Assessment / Feedback

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

### Evaluation

Continuous assessment of quality of participation by the student. Personal reflection paper, in which theory is integrated at level of personal experience. Group reports which reflect the application of the different theories in real every-day negotiations

### Recommended reading

Negotiation, Harvard Business Essentials. Getting to Yes, Roger Fisher, William Ury and Bruce Patton, Random House, 1981 (1999). Lewicki, Barry & Saunders, Negotiation, McGraw Hill (chapters 1 to 4). Influence, New and Expanded: The Psychology of Persuasion, Robert Cialdini.

### Work load

Type of course	Number of hours
Interactive courses	16.0

Personnal work	6.0
Collective project	12.0
Individual project	5.0
Reading reference manuals	8.0
Research	3.0
<b>Total</b>	<b>50.0</b>



ENVIRONMENTAL LAW 2787		
2024 - 2025	Credit : 2.0	<b>IESEG - School of Management</b>
<b>Class code :</b>	2425_SYL_LAW_2787	LAW

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

### Prerequisites

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

### Learning objectives

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

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

### Course description

- Introduction: Definitions- State of play- Sources of Environmental law.
- Legal obligations of the businesses and their implications for the company's development strategy: water pollution, air pollution, waste management.
- Corporate social responsibility: between legal obligations and accountability approaches.
- Non-binding standards: standards and codes of conduct.

- Environmental liability: Public Trust/Corporate environmental responsibility: principles and limits.
- Could companies shape the future of sustainability?

### Environmental and social impacts

Impacts of the company activity on different environmental elements. Company obligations accordingly. Monitoring the evolution of national, European and international legislation in this area.

Natural resources

Waste

Water

Climate change

Circular economy

### Assessment / Feedback

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

### Evaluation

The instructor will provide individual and summative feedback to the students either individually or collectively, orally or in writing. The format and timing in which individual and summative feedback are given is left at the instructor's discretion.

### Recommended reading

Documents uploaded by the instructor on IÉSEG online.  
 Corporate law, corporate governance, and sustainability, Beate Sjafjell, Cambridge University Press, 2019.  
 International Environmental Law, Pierre-Marie Dupuy and Jorge E. Vinuales, Cambridge University Press, 2020.  
 Environmental law across cultures: comparisons for legal practice, Kirk W. Junker, Routledge, 2019.

### Work load

Type of course

Number of hours

Interactive courses	16.0
Personnal work	12.0
Reading reference manuals	10.0
Research	12.0
<b>Total</b>	<b>50.0</b>



CHALLENGES AND PERSPECTIVES OF THE EUROPEAN CONSTRUCTION 2759		
2024 - 2025	Credit : 2.0	<b>IESEG - School of Management</b>
<b>Class code :</b>	2425_SYL_DEV_2759	DEV

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

### Prerequisites

Being curious and having at least a B1/B2 level of English.

### Learning objectives

By the end of this course, business school students will be able to critically assess the European Union's complex dynamics and their implications for global business and policy-making.

- 1.B Successfully collaborate within a intercultural team
- 1.A Demonstrate an international mindset
- 5.A Predict how business and economic cycles could affect organizational strategy
- 6.B Synthesize multifaceted information from various sources across different functional fields
- 1.C Communicate effectively in English

### Course description

This course offers a comprehensive exploration of the European Union's history, tracing its development from post-World War II recovery efforts to its current status as a major geopolitical and economic entity. Students will examine the foundational treaties, political institutions, and economic policies that have shaped the EU. Key topics include the Marshall Plan, the Treaty of Rome, the Maastricht Treaty, and the Eurozone crisis. Through a geo-political lens, the course will analyze the EU's role in global affairs, its expansion and integration processes, and its responses to challenges such as Brexit and the rise of populism. Economically, the course will cover the creation of the single market, monetary union, trade policies, and the impact of EU regulations on member and non-member states. By the end of the course, students will have a nuanced understanding of the European Union's evolution and its significance in the contemporary world.

Course Outline:

- 1: Founding of Europe 1945-1957
- 2: De Gaulle's Europe 1958-1969
- 3: Stagnation and Revitalization 1970-1989
- 4: Revolutions of 1989 and Maastricht 1989-1993
- 5: European Treaties and Expansion 1989-today
- 6: EMU 1970-today
- 7: Brexit and Europe's future

**Environmental and social impacts**

In addition to understanding the geo-political and economic factors of the EU, students will become aware of the issues concerning its governance and social aspects. This is achieved by understanding:

1. **Democracy and Governance:** Students will evaluate the democratic institutions and processes within the European Union, including the roles of the European Parliament, the European Commission, and the Council of the European Union. They will discuss the challenges and criticisms related to democratic representation and accountability.
2. **Human Rights and Social Policy:** Students will examine the EU's commitment to human rights and social policy, including the implementation of the Charter of Fundamental Rights and various human rights regulations. They will understand the EU's influence on human rights practices within its member states and globally.

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Democracy

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Human rights

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Social development

Assessment / Feedback														
Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Participation	End of term exam	Presentation	Continuous assessment										
Nb of hours if written exam		1.0												
2nd session														
Coefficient	20	30.0	30	20.0										

**Evaluation**

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

## Recommended reading

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

## Work load

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

UNDERSTANDING INCOME INEQUALITY IN THE 21ST CENTURY 2753		
2024 - 2025	Credit : 2.0	<b>IESEG - School of Management</b>
<b>Class code :</b>	2425_SYL_ECO_2753	ECO

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

### Prerequisites

Understandings of basic microeconomics and data analysis

### Learning objectives

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

- understand the concept of wage inequality from an economics perspective
- compare and contrast different factors that may contribute to wage inequality
- understand the potential costs and benefits of policies that try to address wage inequality
- search for appropriate data to empirically examine wage inequality in different countries
  
- 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
- 3.A Breakdown complex organizational problems using the appropriate methodology
- 4.A Appraise the performance of a team
- 4.B Compose constructive personal feedback and guidance
- 5.B Construct expert knowledge from cutting-edge information
- 5.D Make effectual organizational decisions
- 6.A Thoroughly examine a complex business situation
- 6.B Synthesize multifaceted information from various sources across different functional fields

### Course description

This is a course in applied labor economics, focusing on the economics of wage inequality. The course will cover the following topics:

- 1- General concepts about wage inequality
- 2- Factors that may contribute to wage inequality
- 3- Policies that may address wage inequality and their potential costs and benefits

### Environmental and social impacts

Income inequality is one of the most important economic and social issues in the 21st century. By taking this course, students learn important concepts of income inequality from an economics perspective, allowing them to take a more active role in designing policies as future managers or policy makers to address the income inequality issue.



Circular economy

Human rights

Social development

Education

Democracy

Labor rights

Community engagement

Sustainable transformation of companies

Diversity, equity and inclusion

Sustainable Business Models

Business and society, Gender pay equality, CEO-worker pay equality, Pay equality, Government policies

### Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	End of term exam	Group project	Oral assessment											
Nb of hours if written exam	2.0													
2nd session	true													
Coefficient	60.0	20.0	20.0											

### Evaluation

The overall assessment will be based on a final exam and a group project. Feedback will be given within class via Q&A

### Recommended reading

OECD (2021), The Role of Firms in Wage Inequality: Policy Lessons from a Large Scale Cross-Country Study, OECD Publishing, Paris  
Chapters 1-3  
[Available online: <https://doi.org/10.1787/7d9b2208-en>]

Additional references (such as news articles and journal articles) will be posted to IESEG Online

### Work load

Type of course

Number of hours

Interactive courses	16.0
Personnal work	10.0
Collective project	10.0
<b>Independent work</b>	
Reading reference manuals	10.0
Research	4.0
<b>Total</b>	<b>50.0</b>

INTERNATIONAL BUSINESS STRATEGIES 2772		
2024 - 2025	Credit : 3	<b>IESEG - School of Management</b>
<b>Class code :</b>	2425_SYL_STS_2772	STS

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

### Prerequisites

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

### Learning objectives

Identify and understand major trends and transformations affecting international business and strategy.

Apply to real organizations theoretical frameworks and models.

Audit a firm's global strategy and positioning, synthesize its organizational capabilities and assess its competitive advantage and performance.

Solve complex organizational issues and make realistic recommendations

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

### Course description

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

### Environmental and social impacts

### Assessment / Feedback

Assessment / Feedback														
Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Multiple choice questions	Continuous assessment	Group project	End of term exam										
Nb of hours if written exam														
2nd session														
Coefficient	20.0	25.0	25.0	30.0										

### Evaluation

Group work and presentations: 60%

Final exam: 40%

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

### Recommended reading

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

### Work load

Type of course	Number of hours
Interactive courses	24.0
Personnal work	16.0
Collective project	20

**Total**

60.0



PREPARATION FOR TOEFL 0494		
2024 - 2025	Credit : 2	<b>IESEG - School of Management</b>
<b>Class code :</b>	2425_SYL_LAN_ENG_0494	LAN_ENG

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

### Prerequisites

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

### Learning objectives

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

- 1.C Communicate effectively in English

### Course description

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

### Environmental and social impacts

N/A

### Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Continuous assessment	Continuous assessment	Individual report	Oral assessment	End of term exam	Participation	Exercise	Exercise						
Nb of hours if written exam					2.0									
2nd session														
Coefficient	10.0	10.0	15.0	15.0	30.0	10.0	5.0	5.0						

### Evaluation

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

### Recommended reading

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

### Work load

Type of course	Number of hours
Interactive courses	18.33
Personnal work	20.0
<b>Independent work</b>	

Reading reference manuals	11.67
<b>Total</b>	50.0



NUDGE MARKETING 0671		
2024 - 2025	Credit : 2.0	<b>IESEG - School of Management</b>
<b>Class code :</b>	2425_SYL_MKT_0671	MKT

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

### Prerequisites

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

### Learning objectives

1. To apply of Behavioral economics & Nudge theory
  2. To understand major steps of Consumer behavior & Decision making
  3. To learn the key implicit factors shaping our decision and how to Nudge consumer behavior
- 2.C Generate sustainable solutions for 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

### Course description

Nudge is based on the researches in Behavioral sciences / Behavioral economics.  
Nudge marketing combines Behavioral economics and Consumer behavior topics.

- #1 Introducing Nudge theory and real example (health, public policy, hospitality, ecology ...)
- #2 Nudge practices in Public policy and private business (CPG, Service, Digital)
- #3 Nudging : The Drivers of influence impacting our behavior
- #4 Nudge Marketing methodology, Intervention and evaluation,
- #5/6 Nudge Marketing applied, Run a Nudge Project.

### Environmental and social impacts

Nudge project includes a sustainable dimension and the possible drivers of influence for greener options

### Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Multiple choice questions	Group project	Exercise	Participation										
Nb of hours if written exam														
2nd session	true													
Coefficient	40	40.0	10	10.0										

### Evaluation

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

### Recommended reading

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

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

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

### Work load

Type of course	Number of hours
Interactive courses	16.0
Coaching	4.0
Personnal work	10.0
Collective project	4.0



Reading reference manuals	1.0
Research	1.0
<b>Total</b>	<b>40.0</b>



MOBILE MARKETING 0670		
2024 - 2025	Credit : 2	<b>IESEG - School of Management</b>
<b>Class code :</b>	2425_SYL_MKT_0670	MKT

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

### Prerequisites

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

### Learning objectives

1. Identify the major issues and strategies related to the growth of mobile marketing.

Assessment: Exam & Group Project

Competencies/Skills:

- Analytical skills to identify and evaluate key issues in mobile marketing.
- Strategic thinking to develop and assess strategies for growth.
- Collaboration and communication skills through group work.

2. Acquire key knowledge regarding the rapid evolution of the telecommunications industry and brands' mobile marketing strategies. Students will be aware of national and international mobile contexts.

Assessment: Exam & Group Project

Competencies/Skills:

- Up-to-date knowledge of telecommunications industry trends.
- Understanding of various mobile marketing strategies employed by brands.
- Awareness of the global mobile marketing landscape.

3. Understand Mobile Marketing (Stakes, Stakeholder Strategies).

Assessment: Exam

Competencies/Skills:

- Comprehensive understanding of the stakes involved in mobile marketing.
- Knowledge of different stakeholder strategies within the mobile marketing ecosystem.
- Ability to apply theoretical knowledge to practical scenarios.

By linking each objective to either an exam and/or a group project, the assessments are aligned with the competencies and skills students are expected to develop. This structure ensures a balanced approach, incorporating both theoretical knowledge and practical application.

- 1.A Demonstrate an international mindset
- 5.B Construct expert knowledge from cutting-edge information
- 7.A Demonstrate an expertise on key concepts, techniques and trends in their professional field

**Course description**

This "Mobile Marketing" course explores the transformative impact of mobile technologies on global markets. Students will examine comprehensive mobile market data, including mobile internet usage, Smartphones, video consumption, apps, QR codes, messaging services, and M-commerce. The course defines mobile technologies and their strengths, highlighting their role in brand development, revenue generation, customer acquisition, and loyalty. Topics include influence marketing on mobile social media, regulatory considerations, and key issues (Computer-Generated Imagery Influencer Marketing as an example). Practical applications of mobile marketing, such as SMS/MMS, mobile sites and advertising formats will be covered. This course is essential for understanding contemporary marketing strategies.

**Environmental and social impacts**

One session of the course dedicated to influencer marketing especially focuses on the following elements:

- Authenticity of recommendations: Consumers value honest, authentic reviews from influencers. If a promotion is perceived as insincere or dishonest, this can damage the influencer's credibility and brand trust.
- Revealing partnerships: It's crucial that commercial partnerships are clearly indicated. Consumers need to know when content is sponsored, so they can evaluate the influencer's opinion accordingly. Consumers expect brands and influencers to act ethically. Deceptive practices, such as hiding paid partnerships, can lead to backlash and accusations of manipulation.
- Social responsibility: Brands need to be aware of their social responsibility and the impact of their influencer marketing campaigns on the public. For example, promoting products that are harmful to vulnerable audiences can have significant ethical and social consequences.

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Transparency and reporting, Social development

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Diversity, equity and inclusion

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Community engagement

Eco-responsibility  
 Electronic waste  
 Carbon footprint  
 Energy optimization  
 Sustainable design

**Assessment / Feedback**

Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	End of term exam	Group project												
Nb of hours if written exam	1.0													
2nd session														
Coefficient	40	60												

**Evaluation**

Oral feedback will be provided to students assessing the student's performance relative to the assignment's learning objectives within the course.

A peer assessment on ChallengeMe will be organized for the group work.

### Recommended reading

Baurina, S.. (2024). Tools of Mobile Marketing of Today's Business-Structures. Vestnik of the Plekhanov Russian University of Economics. 230-242. 10.21686/2413-2829-2024-3-230-242.

El-Deeb, Sara. (2023). Computer-Generated Imagery Influencer Marketing—Which Ends of the Continuum Will Prevail? Humans or Avatars?. 10.1007/978-981-99-0333-7\_1.

Kumar, Vikas & Mittal, Saurabh. (2022). Optimizing the Mobile Marketing Campaigns for Effectiveness.

Digital Marketing 2019 & 2020 – EBG éditions

Gana, M. A., & Koce, H. (2016). Mobile marketing: The influence of trust and privacy concerns on consumers' purchase intention. International Journal of Marketing Studies, 8(2), 121-127.

Schmidt, E., & Cohen, J. (2013). The new digital age: Reshaping the future of people, nations and business. Knopf.

Pelau, C., & Zegreanu, P. (2010). Mobile marketing – the marketing for the next generation. Management and Marketing, 5(2), 101-116.

