



# SYLLABI

Courses for Incoming Exchange Students

Bachelor PGE

Lille

SPRING 2025

**Last Update: October 30, 2024**

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

<b>BUILDING AN EFFECTIVE POWER BASE 3295</b>		
2024 - 2025	Crédit : 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

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3.B Propose creative solutions within an organization

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5.D Make effectual organizational decisions

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6.A Thoroughly examine a complex business situation

### Course description

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

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

The course will have 3 main evaluations

Quizzes (MCQs). One quiz covering the mandatory readings at the start of every session: 40% of final grade

Written reflections. Students will be asked to apply the content of the session and write a reflection with their experience at the end of every session: 30% of final grade

Continuous assessment + class participation: 30% of final grade

### Environmental and social impacts

Across sessions, we discuss issues related to gender differences that illustrate how men and women differ in the way they gain, use power, and lose. We also have discussions about the ethical (mis)uses of power, and how people that abuse power negatively affect themselves and others.

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Diversité, équité et inclusion

## Assessment / Feedback

Element noté	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type d'épreuve	Exercice	Individual report	Participation											
Nbre heure si examen écrit														
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

Number of hours	Type of course
<b>Face to face</b>	
6.0	Lecture
10.0	Interactive courses
<b>Independent study</b>	
10.0	Personnal work
<b>Independent work</b>	
8.0	E-learning
8.0	Reading reference manuals
8.0	Research

Total

50.0



GEOPOLITICS OF BUSINESS 2781		
2024 - 2025	Crédit : 2.0	<b>IESEG - School of Management</b>
<b>Class code :</b>	2425_SYL_ECO_2781	ECO

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

### Prerequisites

Students should be familiar with basic concepts of International Relations and Economy and be aware of political news in the world

### Learning objectives

Understand the global powers map and how the political decision may impact the corporate activities  
Be able to integrate economic, social and geographic realities into the company's development strategy  
Be able to adapt to structural changes affecting the economy  
Develop a coherent long-term strategy and vision  
Build capacity to do an efficient Geopolitical Risk Analysis  
Assess and predict the impact of geopolitics events on strategic decisions of the firm

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

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

3.B Propose creative solutions within an organization

4.B Compose constructive personal feedback and guidance

4.C Convey powerful messages using contemporary presentation techniques

6.A Thoroughly examine a complex business situation

### Course description

-Introduction to Geopolitics: Geopolitical agents, Power, Globalization  
-The global powers map: Unilateralism, Multilateralism, Emergence.

- The implications for Business
- The management of the global risks and challenges: Terrorism- Global Warming...
- The implications for the company's development strategy
- The changing governance of International Trade and Implications for Business: Protectionism/ Free-Trade.
- Risks and opportunities for the company
- Could Business Shape the geopolitical landscape?

### Environmental and social impacts

Allows a better understanding of the societal, managerial and environmental impacts of political and economic decisions.

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Droits humains

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Démocratie

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Transparence et reporting

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Ressources naturel

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Modèles d'affaires durables

### Assessment / Feedback

Element noté	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type d'épreuve	Group project	Participation	End of term exam											
Nbre heure si examen écrit														
2nd session			true											
Coefficient	40.0	10.0	50.0											

### Evaluation

Oral Feedback after each project presentation and written feedback after the examination

### Recommended reading

- Hidden Geopolitics: Governance in a globalized world / John Agnew. Rowman & Littlefield Publishers, 2022
- Geopolitics: Making sense of a Changing world/ John Short. Rowman & Littlefield Publishers, 2021
- The return of Geopolitics: a Global Quest for the Right Side of History. Stolpe Publishing, 2022
- Geopolitics Decoding Intentions, Narratives, Lies and Future / K. Siddhartha, Ankit Shah. Kitab Mahal, 2023
- Principles for dealing with the changing world order: why Nations succeed and fail / Ray Dalio. Simon & Schuster, 2021