La dynamique d'internet-Prospective 2030  
ITU– Measuring the Information Society

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

### Work load

Type of course	Number of hours
Interactive courses	16.0
Personnal work	12.0
Collective project	18.0
Reading reference manuals	4.0

Total

50.0



THE INTERNATIONAL PURCHASER 0813		
2024 - 2025	Credit : 2.0	<b>IESEG - School of Management</b>
<b>Class code :</b>	2425_SYL_MKT_0813	MKT

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

### Prerequisites

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

### Learning objectives

- Get the relevant information and the adapted tools to know what a resource effectively costs and recommend or take appropriate decisions in given business circumstances. 5B
- Integrate the supplier's management into the full vision of the company they are working in. 1B - 6B
- Value the potential of efficient relationships with suppliers, while remaining ambitious and strong. 1A
- See the supply chain as a permanent challenge to increase productivity and market shares. 6C - 6E
- Consider the administrative, legal work as a necessity in the purchasing process.
- Integrate social compliance as fully part of the business challenges today. See the green economy as a necessity to be creative. 2B - 2C
- Explain how and why a company is strong or weak depending of its supply chain management. 2A - 7B
- Understand the upheavals generated by Covid 19 crisis and its concrete impacts on strategic and daily purchasing. 5A - 5C
- List the risks for a company in case of degradation or failure of a supplier and have a reflection about the consequences on a business model. 1B - 6A
- 6.C Combine different skills and management disciplines in support of interdisciplinary responsibilities
  - 5.C Employ state-of-the-art management techniques
  - 6.A Thoroughly examine a complex business situation

- 1.A Demonstrate an international mindset
- 1.B Successfully collaborate within a intercultural team
- 2.A Assess the values of the organization in which they work
- 2.B Solve professional dilemmas using concepts of CSR and ethics
- 2.C Generate sustainable solutions for organizations
- 5.A Predict how business and economic cycles could affect organizational strategy
- 5.B Construct expert knowledge from cutting-edge information
- 3.B Propose creative solutions within an organization
- 1.C Communicate effectively in English

### **Course description**

COVID 19 AND NEXT: Let's have a look on how the the sanitary crisis has disrupted the supply chain and thus the purchaser's job and lead to a more and more unpredictable word. 4 years after its appearance, it still has indirect consequences.

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

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

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

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

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

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

### **Environmental and social impacts**

Purchasing means producings and it means necessarily polluting using energies, transporting goods and generating wastes. Raising global awareness, scarcity of resources, new regulations like CSRD oblige the companies to integrate sustainability in product conception and in purvhasing decisions.

We will see multiple concrete examples.

Sustainable Business Models

Human rights

Waste

Climate change

Energy

Sourcing

Metals

Compliance

Audit

Scope 3

Balance of power

Friendshoring, nearshoring; globalization

### Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Continuous assessment	End of term exam	Participation											
Nb of hours if written exam		2.0												
2nd session		true												
Coefficient	30	60	10.0											

### Evaluation

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

### Recommended reading

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

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

### Work load

Type of course

Number of hours

Lecture	6.0
Interactive courses	8.0
Directed work	2.0
Coaching	0.0
Personnal work	16.0
Collective project	8.0
Individual project	0.0
E-learning	0.0
Reading reference manuals	0.0
Research	10.0
<b>Outside training</b>	
Outside visit	0.0
Company visit	0.0
<b>Distance learning</b>	
remote videoconferencing	0.0
remote seminar	0.0
<b>Total</b>	<b>50.0</b>

GLOBAL BRAND MANAGEMENT 0668		
2024 - 2025	Credit : 2.0	<b>IESEG - School of Management</b>
<b>Class code :</b>	2425_SYL_MKT_0668	MKT

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

### Prerequisites

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

### Learning objectives

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

- Master the basic concepts and theory for planning, implementing, and evaluating global management strategies.
- Effectively design brand elements.
- Develop a clear brand positioning strategy and architecture.
- Know how to enhance brand equity from both a financial and consumer perspective.
- Master the basic brand communication tools.
- Draft a clear and effective global brand management strategy.
  
- 6.B Synthesize multifaceted information from various sources across different functional fields
- 4.C Convey powerful messages using contemporary presentation techniques
- 1.A Demonstrate an international mindset
- 1.C Communicate effectively in English
- 3.B Propose creative solutions within an organization

### Course description

This course presents an introduction to global brand management. The topics covered in class include an introduction to brands and brand management, the brand elements, brand positioning, brand architecture, customer-based brand equity, brand image and personality, brand marketing and communication as well as the global brand strategy. In addition to lectures, the course consists of (video) case studies, in which students will have to critically apply the concepts discussed in class and propose their own solutions to the various real-life problems and/or situations. An active, interactive, and critical approach is fundamental for this course.

### Environmental and social impacts



### Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Participation	Group project	End of term exam	Continuous assessment										
Nb of hours if written exam			2.0											
2nd session														
Coefficient	15	30.0	40.0	15.0										

### Evaluation

Feedback will be given orally by the professor during each session's group activities. For the group projects we also include peer evaluations via Challenge Me and give summative feedback. Final exams are taken on paper and students can receive feedback upon request.

### Recommended reading

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

Anita Elberhse & David Moreno Vincente (2020) "Paris St Germain: Rebuilding One of the World's Top Sports Brands", Harvard Business Publishing.

Ryan Erkshine (2017) "What's a Brand Really Worth? " Forbes.

Patricia Petrarka (2017) "Why These \$300 Ugly Sneakers Have Been Popular for a Decade," The Cut.

### Work load

Type of course	Number of hours
Interactive courses	16.0
Personnal work	10.0

Collective project	10.0
E-learning	4.0
Reading reference manuals	4.0
Research	6.0
<b>Total</b>	<b>50.0</b>



APPLIED MARKETING ANALYSIS 2754		
2024 - 2025	Credit : 6.0	<b>IESEG - School of Management</b>
<b>Class code :</b>	2425_SYL_MKT_2754	MKT

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

### Prerequisites

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

Students must have access to either a Windows or Apple laptop that can support SPSS version 28 or higher and that they can bring to class.

### Learning objectives

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

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

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

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

- 6.A Thoroughly examine a complex business situation
- 5.D Make effectual organizational decisions

### Course description

The course of Advanced Data Analysis is a statistical course using the data analysis software SPSS that focuses on different data analysis techniques applied in a marketing context. Students will learn how to clean a dataset, when and how to use these different statistical techniques to answer marketing questions, as well as how to report and present results of statistical analyses in a professional manner including managerial recommendations.

The course will cover the following topics: Introduction to the SPSS environment (data preparation, univariate descriptive analyses, making summated scales...), hypothesis testing, bivariate statistical tests (Chi-square, T-Test, ANOVA, ...), and multivariate statistical tests (regression, mediation and moderation). The course focuses on the application of these data analysis techniques for real business purposes, more specifically marketing-oriented ones. To show their mastery, students will submit homework exercises, perform several group exercises in class (in-class tests), solve a challenging business case in groups based on real-life data (group project) and participate in an open-book exam.

### Environmental and social impacts

Students learn how regressions can be used to calculate the environmental impact of consumer products, using the case of the Colruyt Eco-score indicating with a letter A-E on packaging whether products are good or bad for the environment. Students also calculate a moderation exercise in the context of a greenwashed product packaging to show the negative environmental impact that subtle marketing nudges can have on consumer choices. Note that these are applied cases: the students do not learn theoretical concepts related to sustainability, they simply practice two statistical tests in the context of a business decision with an environmental impact.

Transparency and reporting, Social development

### Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Continuous assessment	End of term exam	Oral assessment	Group report										
Nb of hours if written exam		3.0												
2nd session														
Coefficient	25.0	25.0	20	30										

### Evaluation

**Homework:** Formative written feedback on the homework exercises is given by providing the solutions and their explanations individually (grading is based on having tried to solve the exercise, not the correctness of the solution).

**In-class test:** Summative feedback on the in-class tests (but not their solution) is given class-wide during a next class session with room for questioning, as well as individually by providing the grade.

**Group work:** Coaching sessions give formative oral feedback to the groupwork per team with room for questions and additional explanation. Summative and formative oral feedback is given after the presentation

per team, and on request written summative feedback can be provided after the report. Peer assessment is used to give individual feedback to students and adapt their individual grade.

Exam: The exam is in an open book format. Possible individual oral or written summative feedback of students at the end of course to discuss their grades.

### Recommended reading

Charry K., Coussement K., Demoulin N., Heuvinck N., (2016) Marketing Research with IBM SPSS Statistics, Routledge, London.

Hayes, Andrew F., (2017) Introduction to mediation, moderation, and conditional process analysis: A regression-based approach, Guilford publications, New York.

### Work load

Type of course	Number of hours
Interactive courses	45.0
Personnal work	35.0
Collective project	40.0
E-learning	20.0
Research	10.0
<b>Total</b>	<b>150.0</b>

Besides 16 in-class sessions of 2h50, outside of class hours students are required to make homework exercises after each content session (9) in teams of 2 or 3, study for in-class tests (3) in teams of 2 or 3, and fully solve a groupwork encompassing the entire course including prepare coaching sessions (3) and prepare a presentation and report in teams of up to 5.

DIGITAL TRANSFORMATION: DIGITAL DISRUPTIONS IN OUR SOCIETIES AND ECONOMIES 0570		
2024 - 2025	Credit : 2.0	<b>IESEG - School of Management</b>
<b>Class code :</b>	2425_SYL_MIS_0570	MIS

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

### Prerequisites

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

### Learning objectives

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

Use of a methodological tool allowing the understanding of the value chain notion and its application to the ICT sector, Understand strategic concepts such as horizontal concentration and vertical integration.

Understand the technological and business innovation aspects of the Digital Economy. This will prepare students for a career in an industrial, commercial or research environment.

Acquire key knowledge regarding the fast-changing digital environment.

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

Understand national and international business contexts.

Assess market conditions relevant for digital businesses.

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

Identify and understand new business models.

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

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

### Course description

- 7. Organizational (Changes in company organization, effects of globalization).
- 8. Cyber security / Data security

**Environmental and social impacts**

Sustainability in Information and Communication Technologies refers to the approach of designing, using and managing ICT in such a way as to reduce their environmental, economic and social impacts, while promoting their long-term effectiveness.

Sustainability in ICT has become a major research topic due to the exponential growth of the ICT sector, resulting in increased energy consumption and electronic waste. Growing concerns about climate change and environmental impact have led researchers to investigate ways of making this industry more sustainable. In addition, growing awareness of the social, economic and environmental issues associated with ICT has highlighted the need to develop more sustainable practices and technologies. Finally, regulatory pressures and consumer expectations in terms of CSR have reinforced the importance of ICT sustainability as a research area.

The course will therefore address some of the following dimensions:

1. Energy efficiency: Design and use IT systems and infrastructures that minimize energy consumption and reduce carbon footprint.
2. E-waste management: Implement recycling and reuse policies and practices for IT equipment to reduce e-waste and prevent pollution.
3. Responsible use of resources: Encourage the use of sustainable materials and renewable resources in the manufacture of IT equipment and components and reduce the consumption of non-renewable resources.
4. Awareness and education: Inform and raise awareness among users and IT professionals about sustainability issues and encourage them to adopt responsible behaviors and practices.
5. Social impact: Assess and minimize the social impact of the IT industry, particularly in terms of equity, diversity and equitable access to information technologies.
6. Innovation and collaboration: Encouraging technological innovation to develop sustainable IT solutions and collaborating with other sectors to address environmental and social challenges.

Education
Democracy
Waste
Sustainable transformation of companies
Energy
Diversity, equity and inclusion
Social development

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

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

## Evaluation

Orally

## Recommended reading

- Etude: ITU– Measuring the Information Society - <http://www.itu.int/pub/D-IND-ICTOI>
- Westerman G., Bonnet D. et McAfee A., 2014, Leading Digital: Turning Technology into Business Transformation, Harvard Business School Press. ISBN-10: 1625272472
- Schmidt E. & Cohen J. (2013) The new digital age, Knopf ISBN 030794705X
- Selfie and self: The effect of selfies on self-esteem and social sensitivity - Personality and Individual Differences - Volume 111, 1 June 2017, Pages 139-145
- Social media? It's serious! Understanding the dark side of social media - European Management Journal - Volume 36, Issue 4, August 2018, Pages 431-438
- Digital free tourism – An exploratory study of tourist motivations - Tourism Management - Volume 79, August 2020
- Mirror, mirror on my phone: Drivers and consequences of selfie editing – Journal of Business Research - Volume 133, September 2021, Pages 365-375
- Uploading your best self: Selfie editing and body dissatisfaction – Body Image Volume 33, June 2020, Pages 175-182
- Self-regulation and social media addiction: A multi-wave data analysis in China - Technology in Society - Volume 64 - February 2021
- IBM Security - Cost of a Data Breach Report 2022
- 2021 IC3 Annual Report
- The Deloitte Global 2022 Gen Z and Millennial Survey
- GSMA – The mobile economy 2023

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

## Work load

Type of course	Number of hours
Interactive courses	16.0

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



SOCIAL MEDIA MARKETING 2240		
2024 - 2025	Credit : 2	<b>IESEG - School of Management</b>
<b>Class code :</b>	2425_SYL_MKT_2240	MKT

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

### Prerequisites

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

- Interest in digital marketing and digital trends
- Awareness of key existing social media platforms
- Critical thinking
- Professional conduct during class sessions

### Learning objectives

Understand the basics of Social Media and its role in Marketing through class participation activities and exercises assignments. Assessment will be based on student contributions to discussions and the accuracy and depth of their definitions in the written exercises.

Develop an understanding of earned, owned, and paid media: Application through in-class participation activities, exercises assignments, and group project. Assessment will be conducted through evaluation of exercises and the effectiveness of group project in illustrating the differences and integration of these media types.

Understand the various forms of social media, online communities, and viral marketing activations: Application through in-class exercises, group project, and case studies for participation. Assessment will be based on the quality of group project presentations, participation in exercises, and analysis presented in case studies.

Develop effective Social Media marketing strategies and campaigns: Application through group project. Assessment will include the strategic depth and creativity of group project.

Track progress in achieving Social Media goals using a variety of metrics: Application through group project. Assessment will involve the accuracy and relevance of metrics used in group projects.

Apply concepts learned in class in a final team project: Application through a comprehensive final team project. Assessment will focus on the integration and application of all concepts covered in the course, evaluated through the final project's presentation, documentation, and overall coherence.

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



- 1.A Demonstrate an international mindset
- 5.D Make effectual organizational decisions
- 6.A Thoroughly examine a complex business situation

**Course description**

Social media has become a defining trend of the century, with both individuals and businesses recognizing its importance. This introductory course in Social Media Marketing aims to provide students with the essential marketing skills, tools, and strategies for effective application in a business context. We will explore the rise of social media and how to use these platforms to inform, engage, and inspire audiences. The course will provide foundational knowledge, skills, and terminology necessary to understand the advent, growth, and development of social media. Additionally, we will address sustainability issues, focusing on ethical practices, transparency, and the environmental impact of digital marketing activities.

**Environmental and social impacts**

Sustainability issues that will be covered include:  
 Ethical Marketing Practices: Emphasizing transparency, authenticity, and avoiding greenwashing.  
 Environmental Impact: Understanding the digital carbon footprint and promoting sustainable content creation.  
 Corporate Social Responsibility (CSR): Using social media to promote CSR initiatives and examining successful CSR campaigns.  
 Promoting Sustainable Products: Effectively marketing eco-friendly products and educating consumers on sustainable choices.  
 Addressing Negative Impacts: Minimizing digital waste.

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Sustainable Business Models

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Sustainable transformation of companies

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Community engagement

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Natural resources

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Energy

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Waste

Transparency, authenticity, greenwashing, sustainable content creation, digital carbon footprint, CSR.

**Assessment / Feedback**

Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Participation	Exercise	Exercise	Group project										
Nb of hours if written exam														
2nd session														
Coefficient	10	20	20	50										

**Evaluation**

Summative feedback will be provided immediately after the completion of each of the two in-class exercises to evaluate student performance and assign grades. Students will receive formative feedback orally on in-class exercises and activities related to their participation evaluation. Formative feedback orally will be provided for group work on the class group project during each session and summative written feedback on the final group project and final presentation. Additionally, a peer assessment will be used for the group work.

### Recommended reading

Tuten, T. L., & Solomon, M. R. (2018). Social media marketing. Sage.  
 Macarthy, A. (2024). 500 social media marketing tips: Essential advice, hints and strategy for business. Andrew Macarthy.  
 Stokes, R. (2023). eMarketing: The essential guide to marketing in a digital world (7th ed.). Red & Yellow. - Free PDF on the publisher's website: <https://www.redandyellow.co.za/textbook/>  
 Fahy, J., & Jobber, D. (2019). Foundations of marketing (6th ed.). McGraw-Hill Education.  
<https://growthhackers.com/growth-studies>  
<https://www.digitaltrends.com/social-media/>  
<https://www.socialmediatoday.com/>  
<https://www.socialmediaexaminer.com/> (Free industry report pdf)  
 McKinsey: Demystifying Social media  
[http://www.mckinsey.com/insights/marketing\\_sales/demystifying\\_social\\_mediaBrandForward](http://www.mckinsey.com/insights/marketing_sales/demystifying_social_mediaBrandForward)  
 BuildingBrands: [buildingbrands.com](http://buildingbrands.com)  
 eMarketer : [emarketer.com](http://emarketer.com)

### Work load

Type of course	Number of hours
Lecture	16.0
Personnal work	10.0
Collective project	15.0
Reading reference manuals	5.0
Research	4.0

**Total**

50.0



INTERNATIONAL FINANCE 2771		
2024 - 2025	Credit : 3	<b>IESEG - School of Management</b>
<b>Class code :</b>	2425_SYL_FIN_2771	FIN

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

### Prerequisites

None.

### Learning objectives

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

- the importance of multinational transactions
- international monetary arrangements and balance of payments
- how foreign exchange rates are determined
- foreign exchange risk management
  
- 1.A Demonstrate an international mindset
- 5.B Construct expert knowledge from cutting-edge information
- 6.A Thoroughly examine a complex business situation
- 1.C Communicate effectively in English
- 6.B Synthesize multifaceted information from various sources across different functional fields
- 6.C Combine different skills and management disciplines in support of interdisciplinary responsibilities

### Course description

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

### Environmental and social impacts

The course addresses the environmental and societal impacts of the discipline by studying international agreements such as the Kyoto Protocol, the Paris Agreement and the Basel Convention. It examines how these regulations affect multinational companies, in terms of compliance costs, operational changes, risk management and market opportunities. The course highlights the ethical responsibilities of businesses and encourages them to adopt sustainable and innovative practices. Case studies of large multinational companies are also analyzed to illustrate these concepts.

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Sustainable transformation of companies

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Sustainable Business Models

Assessment / Feedback														
Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Continuous assessment	Continuous assessment	Continuous assessment	Presentation	End of term exam									
Nb of hours if written exam	1.0	1.0	1.0		2.0									
2nd session					true									
Coefficient	15.0	15.0	15.0	20.0	35.0									

### Evaluation

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

### Recommended reading

International Financial Management, 9th Edition, by Eun, Resnick and Chuluun, McGraw Hill

### Work load

Type of course	Number of hours
Lecture	24.0
Personnal work	32.0

Reading reference manuals	19.0
<b>Total</b>	<b>75.0</b>



SUSTAINABILITY IN A DIGITAL WORLD 2721		
2024 - 2025	Credit : 2.0	<b>IESEG - School of Management</b>
<b>Class code :</b>	2425_SYL_MIS_2721	MIS

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

### Prerequisites

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

### Learning objectives

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

- 2.A Assess the values of the organization in which they work
- 2.B Solve professional dilemmas using concepts of CSR and ethics
- 6.A Thoroughly examine a complex business situation
- 2.C Generate sustainable solutions for organizations
- 3.B Propose creative solutions within an organization
- 3.C Organize change management processes
- 5.B Construct expert knowledge from cutting-edge information

### Course description

Sustainability impacts every aspect of a business and IT can support the transformations of these various disciplines. In this regard the course is designed as inter-disciplinary; some of its parts build up on the knowledge base of 'Sustainability and Business' course and 'Digital Innovation' course.

The course is designed to combine active, adaptive and interdisciplinary learning via in-class discussions and exercises and competency-based education on a group project to build an IT value proposition to a company/industry challenge in managing sustainability.

Active Learning: The course applies an interactive concept in which students engage during the class discussion and train their analytical problem-solving skills through activities such as case studies, company

reports, and in-class discussions.

**Adaptive Learning:** In-class activities and assignments take a personal approach by requiring the student to bring their own experiences to bear. Students receive feedback so that reflection on own experiences and ideas is encouraged.

**Interdisciplinary learning:** In solving case and group work studies students are challenged to go beyond the course material and to consider aspects from other disciplines (e.g. strategy, marketing, entrepreneurship). Students practice finding and evaluating information in general, irrespective of boundaries between disciplines.

**Competency based education:** The course trains a broad set of competences. e.g., at the managerial level students train how to be adaptive and agile as managers that need to develop and implement sustainable and successful digital innovation, taking into account their economic, societal, and ethical implications.

Writing and oral skills are improved at the interpersonal level. Finally, cognitive competences are strengthened through own problem solving and reflecting own standpoints

This is a 2 ECTS course corresponding to 16h in class.

Workload (number of hours):

Effective presence

Lecture: 30h

Personal work

o Individual project: 15h

o Group project: 30h

Total working time for the student: 75h

The course is structured as following:

Session 1.

- Introduction and overview of Sustainability in the Digital World
- Role of technology and social/economic factors (Sustainability canvas discussion)
- Position of EU and ESG-driven digital transformation
- Group work "Sustainability with Digital Technology and Its Future" using Sustainability canvas
- Group work "Sustainability challenges and factors in the industry of choice"

Session 2.

Ecological sustainability issues

IT for Ecological sustainability issues

Social sustainability issues

IT for Social sustainability issues

Company sustainability reporting and IS systems

Group work 'Identifying ESG company reporting and carbon accounting in the selected industry/leading company CSR reports'

Group work 'Potential digital solutions for the industry ecological and social challenges'

Session 3.

- Designing for circular economy
- Group work "Circular use cases for your industry solution"
- Group work "Application of EU a Sustainable Product Policy Framework to your industry and digital solution"
- Dark IT and ethical issues
- Group work 3 "Value proposition to market your digital sustainability solution"
- Group work 4 "Can your digital sustainability solution be used in unethical way? How? What would be ways to avoid it these?"

Session 4.

- AI and blockchain for sustainability
- Group presentation and pitch (50% of the final grade)

## Environmental and social impacts

The course core subject and every sessions are dedicated to various areas of developing sustainability across economic, societal, and technological dimensions (e.g. see the syllabus and each session description for more information)

Sustainable Business Models

Education

Human rights

Labor rights

Biodiversity

Sustainable transformation of companies

Waste

Democracy

Community engagement

Natural resources

Climate change

Social development

Health

Transparency and reporting, Social development

Water

Energy

Diversity, equity and inclusion

Circular economy

### Assessment / Feedback

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

### Evaluation

The course final grade comes from the following

1. Individual assessment – 30 % of the final grade (Combination of your involvement, presence, behavior, oral participation in class)
2. Group project – 50% of the final grade (Combination of involvement & in-class contribution of the group with regards to group project & final presentation)
3. Individual report – 20% of the final grade (Research topic to practice critical thinking with regards to one of the four key areas of Sustainability with Digital World)

## Recommended reading

Bibliography is still under construction and will be shared shortly

## Work load

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

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

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

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



STRATEGY AND ORGANIZATION OF INNOVATION 2742		
2024 - 2025	Credit : 6.0	<b>IESEG - School of Management</b>
<b>Class code :</b>	2425_SYL_ENT_2742	ENT

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

### Prerequisites

Understanding of introductory concepts in strategic management and organization

### Learning objectives

-

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

### Course description

## Environmental and social impacts

Diversity, equity and inclusion

Community engagement

Social development

### Assessment / Feedback

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

### Evaluation

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

### Recommended reading

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

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

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

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

HBS cases and articles

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

### Work load

Type of course

Number of hours

Lecture	43.0
Collective project	25.0
Individual project	25.0
Research	57.0
<b>Total</b>	<b>150.0</b>



GEOPOLITICS 2782		
2024 - 2025	Credit : 2.0	<b>IESEG - School of Management</b>
<b>Class code :</b>	2425_SYL_NEG_2782	NEG

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

### Prerequisites

None

### Learning objectives

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

- 1.A Demonstrate an international mindset
- 1.B Successfully collaborate within a intercultural team
- 3.B Propose creative solutions within an organization
- 6.A Thoroughly examine a complex business situation
- 6.B Synthesize multifaceted information from various sources across different functional fields
- 5.C Employ state-of-the-art management techniques
- 5.B Construct expert knowledge from cutting-edge information
- 1.C Communicate effectively in English
- 5.A Predict how business and economic cycles could affect organizational strategy

### Course description

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

### Environmental and social impacts

The course deals with the impacts of political and economic decisions on the different strategies adopted by the company (development strategy, CSR policy, social impact, etc.)

Human rights

Democracy

Community engagement

Natural resources

Conflicts- Impact of political decision

### Assessment / Feedback

Assessment / Feedback														
Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Presentation	Continuous assessment	Participation											
Nb of hours if written exam														
2nd session	true													
Coefficient	60	30.0	10.0											

### Evaluation

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

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

### Recommended reading

A few excerpts from key authors will be studied and delivered directly to the students in class.

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

### Work load

Type of course	Number of hours
Lecture	4.0
Interactive courses	12.0
Personnal work	10.0
Collective project	16.0
Reading reference manuals	4.0
Research	4.0
<b>Total</b>	<b>50</b>

NAVIGATING REMOTE WORK AND CONTINGENT WORK 2728		
2024 - 2025	Credit : 2.0	<b>IESEG - School of Management</b>
<b>Class code :</b>	2425_SYL_HRM_2728	HRM

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

### Prerequisites

None

### Learning objectives

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

- Understand the challenges and the benefits for remote/contingent workers and managers managing them
  - Reflect on issues such as communication, identity and well-being, belongingness, alignment with organization, work-life balance, cross-cultural issues in such a context
  - Appreciate what working – i.e., practices related hiring, socialization, mentoring, teamwork – in remote and contingent work contexts may entail
  - Examine practices that support remote/contingent workers and coexistence of remote/contingent workers and traditional workers
- 
- 1.B Successfully collaborate within a intercultural team
  - 3.B Propose creative solutions within an organization
  - 6.A Thoroughly examine a complex business situation

### Course description

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

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

### Environmental and social impacts

The course explores the challenges as well as processes underlying making remote work more inclusive. It also delves upon the implications of such arrangements for quality of life and well-being.

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Diversity, equity and inclusion

### Assessment / Feedback

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

### Evaluation

Oral and written feedback will be provided during the course.

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

### Recommended reading

The cases and articles will be shared by the instructor.

### Work load

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

Total

44.0



ETHICS OF ARTIFICIAL INTELLIGENCE 3798		
2024 - 2025	Credit : 2	<b>IESEG - School of Management</b>
<b>Class code :</b>	2425_SYL_STS_3798	STS

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

### Prerequisites

none

### Learning objectives

- Recognize that ethical issues of AI have important implications for workers and businesses
- Understand how you take decisions in an AI context and improve your decision-making capacity
  - Solve ethical issues related to the use of AI in business and society
  - Prepare yourself to speak up and act on your values
- 2.A Assess the values of the organization in which they work
- 2.B Solve professional dilemmas using concepts of CSR and ethics
- 1.B Successfully collaborate within a intercultural team

### Course description



effectively ethically challenging AI developments.

This course is fundamental in the sense that it will benefit any student, whatever their future sector, industry, and career path, providing useful insights for professional as well as personal development.

## Environmental and social impacts

The course explores the potential application of AI to tackle social and environmental issues

Transparency and reporting, Social development

Labor rights

Human rights

Diversity, equity and inclusion

Sustainable Business Models

Sustainable transformation of companies

Democracy

Artificial Intelligence

Ethics

## 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		2.0												
2nd session														
Coefficient	10.0	50.0	40.0											

## Evaluation

- Teacher's feedback in class and offline
- Teamwork coaching and feedback
- Self assessment and feedback

## Recommended reading

The course is based on a variety of articles and medias from different sources, that will be detailed in the Syllabus on IESEG. Online

The main reference for the general approach to the Ethics of AI is the following book, from which several chapters will be included in the required readings:

- Luciano Floridi, The Ethics of Artificial Intelligence. Principles, Challenges, and Opportunities (2023), Oxford

### Work load

Type of course	Number of hours
Interactive courses	16.0
Collective project	6.0
Individual project	6.0
E-learning	10.0
Reading reference manuals	12.0
<b>Total</b>	

WEALTH MANAGEMENT 3797		
2024 - 2025	Credit : 2	<b>IESEG - School of Management</b>
<b>Class code :</b>	2425_SYL_FIN_3797	FIN

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

### Prerequisites

Time value of money; introduction to financial markets and instrument.

### Learning objectives

1. Explain basic wealth management concepts. 2. Understand the process of developing a relationship with a client. 3. Apply analytical techniques to evaluate the performance of stocks, bonds and other investments. 4. Identify behavioral biases that lead to sub-optimal investment performance. 5. Understand and apply tools for managing risk. 6. Understand the role of ESG considerations in investment decision-making. 7. Devise an allocation strategy appropriate to a client's circumstances. 8. Understand the role of ethical considerations and regulatory compliance in wealth management practice. 9. Develop a basic understanding of the convergence of technology and wealth management. 10. Develop, implement and monitor the performance of a financial plan for a client.

- 1.A Demonstrate an international mindset
- 1.C Communicate effectively in English
- 2.B Solve professional dilemmas using concepts of CSR and ethics
- 5.B Construct expert knowledge from cutting-edge information
- 6.A Thoroughly examine a complex business situation
- 6.B Synthesize multifaceted information from various sources across different functional fields

### Course description

Lectures; class discussion; group presentations.

### Environmental and social impacts

The course will discuss sustainable investing and impact investing. Sustainable investing covers all three of the ESG categories. Ethical investing and impact investing fall within the social category. These topics will be covered in the lectures and discussed in class. Students will also be expected to consider ESG concerns in their group reports and presentations.

Transparency and reporting, Social development

Sustainable transformation of companies

Water

Sustainable Business Models

Diversity, equity and inclusion

Climate change

Labor rights

SRI (socially responsible investing); Ethical investing; Impact investing.

### Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Exercise	Exercise	Group project	Presentation	Participation	End of term exam								
Nb of hours if written exam			0.2	0.1	0.1	2.0								
2nd session														
Coefficient	0.1	0.1				0.4								

### Evaluation

Grading (with comments of team assignments, group presentations and group projects).

### Recommended reading

None.

### Work load

Type of course	Number of hours
Lecture	12.0
Interactive courses	4.0

Personnal work	12.0
Collective project	12.0
<b>Total</b>	<b>40.0</b>

The collective work comprises two team assignments, a group project and project presentation.



HOW TO SETUP AN ONLINE BUSINESS 2778		
2024 - 2025	Credit : 2.0	<b>IESEG - School of Management</b>
<b>Class code :</b>	2425_SYL_ENT_2778	ENT

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

### Prerequisites

None

### Learning objectives

The theories and concepts will be applied practically for building your online business.

Below are the main themes, but the order will be different during the course, as we will mix theory and practice

Designing your online business

- Knowledge of your industry and of your customers
- Establishing a business model
- Customer-centric development
- Development of a MVP

Introduction to specific skills and theories necessary to implement an online business

- GenAI tools
- Grounded theory and grounded action
- A/B testing
- Ethics of using cognitive biases in your online business

- 5.B Construct expert knowledge from cutting-edge information
- 1.A Demonstrate an international mindset
- 1.B Successfully collaborate within a intercultural team
- 2.C Generate sustainable solutions for organizations
- 3.A Breakdown complex organizational problems using the appropriate methodology
- 3.B Propose creative solutions within an organization
- 5.A Predict how business and economic cycles could affect organizational strategy

## Course description

Design an online business (industry, products, business model) and a cash flow model.  
 Master or have a good understanding of the specific skills required to implement and set-up an online business (Generative Artificial intelligence, A/B Testing, grounded action)  
 Have a practical experience of creating a website (html, wordpress, etc.)  
 Understand the ethics of using cognitive biases

## Environmental and social impacts

The project that the students will undertake will have to be aligned to the sustainable development goals (UNESCO). Specifically, the students will demonstrate this alignment by choosing three goals that will be addressed by their online business. In addition, they will be challenged to identify which goals can potentially be hindered by their project, and then find some solutions.

Democracy

Education

Diversity, equity and inclusion

Health

Labor rights

Human rights

Waste

Community engagement

Water

Social development

Climate change

Biodiversity

Energy

Transparency and reporting, Social development

Sustainable transformation of companies

Sustainable Business Models

Natural resources

Circular economy

## Assessment / Feedback

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

2nd session														
Coefficient	100													

**Evaluation**

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

**Recommended reading**

How to setup an online business, Kevin partner, 2017  
 Osterwalder, A., & Pigneur, Y. (2010). Business model generation: a handbook for visionaries, game changers, and challengers. John Wiley & Sons  
 Blank, S., & Dorf, B. (2020). The startup owner's manual: The step-by-step guide for building a great company. John Wiley & Sons.