### Work load

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

AMERICAN CULTURE AND CIVILIZATION 1533		
2024 - 2025	Crédit : 2.0	<b>IÉSEG - School of Management</b>
Class code :	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

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1.A Demonstrate an international mindset

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1.B Successfully collaborate within a intercultural team

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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

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Droits du travail

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Eau

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Déchets

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Diversité, équité et inclusion

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Education

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Santé

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Droits humains

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Démocratie

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Communautés

### Assessment / Feedback

Element noté	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type d'épreuve	Presentation	Case study	Continuous assessment	Individual project										
Nbre heure si examen écrit														
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

### Work load

Number of hours	Type of course
16.0	Interactive courses
8.0	Personnal work
5.0	Collective project
10.0	Individual project
6.0	E-learning
5.0	Research



Total

50.0



GLOBAL SUSTAINABILITY & OPERATIONS MANAGEMENT 3161		
2024 - 2025	Crédit : 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

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4.C Convey powerful messages using contemporary presentation techniques

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

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

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

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## Course description

## 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.

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Modèles d'affaires durables

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Energie

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Ressources naturel

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Economie circulaire

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Santé

---

Eau

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Droits humains

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Transformation durable des entreprises

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Transparence et reporting

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Droits du travail

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Diversité, équité et inclusion

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Développement social

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Déchets

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Climat

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Biodiversité

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Metals

Scarcity

Scope 3

Raw materials

Circular economy

Waste management

Mass production

## Assessment / Feedback

Element noté	1	2	3	4	5	6	7	8	9	10	11	12	13	14
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Type d'épreuve	Participation	End of term exam	Group project											
Nbre heure si examen écrit														
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-ig3qhxN3h04JnLJDA-PMjYhoC8VkJQAvD\\_BwE](https://www.unicefusa.org/mission/sustainable-development-goals?gclid=CjwKCAiA76-dBhByEiwAA0_s9Z0AjCRRAM5X365tZX2Zx4DXhWkGI2-ig3qhxN3h04JnLJDA-PMjYhoC8VkJQAvD_BwE)  
Sustainable Development Goals - <https://sdgs.un.org/goals>  
Sustainable Development Goals - <https://www.un.org/sustainabledevelopment/sustainable-development-goals/>  
OE - [https://www.aveva.com/en/perspectives/blog/five-steps-for-defining-an-operational-excellence-plan/?utm\\_term=operational%20management&utm\\_campaign=G\\_S\\_A\\_NA\\_All\\_Campaign\\_Solution\\_Operations\\_Operational+Excellence+-+TOF&utm\\_source=adwords&utm\\_medium=ppc&hsa\\_acc=3968997322&hsa\\_cam=13787903238&hsa\\_grp=124872147255&hsa\\_ad=531876248639&hsa\\_src=g&hsa\\_tgt=kwd-297371389801&hsa\\_kw=operational%20management&hsa\\_mt=p&hsa\\_net=adwords&hsa\\_ver=3&gclid=CjwKCAiA76-dBhByEiwAA0\\_s9XYplnaqO1JnWY\\_bA4s6JozBfIjd0IHUOsqp-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_bA4s6JozBfIjd0IHUOsqp-tKdpdRhoKSUZjCVRBoCYHwQAvD_BwE)  
ESG and CSR: <https://thesustainableagency.com/blog/esg-vs-csr/>

### Work load

Number of hours	Type of course
12.0	Lecture
4.0	Interactive courses
4.0	Collective project
4.0	Individual project

6.0	Research	
<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	Crédit : 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 practiceµ.

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

Objective 1 :  
Comprehend the organisational data integration to deliver a better customer experience  
Knowing customers history, means adaptation to serve up experiences better tailored  
Structure data collection, work flow to reach revenue grows  
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 judgemen  
Excellence client, make your client an ambassador

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

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- 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
- 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.

Transparence et reporting

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**

Element noté	1	2	3	4	5	6	7	8	9	10	11	12	13	14

Type d'épreuve	End of term exam	Group project	Participation				Group project							
Nbre heure si examen écrit	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 understading 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

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

Distance learning	
0.0	remote videoconferencing
0.0	remote seminar
<b>Total</b>	
	50.0

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

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

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.