**Work load**

Type of course	Number of hours
Lecture	16.0
Collective project	20.0
<b>Independent work</b>	
E-learning	2.0
Research	12.0
<b>Total</b>	<b>50.0</b>



ENTREPRENEURIAL DECISION MAKING 2788		
2024 - 2025	Credit : 2.0	<b>IÉSEG - School of Management</b>
<b>Class code :</b>	2425_SYL_ENT_2788	ENT

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

### Prerequisites

Students should have at least three business idea.

### Learning objectives

- 1.A & 1.B : group work in international teams using decision making (DM) tools and techniques
- 2A : Evaluating the value of using decision making tools and processes within an organization
- 2B : Ethical impact of behavioral economics (e.g. psychological manipulation using decision biases)
- 2C : applying the decision making tools to solve entrepreneurial issues (e.g. understanding entrepreneurial overconfidence and its impact on launching a business)
- 3A : applying entrepreneurial decision making tools and techniques to solve organization problems (e.g. improving the efficiency of group decision making using the technique of "the red team")
- 3B : Combining various decision making tools and techniques to creatively improve entrepreneurial decision making and sort through various solutions
- 3C : Using decision making tools to improve change management processes
- 4A : Use personality types to improve the performance of a team
- 4C : Various presentations and interactions during the course to improve the impact of communicating powerful messages
- 5A : Use decision making tools and techniques related to historical analysis to help predict how business and economic cycle are influencing organizations.
- 5B : Incorporating cutting-edge information in the entrepreneurial decision making process (e.g. use of AI)
- 5C : Many state-of-the-art papers will be studied during this course.
- 5D : Understanding effectuation as an entrepreneurial decision making technique.
- 6A : Using entrepreneurial decision making tools and techniques, as well knowledge of cognitive biases to examine complex business situation
- 6B : Understanding how looking at situations from different angles helps to improve entrepreneurial decision making. The entrepreneurial DM tools and techniques are the most powerful when used in combination.

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



- 3.B Propose creative solutions within an organization
- 3.C Organize change management processes
- 4.A Appraise the performance of a team
- 4.C Convey powerful messages using contemporary presentation techniques
- 5.A Predict how business and economic cycles could affect organizational strategy
- 5.B Construct expert knowledge from cutting-edge information
- 5.C Employ state-of-the-art management techniques
- 5.D Make effectual organizational decisions
- 6.A Thoroughly examine a complex business situation
- 6.B Synthesize multifaceted information from various sources across different functional fields
- 6.C Combine different skills and management disciplines in support of interdisciplinary responsibilities

### Course description

The following questions will be treated :

- The relationship between personality and decision making?
- How and when entrepreneurs are reporting using their intuition?
- When analytical reasoning should be used compared to intuition?
- In-depth discussion on the study of cognitive biases in entrepreneurship
- Helping Entrepreneurs rationalize their team building attempts
- Introducing tools to help develop a business idea
- Developing an entrepreneurial idea into a rational business model
- Presenting a business in a pitch format for investors

### Environmental and social impacts

There is a class section that focuses on evaluating business ideas. Among the criteria, the students discover through class presentation and discussion, what are criteria for a business idea to be sustainable and/or to remain sustainable. After this stage, they are required to include the UNSDGs in their business idea. Throughout the pitch, they are expected to show the relevance and alignment of their business activities with short-term and long-term social and sustainability precautions and regulations in the targeted country.

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Sustainable Business Models

### Assessment / Feedback

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

Coefficient	30	10.0	40	20															
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## Evaluation

Feedback during the course (exercises)  
 Detailed comments on the report (on request from the students).

## Recommended reading

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

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

## Work load

Type of course	Number of hours
Lecture	16
Collective project	25.0
Reading reference manuals	2
Research	7

**Total**

50.0



## BANKING, INSURANCE AND REGULATION 2757

2024 - 2025

Credit : 6.0

**IESEG - School of Management****Class code :**

2425\_SYL\_FIN\_2757

FIN

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

**Prerequisites**

None.

**Learning objectives**

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

- 1 understand in detail what a bank is through its annual reports for banks or insurances companies. Risk aversion and the possibility to insure independent risk will be explained to students.
  2. to know the European authorities (regulation) after the financial crisis of 2008
  3. understand the foundations of Basel 3 and Solvency 2.
  4. understand the challenges of micro-prudential and macro-prudential regulation.
  5. understand what is called capital (associated criteria) and its main function (loss absorption).
  6. understand capital ratios (risk-based, leverage ratio)
  7. have a global view of the Bale 3 system
  8. understand in detail the role of buffers and know how to calculate some of them.
  9. understand what a stress test is
- 1.C Communicate effectively in English
  - 6.A Thoroughly examine a complex business situation
  - 1.A Demonstrate an international mindset
  - 2.B - BIB - Assess professional dilemmas using concepts of CSR and ethics
  - 2.B Solve professional dilemmas using concepts of CSR and ethics

## Course description

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

## Environmental and social impacts

There will be one chapter on climate (what we know and what we don't know) together with its impact on the CSRD for banks and insurance companies.

Energy

Biodiversity

Natural resources

Transparency and reporting, Social development

Climate change

## Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Midterm exam	Midterm exam	End of term exam											
Nb of hours if written exam	0.5	0.5	2.0											
2nd session			true											
Coefficient	25.0	25.0	50.0											

## Evaluation

Two midterms, 25% each (might be oral presentations)  
One final examination, 50%.

## Recommended reading

None.

## Work load

Type of course

Number of hours

Lecture	25.0
Interactive courses	5.0
Directed work	15.0
Personnal work	30.0
Reading reference manuals	10.0
Research	10.0
<b>Total</b>	<b>50.0</b>

RHETORIC AND DEBATE 2750		
2024 - 2025	Credit : 2.0	<b>IÉSEG - School of Management</b>
<b>Class code :</b>	2425_SYL_LAN_2750	LAN_ENG

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

### Prerequisites

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

### Learning objectives

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

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

### Course description

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

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

### Environmental and social impacts

The wide range of topics used for the debates in this course include topics based on environmental and societal issues.

- Energy
- Water
- Labor rights
- Diversity, equity and inclusion
- Health
- Education
- Natural resources
- Democracy
- Human rights
- Social development
- Climate change

Assessment / Feedback														
Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Multiple choice questions	Oral assessment	Oral assessment											
Nb of hours if written exam														
2nd session														
Coefficient	20.0	35.0	45.0											

**Evaluation**

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

**Recommended reading**

None.

**Work load**

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

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



<b>SUSTAINABLE SUPPLY CHAIN MANAGEMENT 2744</b>		
2024 - 2025	Credit : 6.0	<b>IESEG - School of Management</b>
<b>Class code :</b>	2425_SYL_OPS_2744	OPS

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

### Prerequisites

None.

### Learning objectives

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

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

### Course description

Course sessions address the following topics:

- life cycle analysis
- sustainable procurement
- sustainable transportation
- sustainable production
- sustainable warehousing and inventory management



- closed-loop supply chains
- supply chain risk management

## Environmental and social impacts

This course addresses how supply chain management can enable firms to bring their goods/services to the market in a profitable manner while simultaneously advancing human development and protecting the planet.

Labor rights

Sustainable transformation of companies

Natural resources

Climate change

Sustainable Business Models

Waste

Circular economy

## Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	End of term exam	Exercise	Group report	Presentation										
Nb of hours if written exam	2.0													
2nd session														
Coefficient	40.0	20.0	20.0	20.0										

## Evaluation

Students are evaluated based on:

- 40% final exam
- 40% performance in the business simulation game Triple Connection (20% on game participation and performance, 20% on written after-action report)
- 20% group presentation evaluating a company's sustainability report

## Recommended reading

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

## Work load

Type of course

Number of hours

Lecture	20.0
Interactive courses	22.67
Personnal work	25.0
Collective project	65.0
Research	15.0
<b>Total</b>	<b>147.67</b>



<b>MONEY AND CAPITAL MARKETS 2727</b>		
2024 - 2025	Credit : 2.0	<b>IESEG - School of Management</b>
<b>Class code :</b>	2425_SYL_FIN_2727	FIN

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

### Prerequisites

- Elementary level of finance
- Elementary level of statistics and probability

### Learning objectives

At the end of the course, students will learn:

- The main characteristics, mechanisms and functioning of financial markets,
  - Acquiring and processing fundamental knowledge on the pricing and valuation of major financial assets,
  - Evaluating various forms of financial risks (such as tail risk, systemic risk, market risk triggered by COVID-19, energy crises)
  - The causes and consequences of the 2007-2008 financial crisis, COVID-19 crisis together with the role of monetary policy to help deal with various forms of financial crises,
  - Assess the implications of systemic risk in money and capital markets (extreme events and financial contagion among money and capital markets).
- 
- 1.A Demonstrate an international mindset
  - 1.B Successfully collaborate within a intercultural team
  - 2.A Assess the values of the organization in which they work

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

### Course description

The course consists of four main chapters:

- Chapter 1: Overview of the financial system
- Chapter 2: Debt markets: money markets and bond markets
- Chapter 3: Stock markets
- Chapter 4. Investment in Money and Capital Markets

The course has potential to benefit from a portfolio simulation and trading game platform.

### Environmental and social impacts

This course covers the discipline's impacts on the environment and society as follows. First, the course will introduce concepts and/or real data applications of sustainable finance, particularly towards the role of climate change in the context of money and capital markets. By studying the impact of climate change on financial markets, students will learn how environmental risks could be assessed and managed in investment decisions. This knowledge helps in promoting investments that incorporate climate risks.

Climate change

### Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	End of term exam	Exercise												
Nb of hours if written exam	2.0													
2nd session														
Coefficient	60.0	40.0												

### Evaluation

- Individual feedback
- Assignment/exercise feedback
- Group feedback

### Recommended reading

None.

## Work load

Type of course	Number of hours
Lecture	16.0
Personnal work	14.0
E-learning	10.0
Research	10.0
<b>Total</b>	<b>50.0</b>

DATA ANALYTICS AND VISUALIZATION FOR FINANCE 2793		
2024 - 2025	Credit : 6.0	<b>IESEG - School of Management</b>
<b>Class code :</b>	2425_SYL_FIN_2793	FIN

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

### Prerequisites

The course requires decent training and interest in "quantitative methods" and background/experience/degree in mathematics, statistics, operations research, financial engineering and quantitative finance. Specifically:

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

### Learning objectives

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

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

### Course description

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

and various essential skills on data visualization and analytics.

The course will cover the following topics:

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

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

### Environmental and social impacts

This course covers the discipline’s impacts on the environment and society as follows. The course will introduce concepts and/or real data applications of sustainable finance (i.e., data analytics and visualization for sustainable finance), particularly towards the role of climate change in the context of data analytics and visualization for finance. By studying the impact of climate change and/or energy crises on financial markets, students will learn how environmental risks could be assessed and managed in investment decisions. This knowledge helps in promoting analytical and visual tools that incorporate climate risks based on real data on financial markets.

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Climate change

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Energy

Financial analysis, financial mathematics, financial programming, financial data analysis, probability and statistics, programming languages for finance, financial modeling, quantitative finance

### Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Individual project	Presentation												
Nb of hours if written exam														
2nd session														
Coefficient	40	60												

### Evaluation

- Group feedback during presentations
- Individual feedback upon the assignment

### Recommended reading

None.

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

NEGOTIATING INTERNATIONAL POLITICAL AGREEMENTS 2729		
2024 - 2025	Credit : 4.0	<b>IESEG - School of Management</b>
<b>Class code :</b>	2425_SYL_NEG_2729	NEG

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

### Prerequisites

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

### Learning objectives

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

### Course description

#### Module 1

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

#### Module 3

- Multilateral negotiations
- Developing a negotiation position
- Advanced simulation

### Environmental and social impacts

This course deals with global environmental challenges at the political level. Students learn about the challenges of global governance and gain first hand experience as they try to negotiate their own environmental treaty.



Waste

Circular economy

Climate change

Democracy

Transparency and reporting, Social development

Assessment / Feedback														
Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Group project	Participation	Group report	Individual report										
Nb of hours if written exam														
2nd session														
Coefficient	40.0	20.0	25.0	15.0										

**Evaluation**

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

**Recommended reading**

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

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

**Work load**

Type of course	Number of hours
Interactive courses	32.0

Collective project	20.0
Individual project	20.0
Reading reference manuals	14.0
Research	14.0
<b>Total</b>	<b>100.0</b>



OPTIMIZATION TECHNIQUES 2732		
2024 - 2025	Credit : 6.0	<b>IESEG - School of Management</b>
<b>Class code :</b>	2425_SYL_QMS_2732	QMS

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

### Prerequisites

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

### Learning objectives

The first part of the course is oriented to linear algebra and the analysis of the different mathematical programming modelling strategies. The second part of the course focuses on linear programming algorithms and provides students with computational tools to correctly solve the designed linear programming models for economics, business and management. At the end of the course, the student should be able to: - understand basic theoretical principles in optimization; - understand formulation of optimization models; - understand solution methods in optimization; - understand methods of sensitivity analysis and post processing of results - apply optimization techniques to a wide range of business problems - implement practical cases, by using the Excel solver.

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

### Course description

The goal of this lecture is to allow students to master tools that they will meet in companies to solve a practical problem. Emphasis is put on being able to model the problem and understand the main algorithmic aspects that facilitate the interpretability of the solution.

Linear programming and the simplex method will be the main part of the course. A special attention is

devoted to stochastic programming and decision analysis

### Environmental and social impacts

This course explores how optimization techniques, when applied indiscriminately, can have ecological consequences, such as excessive resource consumption. Moreover, the course examines how optimization strategies can be adapted to mitigate these impacts, promoting sustainability and social responsibility. By integrating environmental and social considerations into the optimization process, students learn to develop solutions that not only optimize efficiency but also minimize negative externalities on the environment and society. Thus, the course reflects the evolving nature of the discipline, emphasizing the importance of environmental and social factors in decision-making and problem-solving.

Energy

### Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Participation	End of term exam	Group project	Exercise										
Nb of hours if written exam		2.0												
2nd session														
Coefficient	10.0	40.0	35.0	15.0										

### Evaluation

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

### Recommended reading

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

### Work load

Type of course

Number of hours

Interactive courses	45.0
Personnal work	20.0
Collective project	10.0
Individual project	10.0
Reading reference manuals	15.0
<b>Total</b>	<b>100.0</b>



ARTIFICIAL INTELLIGENCE AND MACHINE LEARNING FOR FINANCE 2720		
2024 - 2025	Credit : 2.0	<b>IESEG - School of Management</b>
<b>Class code :</b>	2425_SYL_FIN_2720	FIN

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

### Prerequisites

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

### Learning objectives

1. Overview of Machine Learning and Artificial Intelligence in day-to-day life.
  2. Fundamental Supervised Learning algorithms with case studies (with a focus on classification methods)
  3. Fundamental Unsupervised Learning algorithms with case studies
  4. Some words on Artificial Neural Network and Deep Learning
  5. Best practice in Data Science
  6. Concrete AI applications (in class)
- 5.A Predict how business and economic cycles could affect organizational strategy
  - 5.B Construct expert knowledge from cutting-edge information
  - 6.A Thoroughly examine a complex business situation
  - 6.C Combine different skills and management disciplines in support of interdisciplinary responsibilities

### Course description

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

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

### Environmental and social impacts

This course explores the environmental and societal impacts of artificial intelligence and machine learning within the context of finance. We examine how these technologies can drive efficiency and sustainability in financial services, such as through enhanced algorithmic trading that minimizes market disruption, or through improved risk assessment models that consider environmental factors. Additionally, the course addresses the ethical considerations of deploying AI in finance, including bias in decision-making processes and the broader societal implications of automated financial decisions.

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Climate change

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Energy

### 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													
Nb of hours if written exam														
2nd session														
Coefficient	100.0													

### Evaluation

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

### Recommended reading

None.