CROSS CULTURAL MARKETING 3160		
2024 - 2025	Crédit : 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 and relevant terminology (e.g. Decision Making Unit (DMU), OGSM, Hofstede)

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1.A Demonstrate an international mindset

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1.B Successfully collaborate within a intercultural team

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1.C Communicate effectively in English

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

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

---

2.C Generate sustainable solutions for organizations

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4.A Appraise the performance of a team

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4.B Compose constructive personal feedback and guidance

---

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

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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 (via OGSM framework) 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 (such as adaptation or standardisation strategy) 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**

CSR is thoroughly analysed and a more practical approach is provided by giving specific examples in which CSR has been applied.

Moreover, activities in-class will be developed concerning the CSR pyramid and how CSR can be communicated with the use of IBP.

Diversité, équité et inclusion

Développement social

CSR  
social marketing

Assessment / Feedback														
Element noté	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type d'épreuve	Multiple choice questions	Group project	Group report											
Nbre heure si examen écrit														
2nd session														
Coefficient	20.0	30	50											

**Evaluation**

The course uses three assessment mechanisms:

In-class contribution and test: 20%

(written and formative)

Group presentation: 30%

(oral and summative)

Group report: 50%

(written and summative)

Confronting the use of AI tools:

In-class contribution and test: 20%

(Students will be given a formative MCQ exam in class and on paper. All these confront the use of AI.)

Group presentation: 30%

(The group project is an oral presentation in class about a new brand development which the students have to develop from scratch. Questions are asked from me at the end of the presentation from which I can judge students' commitment and knowledge. As such the use of AI is confronted.)

Group report: 50%

(The group report is a written format of a new brand development which the students have to develop from scratch. It is based on the taught material and how the taught material can be applied to practice for the students' brand creation. It enables students to apply creative thinking and to develop their practical skills which decreases the chances to use AI tools.)

## Recommended reading

Ghauri, P. and Cateora, P. International Marketing. McGraw Hill Education, 2021 (5th edition)

Engelen, A., & Brettel, M. (2011). Assessing cross-cultural marketing theory and research. *Journal of Business Research*, 64(5), 516-523.

Filieri, R., Lin, Z., D'Antone, S., & Chatzopoulou, E. (2019). A cultural approach to brand equity: The role of brand mianzi and brand popularity in China. *Journal of Brand Management*, 26(4), 376-394.

Kusawat, P., & Teerakapibal, S. (2022). Cross-cultural electronic word-of-mouth: a systematic literature review. *Spanish Journal of Marketing-ESIC*.

Minkov, M. (2012). *Cross-cultural analysis: The science and art of comparing the world's modern societies and their cultures*. SAGE publications.

Woo, H., Kim, S., & Childs, M. L. (2019). Is this for our sake or their sake? Cross-cultural effects of message focus in cause-related marketing. *International Marketing Review*.

UNIQLO: A supply chain going global (<https://hbsp.harvard.edu/product/HK1085-PDF-ENG>)

ANCIENT GREEK SANDALS: The Case of Ancient Greek Sandals: Ethnic Heritage and Celebrity Endorsement (<https://www.bloomsburyfashioncentral.com/search-results?any=chatzopoulou>)

Additional readings and other materials are posted on ieseg-online

## Work load

Number of hours	Type of course
16.0	Interactive courses
9.0	Personnal work
10.0	Collective project
2.0	Individual project
4.0	E-learning
4.0	Reading reference manuals
4.0	Research

1.0	remote videoconferencing	
<b>Total</b>		50.0



COMPETITION LAW 2762		
2024 - 2025	Crédit : 2.0	<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

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

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1.A Demonstrate an international mindset

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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.

Modèles d'affaires durables

Diversité, équité et inclusion

Communautés

Transparence et reporting

### Assessment / Feedback

Element noté	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type d'épreuve	Continuous assessment	Case study	End of term exam											
Nbre heure si examen écrit														
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

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

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



PSYCHOLOGY OF THE NEGOTIATOR 2755		
2024 - 2025	Crédit : 2.0	<b>IÉSEG - 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

Diversité, équité et inclusion

Santé

Modèles d'affaires durables

### Assessment / Feedback

Element noté	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type d'épreuve	Participation	Individual project	Group project											
Nbre heure si examen écrit														
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

Number of hours	Type of course
16.0	Interactive courses

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

ENVIRONMENTAL LAW 2787		
2024 - 2025	Crédit : 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.

Climat

Ressources naturel

Economie circulaire

Eau

Déchets



## Assessment / Feedback

Element noté	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type d'épreuve	Continuous assessment	Case study	End of term exam											
Nbre heure si examen écrit			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 Sja fjell, Cambridge University Press, 2019.

International Environmental Law, Pierre-Marie Dupuy and Jorge E. Vinuales, Cambridge University Press, 2020.

Environmental law across cultures: comparaisons for legal practice, Kirk W.Junker, Routledge, 2019.

## Work load

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

Total

50.0



INDUSTRIAL ORGANIZATION & BUSINESS STRATEGIES 2776		
2024 - 2025	Crédit : 2.0	<b>IESEG - School of Management</b>
<b>Class code :</b>	2425_SYL_ECO_2776	ECO

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

### Prerequisites

- Macroeconomics
- Microeconomics
- Imperfectly Competitive Markets

### Learning objectives

This elective covers main topics in the field of Industrial Organization & Strategy. The learning objectives are as follows:

- To understand how price and non-price competition among firms affect economic welfare.
- To analyze and evaluate models of competitive, oligopolistic, and monopoly markets.
- To analyze and evaluate how firms' structure and conduct affect economic welfare and how these results feedback to effect structure and conduct.
- To understand the main schools of strategic business; how those strategies are implemented; the process needed to build business strategies and their impact on firm performance.
- To gain general knowledge about business from both the theoretical and practical perspectives.
- To have the analytical and evaluative skills necessary to diagnose a sector or a firms' strategic position (market, prices, barriers, R&D...).
- To understand how a firm chooses its competitive strategy and the effects of the contemporary business environment.

1.A Demonstrate an international mindset

1.B Successfully collaborate within a intercultural team

1.C Communicate effectively in English

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

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

2.C Generate sustainable solutions for organizations

3.A Breakdown complex organizational problems using the appropriate methodology

3.B Propose creative solutions within an organization

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4.A Appraise the performance of a team

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4.B Compose constructive personal feedback and guidance

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

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5.B Construct expert knowledge from cutting-edge information

---

5.D Make effectual organizational decisions

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6.A Thoroughly examine a complex business situation

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

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

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### Course description

The topics that will be covered are as follow:

Introduction to Industrial Organization & Theory of the Firm

- Concepts in Noncooperative Game Theory
- Competing Through Quantity and Price: Homogeneous Goods & Markets for Homogeneous Goods
- Competing Through Quantity and Price: Heterogeneous Goods
- Product Differentiation in Geographic or Characteristic Spaces
- Contemporary Strategy Analysis: Concepts, Techniques, Applications.
- Firm, market and strategies (Market share, Price level, Competitors, Concentration, Concentration's rates (CR4, CR8, HHI)).
- Some fields will be studied in depth: business law, management theories, industrial economics, problem-solving and decision-making, organizational behavior, policy and ethics, global business issues, conflict management and leadership.
- We will also include talks from business leaders who develop new products and processes that take into account issues like human rights, water scarcity, climate change, sustainable development, etc.
- Keys to Business Strategies as SWOTs, BCG MATRIX, Arthur D. Little MATRIX, MASON'S Model (SCP), Mickael Porter's Model (5 Forces), Cost-benefit analysis are used in combination with several other methods.