### Work load

Type of course	Number of hours
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Lecture	16.0
Personnal work	10.0
Collective project	8.0
E-learning	8.0
Research	8.0
<b>Total</b>	<b>50.0</b>



CONSUMER BEHAVIOR: NEW TRENDS 2765		
2024 - 2025	Credit : 2.0	<b>IESEG - School of Management</b>
<b>Class code :</b>	2425_SYL_MKT_2765	MKT

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

### Prerequisites

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

### Learning objectives

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

Concrete topics are as follows:

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

- 1.A Demonstrate an international mindset
- 1.B Successfully collaborate within a intercultural team
- 5.B Construct expert knowledge from cutting-edge information
- 4.C Convey powerful messages using contemporary presentation techniques

### Course description

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

### Environmental and social impacts

This course has covered the content including sustainable marketing, CSR, ethical consumption that meets the new trends of social transformation. As a course that introduces consumer behavior that keeps up closely with the social-cultural transformation, sustainability, mindfulness has been especially important as the new themes to be introduced, discussed and reflected through the whole duration. We especially challenge students to see how the company they choose has or could have integrated ethical aspects in their marketing strategies.

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Transparency and reporting, Social development

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Sustainable transformation of companies

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Waste

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Social development

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Health

ethical consumption

### Assessment / Feedback

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

### Evaluation

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

Final exam (25%) essay with an given topic.

In class participation (25%)

The feedbacks are given through three approaches.

1. Written feedbacks: Written feedback on in-class exercises and assignments will be provided regularly to help students identify areas for improvement before the course ends. This feedback will include specific suggestions for enhancing understanding and performance, offering clear guidance on how to address any weaknesses or gaps.

2.Oral Feedback:Oral feedback will be provided during in-class presentations and group activities to give immediate, actionable insights. This real-time feedback aims to guide students on how to improve their presentation skills, content understanding, and collaborative efforts before the course concludes.

3.: Student groups will be asked to give peer feedback using a tool such as ChallengeMe, which aims to enable students to critique each other's work, providing diverse perspectives and constructive criticism that can be used to make improvements before final submissions. Peer feedback sessions will be structured and guided to ensure that the feedback is relevant, respectful, and helpful.

### Recommended reading

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

### Work load

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



INTERNATIONAL BUSINESS LAW 2773		
2024 - 2025	Credit : 3	<b>IESEG - School of Management</b>
<b>Class code :</b>	2425_SYL_LAW_2773	LAW

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

### Prerequisites

Basic knowledge of any legal system (criminal law, torts, contracts, property rights, etc.). Fluency in English is required.

### Learning objectives

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

- Comprehend the constraints and opportunities the legal environment of business poses to businesses.
  - Use international contracts and payment methods strategically and effectively.
  - Select the most appropriate method to settle transnational disputes.
- 1.A Demonstrate an international mindset
  - 2.B Solve professional dilemmas using concepts of CSR and ethics
  - 3.B Propose creative solutions within an organization
  - 4.C Convey powerful messages using contemporary presentation techniques
  - 5.B Construct expert knowledge from cutting-edge information

### Course description

1. The international legal environment of business. Public International Law. Private International Law. Transnational Law. International Trade and Economic Law. Lex Mercatoria. Free Trade Agreements. The role of IGOs: UN, WTO, EU.
2. Globalization and Supply Chains, risks and opportunities. Strategies for doing business overseas.
3. Legal traditions of the world. Romano-Germanic, Common Law, Hybrid, and Religious legal traditions. How Empirical Comparative Law can help managers make better business decisions.
4. The European Union. The Internal Market. EU Private International Law rules.
5. International contracts. Principles. Essential elements. Defects. Main contractual types. Most common contractual clauses.
6. The CISG. The Incoterms.
7. International payments. Letters of credit. Main types.
8. Transnational litigation. Negotiation. International Commercial Mediation. International Commercial and Investment Arbitration.

## Environmental and social impacts

Human rights

Sustainable transformation of companies

### Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Continuous assessment	Group project	End of term exam											
Nb of hours if written exam			1.0											
2nd session			true											
Coefficient	15.0	35.0	50.0											

### Evaluation

The instructor will provide individual and summative feedback to the students either individually or collectively, orally or in writing. The format and timing in which individual and summative feedback are given is left at the instructor's discretion.

### Recommended reading

Documents uploaded by the instructor on IÉSEG online.

No textbook is required. The following books are suggested for reference and some are available at IÉSEG's library:

- Cavalieri, R. and Salvatore, V., An introduction to international contract law, 2015.
- DiMatteo, L. A., International business law and the legal environment: a transactional approach (3rd ed.), 2016.
- Wevers, H, A basic guide to international business law (5th ed.), 2021

### Work load

Type of course	Number of hours
Lecture	24.0

Personnal work	8.0
Collective project	8.0
Reading reference manuals	8.0
Research	8.0
<b>Total</b>	<b>50.0</b>



ARGUE LIKE A LAWYER AND OTHER LEGAL SKILLS FOR BUSINESSPEOPLE 2747		
2024 - 2025	Credit : 2.0	<b>IESEG - School of Management</b>
<b>Class code :</b>	2425_SYL_LAW_2747	LAW

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

### Prerequisites

Basic knowledge of any legal system (criminal law, torts, contracts, property rights, etc.). Fluency in English is required.

### Learning objectives

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

- Understand how any legal systems work
- Become familiar with the legal method and how lawyers, legislators and judges think
- Acquire useful reading, writing, and advocacy skills and apply them in a business environment
- Overall, become a more critical-thinking thinker

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

### Course description

1. What is law and what do lawyers do. How to understand any legal system. Courts and the legal process. Legal reasoning. How to understand lawyers, judges, and legislators.
2. Where to find reliable and free legal information. How to read a statute, a case, and a contract.
3. Arguing about rules. Types of Arguments. Argument mapping.
4. Critical thinking. How to spot logical fallacies. Evaluating evidence. Making inferences.

5. Advocacy, rhetoric, and storytelling. Logos, pathos, ethos.
6. Negotiating like a lawyer.

### Environmental and social impacts

This course helps students to understand and think critically about the human rights and sustainability dimensions of business.

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Diversity, equity and inclusion

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Human rights

### Assessment / Feedback

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

### Evaluation

The instructor will provide individual and summative feedback to the students either individually or collectively, orally or in writing. The format and timing in which individual and summative feedback are given is left at the instructor's discretion.

### Recommended reading

Documents uploaded by the instructor on IESEG online.

No textbook is required. The following books are suggested for reference:

- Fruehwald, E. S. (2013), Think Like a Lawyer, Legal Reasoning for Law Students and Business Professionals-American Bar Association
- Schauer, F (2009), Thinking Like a Lawyer, A New Introduction to Legal Reasoning
- Sinnott-Armstrong, W., & Fogelin, R. J. (2014). Understanding Arguments: An Introduction to Informal Logic
- Wehle, K. (2022). How to think like a lawyer -and why: a common-sense guide to everyday dilemmas. Harper Paperbacks

Also, you may have to complete LinkedIn courses (free to students with an IESEG account), such as:

- Think Like a Lawyer to Make Decisions and Solve Problems - The benefits of thinking like a lawyer, Wehle, K.,
- Build Your Logical Thinking Skills. Why is logical thinking important in the workplace? Wehle, K.,
- Negotiate Like a Lawyer, Dana Robinson

In addition, we will watch legal series and films, such as Rashômon (1950), A Civil Action (1998), Une intime conviction (2019), A Civil Action (1998), Erin Brockovich (2000), Thank You for Smoking (2005), Suits (2011-2019), etc.

<b>Work load</b>	
<b>Type of course</b>	<b>Number of hours</b>
Lecture	16.0
Personnal work	8.0
Collective project	8.0
E-learning	4.0
Reading reference manuals	4.0
Research	8.0
<b>Distance learning</b>	
remote seminar	2.0
<b>Total</b>	<b>50.0</b>

INTERNATIONAL HRM 2769		
2024 - 2025	Credit : 3	<b>IESEG - School of Management</b>
<b>Class code :</b>	2425_SYL_HRM_2769	HRM

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

### Prerequisites

Students have successfully taken the introductory course in HRM.

### Learning objectives

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

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

### Course description

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

### Environmental and social impacts

This course highlights issues related to pay equity, representation of minority groups, gender equality, and fair and just HR practices. The material and exercises suggested in the course as well as the assignments are designed to help students evaluate the challenges to diversity, equity, and equalities in global organizations and develop sustainable long-term solutions.

Diversity, equity and inclusion

Human rights

Social development

Labor rights

### Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Group project	Participation	Written exam											
Nb of hours if written exam			3.0											
2nd session			true											
Coefficient	40.0	20.0	40.0											

### Evaluation

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

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

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

### Recommended reading

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

### Work load

Type of course	Number of hours
Lecture	16.0
Interactive courses	8.0

Personnal work	34.0
Collective project	14.0
Individual project	3.0
<b>Total</b>	<b>75.0</b>



PRIVATE EQUITY 3799		
2024 - 2025	Credit : 2	<b>IESEG - School of Management</b>
<b>Class code :</b>	2425_SYL_FIN_3799	FIN

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

### Prerequisites

None.

### Learning objectives

Course Learning Objectives:

1. Foundational Understanding: Analyze the private equity ecosystem, including different types of private equity funds, fund structures, and investment strategies.
2. Valuation & Investment Criteria: Evaluate private equity investments based on valuation techniques, financial modeling, and due diligence processes.
3. Deal Execution & Management: Understand the deal-making process, including term sheets, legal documentation, and portfolio company management.
4. Exit Strategies & Performance Measurement: Identify various exit strategies used by private equity firms and assess their performance measurement techniques.

- 1.C Communicate effectively in English
- 2.C Generate sustainable solutions for organizations
- 6.A Thoroughly examine a complex business situation

### Course description

Day 1: Introduction to Private Equity

- Overview of Private Equity: Evolution, historical context, and current market trends.
- Types of Funds: Buyout, growth equity, venture capital, distressed, mezzanine, etc.
- Fund Structures & Participants: Limited partners, general partners, and other stakeholders.

Day 2: Investment Process & Valuation Techniques



- Sourcing & Screening Deals: Finding potential investments and initial screening criteria.
- Valuation & Financial Modeling: Understanding common valuation techniques, including DCF, comparable companies, and precedent transactions.
- Due Diligence: Financial, operational, and legal due diligence for potential deals.

#### Day 3: Deal Execution & Portfolio Management

- Deal Execution: Negotiating and structuring deals, term sheets, and legal documentation.
- Leverage & Financing: Role of leverage in private equity transactions, debt structuring, and risk management.
- Portfolio Company Management: Operational improvements, monitoring, and reporting.

#### Day 4: Exit Strategies & Case Studies

- Exit Strategies: IPOs, secondary buyouts, trade sales, and recapitalization.
- Performance Measurement: IRR, multiples, benchmarking, and reporting to LPs.
- Practical Case Studies: Real-world examples illustrating the challenges and successes in different stages of the PE lifecycle.

#### Testing Features:

##### 1. Final Exam (40% of Total Grade):

- Duration: 2 hours
- Format: Short-answer questions, essays, and numerical problem-solving. Focuses on applying knowledge gained in practical scenarios.

##### 2. Group Case Study Analysis (60% of Total Grade):

- Students will be divided into groups and given a case study to analyze.
- Deliverables: A comprehensive report and presentation.
- Assessment Criteria: Clarity of analysis, application of course concepts, creativity in solution proposals, and presentation skills.

#### Grading Criteria:

- Final Exam: 40%
- Group Case Study: 60%
- Total: 100%

#### Expected Student Workload:

- Contact Hours (16 hours): Classroom time for lectures, discussions, and case studies.
- Self-Study & Preparation (34 hours): Readings, preparation for case studies, research, and review for exams.

This expanded structure provides a more in-depth understanding of private equity and aligns with the workload requirements for 2 ECTS.

## Environmental and social impacts

This course incorporates environmental and societal impacts by emphasizing the importance of ESG (Environmental, Social, and Governance) criteria in investment decisions. Students learn how private equity firms assess the environmental footprint of target companies and measure their social responsibility practices. They explore the growing trend of impact investing, where funds prioritize investments in businesses that contribute positively to environmental sustainability and social welfare.

Additionally, through case studies and practical projects, students analyze how private equity firms can influence portfolio companies to adopt more sustainable practices. This includes reducing emissions, improving energy efficiency, and fostering diversity and inclusion in the workforce. The course reflects evolving trends by covering the rise of green finance, regulatory pressures for responsible business, and investor demand for transparent ESG reporting.

By understanding these developments, students can make informed decisions that align financial returns with broader societal and environmental goals, preparing them for the changing landscape of private equity investing.

Biodiversity

Circular economy

Climate change

Diversity, equity and inclusion

Sustainable Business Models

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

### Evaluation

#### 1. Written Feedback on Assessments:

I will try to provide detailed comments on final exam answers and group case studies, highlighting strengths and areas for improvement.

#### 2. Group Feedback Sessions:

I will try to organize feedback sessions after major assessments, such as the final exam or case studies to discuss common mistakes or misconceptions and encourage students to share their perspectives and learn from each other.

#### 3. Peer Feedback:

I will try to encourage students to provide feedback to one another on group projects or presentations. Peer review fosters critical thinking and helps them learn from different viewpoints.

#### 4. Formative Quizzes:

I will try to use short quizzes during the course to assess understanding of fundamental concepts. Provide immediate feedback so that students can identify knowledge gaps early and focus their studies.

### Recommended reading

#### 1. Textbooks and General References:

- Private Equity at Work: When Wall Street Manages Main Street by Eileen Appelbaum and Rosemary Batt  
A comprehensive analysis of how private equity impacts companies and their stakeholders.
- Private Equity: History, Governance, and Operations by Harry Cendrowski, James P. Martin, Louis W. Petro, and Adam A. Wadecki  
A detailed overview of the private equity industry, governance, and key operations.
- Private Equity Accounting, Investor Reporting, and Beyond by Mariya Stefanova and Anne-Gaelle Carlton

A practical guide to private equity fund accounting and reporting.

2. Valuation and Investment Strategies:

- Investment Valuation: Tools and Techniques for Determining the Value of Any Asset by Aswath Damodaran  
An essential text covering various valuation methods.

- Private Equity Operational Due Diligence: Tools to Evaluate Liquidity, Valuation, and Documentation by Jason Scharfman  
Offers practical insights on due diligence and risk assessment.

3. Case Studies and Practical Examples:

- Private Equity in Action: Case Studies from Developed and Emerging Markets by Claudia Zeisberger, Michael Pahl, and Bowen White

Provides practical examples through case studies in different markets.

- Mastering Private Equity Set: A Complete Guide to the PE Industry by Claudia Zeisberger, Michael Pahl, and Bowen White

Contains strategies, case studies, and advice on navigating the private equity landscape.

4. Research Papers and Industry Reports:

- Global Private Equity Report by Bain & Company

Offers annual insights into private equity trends and market performance.

- Various research papers by the European Private Equity and Venture Capital Association (EVCA) and Institutional Limited Partners Association (ILPA)

Provide in-depth analyses on private equity trends, governance, and investor behavior.

**Work load**

Type of course	Number of hours
Interactive courses	16.0
Personnal work	32.0

**Total**

50.0



GLOBAL BUSINESS ENVIRONMENT 2780		
2024 - 2025	Credit : 6.0	<b>IESEG - School of Management</b>
<b>Class code :</b>	2425_SYL_ECO_2780	ECO

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

### Prerequisites

Introductory courses in International Economics, Business Ethics, Business Strategy, Macroeconomics and Microeconomics

### Learning objectives

Understand the economic environment in which businesses are conducted.

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

### Course description

The course is comprised of four sections:

Section 1 : The Global Trade and Investment Environment (4 sessions) - teacher : Walid BELAZREG

- I. Globalization and factors causing globalization
    - 1.1. Key Players in International Business
    - 1.2. Globalization of Markets and production
    - 1.3. Forces Driving Globalization
    - 1.4. Globalization and Income Inequality
    - 1.5. Globalization's Impact on Jobs and Wages
- Case study

- II. International business in global environment
  - 2.1. National Differences in Political Economy
  - 2.2. Differences in culture
  - 2.3. Ethics and social responsibility in international Business
  - Case study
- III. International trade
  - 3.1. Overview of International Trade
  - 3.2. Theories of International Trade
  - 3.3. National competitive advantage
- IV. Foreign direct investment (FDI)
  - 4.1. Explanations for Foreign Direct Investment
  - 4.2. Management Issues and Foreign Direct Investment
  - 4.3. Government Intervention in Foreign Direct Investment
  - Case study
- V. Regional economic integration
  - 5.1. Levels of Regional Integration
  - 5.2. Effects of Regional Economic Integration
  - Case study
- V.I. Economic trade policies/Business-Government trade Relations
  - 6.1. Why Do Governments Intervene in Trade?
  - 6.2. Methods of Promoting and restricting Trade
  - 6.3. Global Trading System
  - Case study

Section 2 : The Strategy and Structure of International Business (4 sessions) - teacher : Walid BELAZREG

- I. International Strategy and Organization
  - 1.1. The strategy of international Business
  - 1.2. The organization of international Business
  - 1.3. Entering emerging markets
  - 1.4. Selecting and Managing Entry Modes : investment modes
    - 1.4.1. Joint-ventures
    - 1.4.2. Strategic Alliances
    - 1.4.3. Wholly Owned Subsidiaries
    - Case study
  - 1.5. Selecting and Managing Entry Modes : Contractual Entry Modes
  - 1.6. Strategic Factors in Selecting an Entry Mode
- II. Business Operations
  - 2.1. Exporting, Importing, and Countertrade
  - 2.2. Global Production and Supply Chain Management
  - Case Study
- III. International Marketing and International Human Resource Management
  - 3.1. Globalization and Marketing
  - 3.2. International Marketing strategies
  - 3.3. Global Human Resource Management
  - Case study

Section 3 : The Global Financial System (4 sessions) - teacher : Walid BELAZREG

- I. International Financial Markets
  - 1.1. International Capital Market and its main components
  - 1.2. Foreign Exchange Market
    - 1.2.1. How the Foreign Exchange Market Works ?
    - 1.2.2. Exchange Rate Theories: Purchasing Power Parity, Interest Rate Parity and Fisher Effect
- II. The international Monetary system
  - 2.1. Evolution of the International Monetary System
  - 2.2. What Factors Determine Exchange Rates ?
  - 2.3. How Exchange Rates Influence Business Activities
- III. Monetary Policy
  - 3.1. Interest rates and Inflation
  - 3.2. Monetary policy instruments
  - 3.3. Monetary policy transmission channels

## Case study

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

- Session 1: Introduction to economic conjuncture cycles and to the Problem Based Learning (PBL) method
- Session 2 : Economic cycles theory and conjuncture (using PBL)
- Session 3 : Economic growth theories (using PBL)
- Session 4 : Shocks and economic crises - response mechanisms (using PBL)

### Environmental and social impacts

This course integrates various aspects of CSR and international ethics. By exploring different perspectives, students can gain valuable insights into challenges and opportunities that arise in international business context, such as human rights in international operations, environmental sustainability and environmental impact reduction, supply chain ethics, cultural relativism and more.

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Human rights

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Waste

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Labor rights

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Water

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Community engagement

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Diversity, equity and inclusion

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Energy

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Sustainable Business Models

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Climate change

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Social development

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Circular economy

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Biodiversity

### Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Continuous assessment	End of term exam	Continuous assessment	Continuous assessment	Continuous assessment									
Nb of hours if written exam														
2nd session	true	true												
Coefficient	10	60	10	10	10									

### Evaluation

You will receive verbal feedback on your group presentations and on case studies (to be prepared in group and discussed in class).

You will receive formative feedback through written responses on individual assignment.

### Recommended reading

Charles Hill and G. Tomas Hult. (2020). Global Business Today (Eleventh Edition) McGraw Hill.

Daniels, J.D., Radebaugh, L.H. and Sullivan, D.P. (2018). International Business: Environments and Operations. 16th edition. Pearson.

### Work load

Type of course	Number of hours
Interactive courses	42.67
Personnal work	40.0
Collective project	40.0
Individual project	25.0
<b>Total</b>	<b>150.0</b>

SUSTAINABLE FINANCIAL PERFORMANCE 3800		
2024 - 2025	Credit : 2	<b>IESEG - School of Management</b>
<b>Class code :</b>	2425_SYL_FIN_3800	FIN

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

### Prerequisites

Knowledge of basic concepts in finance, accounting, financial statement analysis and algebra.

### Learning objectives

- 2.C Generate sustainable solutions for organizations
- 2.B Solve professional dilemmas using concepts of CSR and ethics
- 4.C Convey powerful messages using contemporary presentation techniques
- 6.A Thoroughly examine a complex business situation
- 6.B Synthesize multifaceted information from various sources across different functional fields

### Course description



## Environmental and social impacts

Transparency and reporting, Social development

Democracy

Sustainable transformation of companies

Climate change

Social development

### Assessment / Feedback

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

### Evaluation

Feedback shall be provided on :

1. The continuous assessment through the grading and written feedback for the whole class.
2. Individual feedback shall be provided on the group project submitted.

### Recommended reading

Aybars, A., Ataünal, L., & Gürbüz, A. O. (2019). ESG and Financial Performance: Impact of Environmental, Social, and Governance Issues on Corporate Performance. In H. Dinçer, & S. Yüksel (Ed.), *Handbook of Research on Managerial Thinking in Global Business Economics* (pp. 520-536). IGI Global. <https://doi.org/10.4018/978-1-5225-7180-3.ch029>

Boubaker, S., Cumming, D., & Nguyen, D. K. (Eds.). (2018). *Research handbook of finance and sustainability*. Edward Elgar Publishing.

Ramiah, V., & Gregoriou, G. N. (Eds.). (2015). *Handbook of environmental and sustainable finance*. Academic Press.

### Work load

Type of course	Number of hours
Interactive courses	16.0
Personnal work	18.0
Collective project	16.0
<b>Total</b>	<b>50.0</b>



PEOPLE MANAGEMENT: APPLICATIONS IN OPERATIONS 3803		
2024 - 2025	Credit : 2	<b>IESEG - School of Management</b>
<b>Class code :</b>	2425_SYL_OPS_3803	OPS

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

### Prerequisites

no prerequisite but a management experience would be appreciated

### Learning objectives

- 6.C Combine different skills and management disciplines in support of interdisciplinary responsibilities
- 4.A Appraise the performance of a team
- 5.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, TV show and in-class discussions); although the learnings can be applied to all domains, many examples and applications in this course will focus on operations, logistics, sales, HR ...

### Environmental and social impacts

This course is helping managers to take the right decision and the right posture when dealing with their people's issue. Thus bringing a tremendous help on employees to increase their moral, behaviour, and ability to develop itself in a collective dynamic.

Community engagement

Education

Labor rights

Diversity, equity and inclusion

Human rights

Social development

management, people, sense, authority, human resources, leading

### Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Case study	Continuous assessment	Written exam											
Nb of hours if written exam			1.0											
2nd session														
Coefficient	25.0	50.0	25.0											

### Evaluation

None.

### Recommended reading

None.

### Work load

Type of course

Number of hours

Lecture

16.0

Personnal work	4.0
Collective project	2.0
Individual project	2.0
<b>Independent work</b>	
Reading reference manuals	6.0
<b>Distance learning</b>	
remote videoconferencing	4.0
<b>Total</b>	<b>34.0</b>

PRODUCT INNOVATION 0674		
2024 - 2025	Credit : 2	<b>IESEG - School of Management</b>
<b>Class code :</b>	2425_SYL_MKT_0674	MKT

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

### Prerequisites

Marketing Management, Consumer Behavior, Marketing Research (Note to Roberto: Are you sure the students will take these courses before yours and not in same semester??)

### Learning objectives

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

### Course description

This course will cover the following topics: What is innovation, key types of innovation, innovation management, linear approaches, exploratory methods,

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

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

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

## Environmental and social impacts

Circular economy

Climate change

Diversity, equity and inclusion

Social development

Sustainable Business Models, Social Development (Bottom of Pyramid),

## Assessment / Feedback

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

## Evaluation

This course will use a sequence of exercises that will be done in class and outside that will be graded sequentially to give students an ongoing  
ce , following a sit-down exam at closure with the reflection of the activities done.

Oral collective in class feedbacks will be provided to exercises done in class and at home when presented in class. This will be used to calibrate the understanding of the topic will be mostly used on GROUP projects.

Written feedbacks will be also used in combination with assessment grids that will support breaking down the completion of work on specific development criterion

Peer evaluation will be used also to calibrate internal contributions by each group member and hence adequate the grading if needed

## Recommended reading

Osterwalder, A. and Pigneur, Y. (2010) Business Model Generation. (Pls use new edition)\*\*

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

Value proposition design: Osterwalder, A. and Pigneur,

Invincible business models

## Work load

Type of course

Number of hours

Lecture	8.0
Interactive courses	4.0
Personnal work	10.0
Collective project	15.0
Reading reference manuals	4.0
remote videoconferencing	4.0
<b>Total</b>	<b>45.0</b>

<b>CONFLICT MANAGEMENT IN ORGANIZATIONS 2763</b>		
2024 - 2025	Credit : 2.0	<b>IESEG - School of Management</b>
<b>Class code :</b>	2425_SYL_HRM_2763	HRM

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

### Prerequisites

There are no prerequisites for this course. Students with no previous negotiation experience will have the chance to learn the basics of negotiation, while students with some negotiation experience will have the chance to review basic negotiation concepts. In all cases, the student must fully commit to the course's in-class role-playing exercises, including the previous preparation for each activity and active participation in class discussions about the exercises.

### Learning objectives

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

- (1) identify the most appropriate method of conflict resolution in different business and workplace relations and how to apply them in real-world situations.
- (2) understand how different conflict management methods can be used together in building an Integrated Conflict Management System.

- 1.B Successfully collaborate within a intercultural team
- 3.A Breakdown complex organizational problems using the appropriate methodology
- 3.B Propose creative solutions within an organization

### Course description



## Environmental and social impacts

Labor rights

Diversity, equity and inclusion

### Assessment / Feedback

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

### Evaluation

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

### Recommended reading

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

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

### Work load

Type of course	Number of hours
Lecture	6.0
Interactive courses	10.0

Personnal work	6.0
Collective project	16.0
Reading reference manuals	4.0
Research	8.0
<b>Total</b>	<b>50.0</b>



DIGITAL OPERATIONS MANAGEMENT 2791		
2024 - 2025	Credit : 2.0	<b>IESEG - School of Management</b>
<b>Class code :</b>	2425_SYL_OPS_2791	OPS

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

### Prerequisites

Students should have a

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

### Learning objectives

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

At the end of the course, students:

- a) understand the impact of digitalization on operations and supply chain management processes;
- b) know the field of Behavioral Operations Management and the influence of behavior on operational decisions; and
- c) discuss the connections between the latest trends in digital operations and real-life company examples.

- 4.C Convey powerful messages using contemporary presentation techniques

- 6.A Thoroughly examine a complex business situation

- 1.A Demonstrate an international mindset

- 1.B Successfully collaborate within a intercultural team

- 1.C Communicate effectively in English
- 5.C Employ state-of-the-art management techniques
- 6.B Synthesize multifaceted information from various sources across different functional fields
- 6.C Combine different skills and management disciplines in support of interdisciplinary responsibilities
- 5.B Construct expert knowledge from cutting-edge information

### Course description

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

### Environmental and social impacts

- Topics/discussions on CSR and sustainability in operations/supply chain management and more content (readings and videos) to illustrate the role of digitalization in achieving sustainability goals in the supply chain and at every stage of the product life cycle are included.
- One assessment is on the ethical and sustainability issues related to a focal supply chain/operations management phenomenon and how one concrete company/industry is addressing such issue using an enabler of digitalization in the supply chain (e.g., big data, blockchain, omnichannel retailing, big data, artificial intelligence, fog computing, Industry 4.0, etc.).
- Several case studies or readings that deal with social, environmental, and ethical issues in existing companies are provided (e.g., how project acceleration can work as seen in the case of the Covid-19 vaccine creation [HBR article]; how supply chain and people analytics are effectuated in a particular company [HBR article]; sustainability and moral issues with the fast creation of the Covid-19 vaccine, but without sacrificing science and efficacy, and the ethical concerns and indirect treatment of employees as mere data in the presence of people analytics).

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Sustainable transformation of companies

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Circular economy

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Natural resources

### Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	End of term exam	Group report	Presentation											
Nb of hours if written exam	1.0													
2nd session														
Coefficient	70	10	20.0											

### Evaluation

There are three main summative feedback/assessments in the course:

1. Final Exam (70%);
2. Final Group Report (10%); and
3. Final Group Presentation (20%).

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

### Recommended reading

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

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

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

### Work load

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

MANAGING LEARNING AND DEVELOPMENT IN ORGANIZATIONS 2725		
2024 - 2025	Credit : 6.0	<b>IESEG - School of Management</b>
<b>Class code :</b>	2425_SYL_HRM_2725	HRM

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

### Prerequisites

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

### Learning objectives

At the end of this course, students will be able to solve various practical problems relating to the management of learning in organizations.

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

### Course description

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

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

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

## Environmental and social impacts

Diversity, equity and inclusion

### Assessment / Feedback

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

### Evaluation

For every topic, there is an individual online preparation that includes an assessment to be completed at the start of the class meeting. Students each time/topic get feedback on their score on this assignment to let them know how they are doing overall.

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

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

### Recommended reading

The course will tackle 10 topics in learning and development. Each topic will include 1-2 basic articles, most often 1 scientific article and 1 more practical article like Harvard Business Review. There will be additional suggested reading for those who are interested to dive into a topic further.

### Work load

Type of course	Number of hours
Interactive courses	37.0

Collective project	50.0
Individual project	13.0
E-learning	50.0
<b>Total</b>	<b>150.0</b>

The e-learning component, before most of the classes, contains a short individual assessment completed on paper in class, which is an important part of the preparation for in-class activities, and is therefore weighted heavily in the final grade (continuous assessments).



FUNDAMENTALS OF POLITICAL SCIENCES 2734		
2024 - 2025	Credit : 4.0	<b>IÉSEG - School of Management</b>
<b>Class code :</b>	2425_SYL_DEV_2734	DEV

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

### Prerequisites

Curiosity, to be open to cultural diversity.

### Learning objectives

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

## Course description

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

## Environmental and social impacts

We will be consistently discussing current social issues through a Political Sciences lense, applying theory to real life

Education

Democracy

Human rights

## 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	Presentation	Individual report	Multiple choice questions										
Nb of hours if written exam	2.0													
2nd session	true													
Coefficient	40.0	20.0	20.0	20.0										

## Evaluation

Grades will be given in the last session.

Coaching of semester-long research project in groups.

## Recommended reading

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

## Work load

Type of course

Number of hours



Interactive courses	32.0
Personnal work	20.0
Collective project	28.0
Research	20.0
<b>Total</b>	<b>100.0</b>

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



CROSS CULTURAL MARKETING 3160		
2024 - 2025	Credit : 2	<b>IESEG - School of Management</b>
<b>Class code :</b>	2425_SYL_MKT_3160	MKT

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

### Prerequisites

Students should have the ability to do high-quality secondary research. Further, they should have strong analytical skills to analyse situations and arrive at creative solutions as well as the ability to do teamwork. Reading in advance is required: academic papers and case studies.

### Learning objectives

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

- 1.A Demonstrate an international mindset
- 1.B Successfully collaborate within a intercultural team
- 1.C Communicate effectively in English
- 2.A Assess the values of the organization in which they work

- 2.B Solve professional dilemmas using concepts of CSR and ethics
- 2.C Generate sustainable solutions for organizations
- 4.A Appraise the performance of a team
- 4.B Compose constructive personal feedback and guidance
- 5.A Predict how business and economic cycles could affect organizational strategy
- 6.C Combine different skills and management disciplines in support of interdisciplinary responsibilities

**Course description**

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

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

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

**Environmental and social impacts**

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Diversity, equity and inclusion

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Social development

CSR  
social marketing

**Assessment / Feedback**

Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Multiple choice questions	Group project	Group report											
Nb of hours if written exam														
2nd session														
Coefficient	20.0	30	50											

**Evaluation**

The course uses three assessment mechanisms:

In-class contribution and test: 20%

Group presentation: 30%

Group report: 50%

### Recommended reading

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

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

Additional readings and other materials are posted on ieseg-online

### Work load

Type of course	Number of hours
Interactive courses	16.0
Personnal work	9.0
Collective project	10.0
Individual project	2.0
E-learning	4.0
Reading reference manuals	4.0
Research	4.0
<b>Distance learning</b>	
remote videoconferencing	1.0
<b>Total</b>	<b>50.0</b>

INTRODUCTION TO INEQUALITY MEASUREMENT AND ANALYSIS 3804		
2024 - 2025	Credit : 2	<b>IÉSEG - School of Management</b>
<b>Class code :</b>	2425_SYL_QMS_3804	QMS

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

### Prerequisites

Reading and analysis skills, basic information research skills, critical thinking, being aware of contemporary issues.

### Learning objectives

- Understand key concepts and measures of economic inequality.
- Analyze the causes and consequences of inequality in different contexts.
- Evaluate policy interventions aimed at reducing inequality.
- Develop skills in data analysis and interpretation related to inequality.
  
- 1.C Communicate effectively in English
- 1.A Demonstrate an international mindset
- 6.B Synthesize multifaceted information from various sources across different functional fields

### Course description

This course introduces students to the concepts, methods, and debates surrounding economic inequality. It covers the measurement of inequality, its causes and consequences, and the policy responses to it. The concepts and Methods covered will be applied to real-world issue.

### Environmental and social impacts

- Energy
- Climate change
- Democracy
- Water
- Education
- Natural resources
- Diversity, equity and inclusion
- Health
- Social development

- Poverty
- Inequality
- Income gap
- Distribution of wealth
- Social stratification

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

### Evaluation

Discussions, evaluation of projects on practical case studies, examination, evaluation of the final project.

### Recommended reading

- "Capital in the Twenty-First Century" by Thomas Piketty, Translated by Arthur Goldhammer, 2014. Harvard University Press.
- "Inequality Reexamined" by Amartya Sen, 1992. Clarendon Press.

### Work load

Type of course	Number of hours
Lecture	6.0

Interactive courses	6.0
Directed work	4.0
Personnal work	10.0
<b>Total</b>	<b>26.0</b>



INTERNATIONAL SUPPLY CHAIN MANAGEMENT AND LOGISTICS 2767		
2024 - 2025	Credit : 3	<b>IÉSEG - School of Management</b>
<b>Class code :</b>	2425_SYL_OPS_2767	OPS

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

### Prerequisites

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

### Learning objectives

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

Students analyse supply chains, know the elements of supply chain networks and logistics, and are familiar with the parameters impacting the supply chain management of an organization.

They know about the impact of digitalisation on supply chain management

Students are able to evaluate different supply chain designs and plan organization-specific concepts for supply chains from procurement to distribution.

Students are able to analyse and evaluate the current situation of an organization, develop innovative approaches, and present them.

They are able to evaluate the potential for further improvement of sustainability, agility and resilience of organisations' supply chain management, respecting the requirement of profitability; they are able to analyse the opportunities of digitalisation for the optimisation of efficiency and sustainability in an organisation.

- 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

### Course description

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

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

Do product portfolios have to be adjusted or production strategies?

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

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

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

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

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

### Environmental and social impacts

Circular economy

Climate change

Democracy

Energy

Sustainable Business Models

Sustainable transformation of companies

Transparency and reporting, Social development

Waste

### Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Group project	End of term exam	Presentation											
Nb of hours if written exam		2												
2nd session														
Coefficient	20.0	60	20											

### Evaluation

The assessment for this course is built of the following elements:

60% exam of 2 hours= exam (individual assessment)

20% case study: presentation in class of the case-study including a comparative analysis; a slide deck is to be developed each week and submitted to the professor for evaluation and comments; this evaluation is complemented by a "ChallengeMe" peer-review of their contribution to the group = case study (individual assessment)

20% flipped classroom: students present innovative concepts and tools on selected topics assigned to their groups; they have to present the topic in class and develop a hand-out of about 2 to 3 pages; also this work is subject to the peer-review evaluation with "ChallengeMe". = presentation (individual assessment)

Feedback will be given to students in the following forms:

> Flipped Classroom presentations: during classes on the presentations: written feedback on the presentation via mail on the presentation slides and the handout;

> Case study: students have to submit their deck each week and receive written feedback

> The peer-review will be carried out three times during the course – at the beginning, following the 5th session and at the end of the course – and the feedback will be shared within each group

All marks will be communicated via AURION

### Recommended reading

> Heizer, J., Render, B., Munson, Ch.: Operations Management – Sustainability and Supply Chain Management; Global Edition; Pearson (2023);

> Frederico, G. F., et al.: Performance measurement for supply chains in the Industry 4.0 era: a balanced



scorecard approach; International Journal of Productivity and Performance Management; ISSN: 1741-0401

> Shih, W. Ch.: Are the Risks of Global Supply Chains Starting to Outweigh the Rewards? Harvard Business Publishing Product #: H06XTO-PDF-ENG

> Frick, W.: What the Next Era of Globalization Will Look Like; H07BRH-PDF-ENG

> Boysen, N. et al.: Warehousing in the e-commerce era: A survey; European Journal of Operational Research 277 (2019) 396–41

> Williamsson, J., Moen, O. (2022): Barriers to business model innovation in the Swedish urban freight transport sector; Research in Transportation Business & Management 45; <https://doi.org/10.1016/j.rtbm.2022.100799>

> Montreuil, B.: Towards a Physical Internet: Meeting the Global Logistics Sustainability Grand Challenge <https://www.scl.gatech.edu/sites/default/files/downloads/towardsphysicalinternet-benoitmontreuil.pdf>

> Bendaya, B, et al.: A Conceptual Framework for Understanding the Impact of Internet of Things on Supply Chain Management; Operations and Supply Chain Management, Vol. 15, No. 2, 2022, pp. 251 – 268

> Harris, A., Dablanc, L.: European strategies for urban logistics: 16 case studies of innovative initiatives in Europe; Université Gustave Eiffel, Ivmt; on: <https://www.lvmt.fr/wp-content/uploads/2024/05/Harris-and-Dablanc-European-initiatives-of-urban-logistics-report-20231.pdf>

> Van Melder, B. and De Boeck, L.: Introducing autonomous vehicles in logistics: a review from a broad perspective; KU Leuven, Faculty of Business and Economics

> Guzmán-Carranza, H.: Top trends in reverse logistics; in: Logistics Management, March 2023;

> Rubio, S. et al: Reverse Logistics: Overview and Challenges for Supply Chain Management; International Journal of Engineering Business Management. 2014;6. doi:10.5772/58826

> Petri Helo & Yuqiuge Hao (2022) Artificial intelligence in operations management and supply chain management: an exploratory case study, Production Planning & Control, 33:16, 1573-1590, DOI: 10.1080/09537287.2021.1882690

> Cao, Q, et al.: Establishing the use of cloud computing in supply chain management; in Oper Manag Res 10, 47–63 (2017). <https://doi.org/10.1007/s12063-017-0123-6>

## Work load

Type of course	Number of hours
Interactive courses	24.0
Collective project	10.0
Individual project	15.0
<b>Independent work</b>	
Reading reference manuals	20.0
Research	11.0

**Total**

80.0



INTERNATIONAL FINANCIAL REPORTING 2770		
2024 - 2025	Credit : 3	<b>IESEG - School of Management</b>
<b>Class code :</b>	2425_SYL_ACC_2770	ACC

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

### Prerequisites

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

### Learning objectives

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

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

### Course description

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

Topics covered during this course:

1. Understanding financial statements
2. The comprehensive income
3. Segment reporting
4. Minority investments

- 5. Controlling investments
- 6. Intangible assets
- 7. Impairment testing
- 8. Income taxes

### Environmental and social impacts

### 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												
Nb of hours if written exam	2.0													
2nd session														
Coefficient	90.0	10.0												

### Evaluation

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

### Recommended reading

None.

### Work load

Type of course	Number of hours
Interactive courses	24.0

Personnal work	51.0
<b>Total</b>	<b>75.0</b>



MANAGEMENT CONTROL MISSION 2723		
2024 - 2025	Credit : 2.0	<b>IESEG - School of Management</b>
<b>Class code :</b>	2425_SYL_ACC_2723	ACC

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

### Prerequisites

- Financial accounting
- Fundamentals of strategy
- Cost accounting

### Learning objectives

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

### Course description

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

## Environmental and social impacts

## Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Group project	Presentation	Participation											
Nb of hours if written exam														
2nd session														
Coefficient	40.0	50.0	10.0											

## Evaluation

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

## Recommended reading

Kaplan Roberts S. Norton David P. (1996), The Balanced Scorecard: Translating Strategy into Action, Harvard Business Review Press; 1st edition.  
 Drury C. (2015), Management and Cost Accounting, Cengage Learning EMEA; 9th edition.

## Work load

Type of course	Number of hours
Lecture	2.0
Interactive courses	6.0

Coaching	8.0
Personnal work	8.0
Collective project	18.0
<b>Independent work</b>	
E-learning	6.0
Research	2.0
<b>Total</b>	50.0

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

CORPORATE FINANCIAL REPORTING & BUSINESS ENVIRONMENTS 2794		
2024 - 2025	Credit : 6.0	<b>IESEG - School of Management</b>
<b>Class code :</b>	2425_SYL_ACC_2794	ACC

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

### Prerequisites

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

### Learning objectives

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

Know how to journalize (Debit/credit);

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

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

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

### Course description

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

Selected topics covered during this course:

Part I

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

Part II

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

## Environmental and social impacts

### Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Participation	Group project	Exercise	End of term exam	Case study									
Nb of hours if written exam														
2nd session														
Coefficient	10.0	15	25.0	25.0	25									

### Evaluation

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

### Recommended reading

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

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

### Work load

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



Total



EXPLORING THE AUDIT PROFESSION 2786		
2024 - 2025	Credit : 2.0	<b>IESEG - School of Management</b>
<b>Class code :</b>	2425_SYL_ACC_2786	ACC

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

### Prerequisites

Knowledge of the general organization of a company and basics in accounting. This course is aimed at students wishing to move towards financial auditing and accounting professions.

### Learning objectives

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

- Understand the role and added value of the auditor in corporate governance as well as the different types of audit mission
- Define the regulatory environment in which auditors operate and the rules applicable in terms of ethics
- Understand the risk-based audit approach and the importance of internal control system in audit
- Understand the current evolutions of the profession in connection with technological innovation (eg Blockchain, Data Analytics ...) and regulations (eg: Pacte Law in France)
- Understand the necessary balance between standardization and professional judgment in analyzing results and defining audit recommendations

- 1.C Communicate effectively in English
- 2.A Assess the values of the organization in which they work
- 6.A Thoroughly examine a complex business situation

### Course description

This course is divided into 4 interactive sessions of 4 hours. Each session will be dedicated to a specific question :

- Session 1: What is an auditor and why do we need auditors in the economy.?
- Session 2: How to become an auditor? What are the current Hot topics in the profession
- Session 3 : Why are ethics & internal control system so important in audit ?
- Session 4 : What does an auditor do exactly during an audit ?

### Environmental and social impacts

### Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Group project	Group project	End of term exam											
Nb of hours if written exam														
2nd session														
Coefficient	23	23	54											

### Evaluation

Students will be assessed in several ways:

- their participation for 20% of the note
- 2 group projects done in class (40%) - discussion about the case study will be done in class + written feedback for each group
- 1 individual MCQ with individualized feedback through IOL.

### Recommended reading

All materials and resources will be available on IOL.

### Work load

Type of course	Number of hours
Interactive courses	16.0
Personnal work	15.0
Collective project	10.0

Independent work	
E-learning	9.0
<b>Total</b>	<b>50.0</b>



GEOGRAPHY AND CLIMATE CHANGE: EVOLUTION AND PERSPECTIVES 2783		
2024 - 2025	Credit : 2.0	<b>IÉSEG - School of Management</b>
<b>Class code :</b>	2425_SYL_DEV_2783	DEV

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

### Prerequisites

None

### Learning objectives

None

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

### Course description

Plan of the seminar

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

Content:

-IPCC Reports 2023

- Case study: Climate change in a Country (Subject to change)

Suggested readings:

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

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

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

IPCC, Climate Change 2023 Summary for Policy Makers

+ Other reports

### 3. Geopolitics and Global Warming

Content:

- Worldwide state on play and forecast on resource shortages, climate refugees, failed States, wars on resources, and political shift towards authoritarian democracies.

- Case study: The Opening of the Arctic Sea and Trade (Subject to change)

Suggested readings:

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

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

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

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

+ Other reports

### 4. Fossil Fuels and Renewables

Content:

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

- Case study: Nuclear Power in the UK (Subject to change)

Suggested readings:

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

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

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

+ Other reports

### 5. The Intersection of Physical and Human: Farming, Consumption, and Waste

Content:

- Impact of animal agriculture on greenhouse gas, land usage, overconsumption, and depopulation

- Case study: the 2022 worldwide food crisis (Subject to change)

Suggested readings:

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

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

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

+ Other reports

### 6. Population and Demographics

Content:

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

- Case studies: China's birth control policies (Subject to change)

Suggested readings:

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

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

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

+ Other reports

7.1 Collapsology: cognitive bias, ecological denial, eco-anxiety.

Suggested readings:

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

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

+ Other reports

7.2 Students' works part 1

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

- Some groups give their final oral presentation to the class

8 Students' works part 2

- The remaining groups give their final oral presentation to the class

- General conclusion of the seminar: an open interactive debriefing by students and the teacher

## Environmental and social impacts

Waste

Sustainable Business Models

Climate change

Biodiversity

## Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Case study	Group project	End of term exam	Participation										
Nb of hours if written exam			2.0											
2nd session														
Coefficient	10	30	50	10										

## Evaluation

None.

### Recommended reading

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

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

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

AR6 Synthesis Report: Climate Change 2023

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

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

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

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

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

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

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

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

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

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

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

The Great Demographic Reversal: Ageing Societies, Waning Inequality, and an Inflation Revival

Charles Goodhart and Manoj Pradhan 2020

### Work load

Type of course	Number of hours
Interactive courses	13
Directed work	3.0
Personnal work	10

Collective project	14
Individual project	10
<b>Total</b>	<b>50</b>

Validation works:

- Individual work: a case study of a specific and precise issue (e.g. "Geopolitical impact of melting Arctic Ice", "Worldwide resource scarcity"). Submitted in writing to the teacher at the beginning of session 8. 10%
- Individual Work: participation throughout the course 10%
- Collective work: solutions to global issues from a business perspective, orally presented as a 20 to 30-minute presentation during sessions 7 and 8. 30%
- Final test: a 2-hour long short essay on a single topic chosen by the teacher. 50%

RESILIENT LEADERSHIP IN INTERCULTURAL CONTEXTS 2740		
2024 - 2025	Credit : 2.0	<b>IESEG - School of Management</b>
<b>Class code :</b>	2425_SYL_ITC_2740	ITC

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

### Prerequisites

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

### Learning objectives

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

### Course description

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

### Environmental and social impacts



### Assessment / Feedback

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

### Evaluation

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

### Recommended reading

Milton Bennett, Developmental Model of Intercultural Sensivity (<https://www.idrinstitute.org/dmis/>)  
 Daniel Goleman, Emotional Intelligence  
 Fons Trompenaars, Conflict Resolution across Cultures  
 Roger Fischer & William Ury, Getting to Yes  
 Michael Porter & Mark Kramer, Creating Shared value (<https://hbr.org/2011/01/the-big-idea-creating-shared-value>)

### Work load

Type of course	Number of hours
Lecture	16.0
Personnal work	20.0
Collective project	8.0

Independent work	
Reading reference manuals	3.0
Research	3.0
<b>Total</b>	<b>50.0</b>



WORKING EFFECTIVELY IN INTERCULTURAL TEAMS 2784		
2024 - 2025	Credit : 2.0	<b>IESEG - School of Management</b>
<b>Class code :</b>	2425_SYL_ITC_2784	ITC

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

### Prerequisites

Course 2792 "Why Culture Matters" is a pre-requisite to enroll in this course.  
 Be open to difference and prepared to embrace diversity in all forms  
 Be prepared to challenge one's own deeply held beliefs and suspend judgement in situations where values may clash  
 It is essential to have attended a fundamental course on Intercultural communication to have a grasp of underlying concepts  
 Reconciling personal and cultural preferences for effective teamwork

### Learning objectives

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

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

### Course description

A review of basic theoretical concepts and how these impact team working  
 Cultural values self assessment  
 Recognising management styles across cultures

Analysing the impact of management techniques on trust, motivation and collaboration  
 Using film, simulation and case studies to apply concepts  
 Acquire an ability to offer constructive and culturally sensitive insights to resolve complex situations

### Environmental and social impacts

Social development

Community engagement

Diversity, equity and inclusion

### Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Group project	Video												
Nb of hours if written exam														
2nd session														
Coefficient	40.0	60.0												

### Evaluation

The course will be assessed by a group project at the end of the intensive week and an individual assignment to be handed in 3 weeks after completion of course

### Recommended reading

Articles on My Courses

### Work load

Type of course	Number of hours
Interactive courses	16.0

Collective project	2.0
Individual project	20.0
<b>Total</b>	<b>38.0</b>



WHY CULTURE MATTERS 2792		
2024 - 2025	Credit : 2.0	<b>IÉSEG - School of Management</b>
<b>Class code :</b>	2425_SYL_ITC_2792	ITC

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

### Prerequisites

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

### Learning objectives

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

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

### Course description

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

### Environmental and social impacts

### Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	End of term exam	Group project												
Nb of hours if written exam	1.5													
2nd session														
Coefficient	40.0	60.0												

### Evaluation

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

### Recommended reading

None.

### Work load

Type of course	Number of hours
Interactive courses	16.0
Personnal work	4.0
Collective project	20.0
<b>Independent work</b>	

Reading reference manuals	10.0
<b>Total</b>	50.0



POWER PLATFORM: LOW CODE APPLICATION DEVELOPMENT 2722		
2024 - 2025	Credit : 4	<b>IESEG - School of Management</b>
<b>Class code :</b>	2425_SYL_MIS_2722	MIS

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

### Prerequisites

None

### Learning objectives

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

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

### Course description

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

The course introduces students to fundamental principles of low code application development using the Microsoft Power Platform. Students learn to improve business productivity by automating business processes and by analyzing and visualizing data for swift and insightful business decisions that effectively respond to

changing market demands and emerging business opportunities. This is achieved by leveraging low-code platforms to create and deploy simple applications and experiences in a way that drives innovation and gains a competitive edge in a dynamic and rapidly evolving business environment.

To reinforce the concepts, the course incorporates a semester project in which students design and develop an application to meet a client's needs. Furthermore, students will prepare to take the PL-900 Power Platform Fundamentals Certification Exam. Students may choose to take the PL-900 certification exam and substitute it for their final exam.

### Environmental and social impacts

### Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Continuous assessment	Exercise	Group project	Case study										
Nb of hours if written exam				2.0										
2nd session														
Coefficient	15.0	15.0	35.0	35.0										

### Evaluation

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

### Recommended reading

None.

### Work load

Type of course	Number of hours
Interactive courses	32.0

Personnal work	15.0
Collective project	20.0
E-learning	33.0
<b>Total</b>	<b>100.0</b>



DATA ANALYTICS FOR BUSINESS 3316		
2024 - 2025	Credit : 2	<b>IESEG - School of Management</b>
<b>Class code :</b>	2425_SYL_MIS_3316	MIS

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

### Prerequisites

None

### Learning objectives

Recall common data terminology and concepts  
 Perform basic data manipulation (queries) using SQL  
 Conduct basic data analysis using Google Sheets  
 Build effective data visualizations using Google Data Studio

- 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

### Course description

In this course students will discover the data tools of a modern stack. In addition to the tools, they will learn some fundamental uses of data analysis (KPIs, cohort analysis, funnel, etc.), how to use SQL code to query a relational database, and how to make charts and automated dashboards.

### Environmental and social impacts



### Assessment / Feedback

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

### Evaluation

This course is wholly online and self-paced. Students can interact with the instructor via the online forum. All work must be completed and submitted by the last day of the course.

### Recommended reading

None.

### Work load

Type of course	Number of hours
Personnal work	25
E-learning	25

Total

50



TECHNOLOGY AND STRATEGY 2745		
2024 - 2025	Credit : 2.0	<b>IESEG - School of Management</b>
<b>Class code :</b>	2425_SYL_MIS_2745	MIS

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

### Prerequisites

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

### Learning objectives

- Understand the impact of information technology upon business model (strategy)
  - Understand the role of information technology in businesses to gain competitive advantage
  - Understand aligning information technology and business
- 1.B Successfully collaborate within a intercultural team
- 1.C Communicate effectively in English
- 6.B Synthesize multifaceted information from various sources across different functional fields

### Course description

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

### Environmental and social impacts

### Assessment / Feedback

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

### Evaluation

### Recommended reading

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

### Work load

Type of course	Number of hours
<b>Face to face</b>	
Lecture	16.0
Personnal work	10.0
Collective project	10.0
Reading reference manuals	14.0

Total

50.0



PRODUCT MANAGEMENT 2737		
2024 - 2025	Credit : 2.0	<b>IESEG - School of Management</b>
<b>Class code :</b>	2425_SYL_MKT_2737	MKT

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

### Prerequisites

Basic knowledge of marketing management.

### Learning objectives

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

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

### Course description

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

### Environmental and social impacts

### Assessment / Feedback

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

### Evaluation

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

### Recommended reading

None.

### Work load

Type of course	Number of hours
Interactive courses	16
Personnal work	10.0
Collective project	15.0
E-learning	5.0
Research	4.0

Total

50.0



CONTENT STRATEGY 3801		
2024 - 2025	Credit : 2	<b>IESEG - School of Management</b>
Class code :	2425_SYL_MKT_3801	MKT

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

**Prerequisites**

None.

**Learning objectives**

- null

**Course description**

None.

**Environmental and social impacts**

**Assessment / Feedback**

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

**Evaluation**

None.

**Recommended reading**

None.

**Work load**

<b>Type of course</b>	<b>Number of hours</b>
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Total



MIGRATION STUDIES 2726		
2024 - 2025	Credit : 2.0	<b>IESEG - School of Management</b>
<b>Class code :</b>	2425_SYL_QMS_2726	QMS

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

### Prerequisites

Since this is an introductory course, students don't need to have any special prerequisites. However, students should be interested international movements and international relations. Furthermore, basic knowledge of data mining and statistics will be helpful, but not necessary.

### Learning objectives

At the end of the course, the student should be able to: Be familiar with the main theories of migration; Understand trends and patterns of global migration; Understand the effects of migration on both sending and receiving states ; Assess the impact of migration and remittances on home and host countries Understand State implications on managing migration flows and migration policies; Understand the human rights aspects of migration, including policy towards refugees, asylum seekers, and undocumented immigrants

- 2.C Generate sustainable solutions for organizations
- 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
- 3.A Breakdown complex organizational problems using the appropriate methodology
- 3.B Propose creative solutions within an organization
- 4.A Appraise the performance of a team
- 4.C Convey powerful messages using contemporary presentation techniques
- 5.A Predict how business and economic cycles could affect organizational strategy
- 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
- 1.A Demonstrate an international mindset



- 1.B Successfully collaborate within a intercultural team

### Course description

The course will provide learners theoretical knowledge of migration patterns and consideration of migration process as a part of broader processes of global change and development. The course will also underline that labor demand in destination societies and poverty and inequality in the source countries are the main drivers of international migration. The course is also designed to understand why despite States restrictive policies, migration processes gain their own trends and momentum.

### Environmental and social impacts

### Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Participation	Group project	End of term exam											
Nb of hours if written exam			2.0											
2nd session														
Coefficient	10.0	40.0	50.0											

### Evaluation

IESEG ONLINE, MAIL, or in class after each assessment.

### Recommended reading

Hein de Haas, Stephen Castles, Mark J. Miller. 2020. The Age of Migration: International Population Movements in the Modern World. NY: The Guilford Press (ISBN: 9781462542895).

### Work load

Type of course	Number of hours
Face to face	

Interactive courses	16.0
<b>Independent study</b>	
Personnal work	6.0
Collective project	8.0
<b>Independent work</b>	
Reading reference manuals	10.0
Research	10.0
<b>Total</b>	<b>50.0</b>

PREDICTIVE ANALYTICS FOR BUSINESS 2736		
2024 - 2025	Credit : 2.0	<b>IESEG - School of Management</b>
<b>Class code :</b>	2425_SYL_QMS_2736	QMS

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

### Prerequisites

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

### Learning objectives

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

- Build a data based predictive strategy, formalize a scoring problem
- Carry out a research relying on various predictive methods including regressions and machine learning.

This course aims at giving students a global contractor’s competence AND basic autonomy to address a prediction methods

- 3.B Propose creative solutions within an organization

### Course description

Predicting behaviour with data is the question addressed by “big data” or Machine Learning methods. These methods involve many fascinating issues. Most of them will be argued: expected value and business goals, quality assessment, real or apparent performances and even time series data ... This course provides a detailed step-by step methodology to deal with real world data predictive problems.

### Environmental and social impacts

### Assessment / Feedback

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

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

### Evaluation

Personalized mail feedback and interaction for each session work.

### Recommended reading

None.

### Work load

Type of course	Number of hours
Interactive courses	8.0
Directed work	8.0
Coaching	6.0
Personal work	4.0
Collective project	10.0
Individual project	6.0
Reading reference manuals	4.0
Research	4.0

Total

50.0

Group final project is started in class



ECONOMETRICS OF QUALITATIVE VARIABLES 2789		
2024 - 2025	Credit : 2.0	<b>IESEG - School of Management</b>
<b>Class code :</b>	2425_SYL_QMS_2789	QMS

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

### Prerequisites

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

### Learning objectives

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

### Course description

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

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

The second part discusses an adaptation of the traditional OLS regression called the Linear probability model. Given the drawbacks of this model, the third part is based on the Logit model which is the

recommended tool to predict such variables. The lecture introduces all elements needed to construct this model.

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

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

## Environmental and social impacts

### Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Participation	Exercise	Group project	End of term exam										
Nb of hours if written exam				2.0										
2nd session														
Coefficient	15.0	15.0	30.0	40.0										

### Evaluation

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

### Recommended reading

No specific book

### Work load

Type of course	Number of hours
Lecture	10.0

Coaching	6.0
Individual project	30.0
Reading reference manuals	2.0
Research	2.0
<b>Total</b>	



INTRODUCTION TO WELFARE ANALYSIS 3805		
2024 - 2025	Credit : 2	<b>IESEG - School of Management</b>
<b>Class code :</b>	2425_SYL_QMS_3805	QMS

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

### Prerequisites

None.

### Learning objectives

1. Understand the fundamental concepts of welfare economics.
  2. Analyze the impact of public policies on social welfare.
  3. Apply welfare analysis methods to assess economic policies and interventions.
  4. Develop critical thinking skills in the context of social and economic issues.
- 5.A Predict how business and economic cycles could affect organizational strategy
  - 6.B Synthesize multifaceted information from various sources across different functional fields
  - 1.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.C Organize change management processes
  - 4.C Convey powerful messages using contemporary presentation techniques
  - 5.C Employ state-of-the-art management techniques
  - 6.C Combine different skills and management disciplines in support of interdisciplinary responsibilities

## Course description

Session 1 (4 hours): Foundations of Welfare Economics

- Introduction to Welfare Economics: Concepts and Principles
- Pareto Efficiency and Social Welfare Functions
- Market Failures and Government Intervention

Session 2 (4 hours): Tools and Techniques of Welfare Analysis

- Cost-Benefit Analysis
- Measuring Welfare Changes: Consumer and Producer Surplus
- Introduction to Social Choice Theory

Session 3 (4 hours): Welfare Analysis in Public Policy

- Welfare Impact of Taxation and Subsidies
- Analysis of Public Goods and Externalities
- Case Studies: Welfare Analysis in Health and Education Policies (other domains can be explored)

Session 4 (4 hours): Contemporary Issues in Welfare Analysis

- Income Distribution and Inequality
- Environmental Economics and Welfare
- Globalization and Welfare Implications

Teaching Methods:

- Lectures
- Case Study Analysis
- Group Discussions
- Guest Lectures from Practitioners

## Environmental and social impacts

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Social development

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Human rights

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Community engagement

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Diversity, equity and inclusion

## Assessment / Feedback

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

## Evaluation



### Assessment and Grading Scheme:

- Midterm Exam: 30%
- Group Project: 40%
- Class Participation: 10%
- Final Exam: 20%

### Group Work Project:

- Students will be divided into groups to work on a project that involves conducting a welfare analysis of a specific government policy or economic intervention.
- The project will include a written report and a presentation.
- Criteria for evaluation will include the thoroughness of analysis, application of theoretical concepts, quality of presentation, and teamwork.

## Recommended reading

### Required Texts and Materials:

For this course on "Introduction to Welfare Analysis," I have selected textbooks and reading materials that provide a comprehensive understanding of welfare economics, its theoretical foundations, and practical applications. Here are some recommended books that could be highly beneficial for students:

1. "Public Finance and Public Policy" by Jonathan Gruber

This book provides a thorough overview of public economics, including discussions on government role, policy analysis, and current public debates. It's particularly strong in explaining how public policy affects economic efficiency and distribution.

2. "Social Welfare: A History of the American Response to Need" by Mark J. Stern and June Axinn

This book offers a historical perspective on social welfare in the United States, providing context for current welfare policies and debates.

3. "Welfare Economics and Social Choice Theory" by Allan M. Feldman and Roberto Serrano

An excellent resource for understanding the fundamentals of welfare economics and social choice theory. It's approachable for beginners and covers key concepts like efficiency, equity, public goods, and voting models.

4. "The Economics of Welfare" by Arthur C. Pigou

A classic text in the field of welfare economics. While some of its content is dated, its fundamental principles are still relevant and provide a solid foundation in the subject.

5. "Cost-Benefit Analysis: Concepts and Practice" by Anthony E. Boardman, David H. Greenberg, Aidan R. Vining, and David L. Weimer

This book is a comprehensive resource on cost-benefit analysis, a key tool in welfare analysis. It covers both the theory and the practicalities of conducting cost-benefit analyses.

6. "Poverty and Famines: An Essay on Entitlement and Deprivation" by Amartya Sen

Sen's work is crucial for understanding the application of welfare economics to issues like poverty and famine. His approach to welfare economics, focusing on capabilities and entitlements, is both influential and widely respected.

7. "Behavioral Economics and Public Policy: A Pragmatic Perspective" by Richard H. Thaler

Thaler's work introduces students to the intersection of psychology, economics, and public policy, which is increasingly relevant in modern welfare analysis

## Work load

Type of course	Number of hours
Lecture	15.0
Interactive courses	4.0
Coaching	1.0
Personnal work	10.0
Collective project	10.0

E-learning	5.0
Reading reference manuals	5.0
Research	10.0
<b>Total</b>	<b>60.0</b>



MANAGING NON-PROFIT ORGANIZATIONS: CSR & SPONSORSHIP STRATEGIES 2731		
2024 - 2025	Credit : 2.0	<b>IESEG - School of Management</b>
<b>Class code :</b>	2425_SYL_STS_2731	STS

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

### Prerequisites

No prerequisite.

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

### Learning objectives

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

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

More precisely, they will be able to:

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

## Course description

The course follows the following programme:

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

## Environmental and social impacts

## Assessment / Feedback

Assessment / Feedback														
Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Participation	Oral assessment	Group report											
Nb of hours if written exam														
2nd session														
Coefficient	30.0	35.0	35.0											

## Evaluation

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

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

## Recommended reading

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

## Work load

Type of course	Number of hours
Interactive courses	16.0
Personnal work	17.0
Collective project	17.0
<b>Total</b>	<b>50.0</b>

Total

50.0



INTRODUCTION TO DATA SCIENCE 2325		
2024 - 2025	Credit : 1	<b>IESEG - School of Management</b>
<b>Class code :</b>	2425_SYL_MIS_2325	MIS

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

### Prerequisites

None

### Learning objectives

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

1. Visualize data using Tableau
  2. Source data using SQL
  3. Analyze data using python
  4. Recall basic machine learning concepts
- 1.A Demonstrate an international mindset
  - 1.C Communicate effectively in English
  - 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

### Course description

This course explores introductory topics in data analytics including data visualization with Tableau, data sourcing using SQL, data analysis with python, and a short introduction to Machine Learning.

### Environmental and social impacts

### Assessment / Feedback

Rated element	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type of test	Individual project													
Nb of hours if written exam														
2nd session														
Coefficient	100													

### Evaluation

Students receive automated feedback on each of the quizzes they take throughout the course.

### Recommended reading

None

### Work load

Type of course	Number of hours
Individual project	25
E-learning	25

Total

50