### Environmental and social impacts

In addition to the learning goals and objectives described above, this course also deals with the societal impacts when it comes to implementing firm strategies. This could be related to environmental concerns, climate changes, social dimension, labor law, governance, transparency... As part of the case study that the student must conduct, there's a special mention of the CSR impacts and the measure of these effects on business and firm's performance.

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Climat

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Diversité, équité et inclusion

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Transformation durable des entreprises

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Education

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Modèles d'affaires durables

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Communautés

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Ressources naturel

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### Assessment / Feedback

Element noté	1	2	3	4	5	6	7	8	9	10	11	12	13	14
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Type d'épreuve	End of term exam	Group project	Presentation	Participation										
Nbre heure si examen écrit	2.0													
2nd session	true													
Coefficient	50.0	10.0	30.0	10.0										

### Evaluation

Feedback will be given after each continuous assessment, exam using. This will be done in class, by email or on MYCOURSES.

### Recommended reading

- Nicholas Lee, Ian Ling, 2008, "Doing Business Research: A Guide to Theory and Practice", SAGE Publications
- Grant, Robert, M. « Contemporary Strategy Analysis », Text and cases edition, Seventh Edition, A John Wiley & Sons, Ltd, Publication, 2010.
- Mark Saunders, Philip Lewis and Adrian Thornhill, Research Methods for Business Students, Fourth Edition, 2007, Prentice Hall, Pearson Education.
- Oz Shy, Industrial Organization: Theory and Applications, Cambridge, MA: The MIT Press, 1995.
- Jean Tirole, The Theory of Industrial Organization, Cambridge, MA: The MIT Press, 1988.
- Stephen Martin, Advanced Industrial Economics (2nd ed.), Oxford, UK Blackwell Publisher, 2002.

### Work load

Number of hours	Type of course
12.0	Interactive courses
4.0	Directed work
10.0	Collective project
5.0	Individual project
4.0	E-learning
5.0	Reading reference manuals
6.0	Research

Total

50.0



CHALLENGES AND PERSPECTIVES OF THE EUROPEAN CONSTRUCTION 2759		
2024 - 2025	Crédit : 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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Développement social

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Droits humains

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Démocratie

### Assessment / Feedback

Element noté	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type d'épreuve	Participation	End of term exam	Presentation	Continuous assessment										
Nbre heure si examen écrit		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

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

UNDERSTANDING INCOME INEQUALITY IN THE 21ST CENTURY 2753		
2024 - 2025	Crédit : 2.0	<b>IÉSEG - 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.



Communautés

Droits humains

Modèles d'affaires durables

Droits du travail

Développement social

Economie circulaire

Démocratie

Diversité, équité et inclusion

Education

Transformation durable des entreprises

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

### Assessment / Feedback

Element noté	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type d'épreuve	End of term exam	Oral assessment												
Nbre heure si examen écrit	2.0													
2nd session	true													
Coefficient	70	30												

### 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

Number of hours

Type of course

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

IMPORT-EXPORT: SELLING AND NEGOTIATING 2777		
2024 - 2025	Crédit : 2.0	<b>IESEG - School of Management</b>
<b>Class code :</b>	2425_SYL_MKT_2777	MKT

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

### Prerequisites

None

### Learning objectives

Understand key issues in international trade  
 Anticipate and manage risks in international operations  
 Master transportation, payment and customs practices  
 Acknowledge regional specificities in international trade  
 Manage an international operation in a challenging environment

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.D Make effectual organizational decisions

5.B Construct expert knowledge from cutting-edge information

### Course description

This course is a practical introduction to international trade logistics international means of payment and garanties, customs and global trade risk avoidance based on real situations and cases.

### Environmental and social impacts

International trade faces a lot of criticism related to the environmental impact. As there is no way we can stop it, there are still solutions to reduce the impact of transportation by choosing carriers with sustainable practices, increasing delivery time in order to use less polluting solutions and optimize the flows of transportation, reducing paper use, and investing in new technologies.

Transformation durable des entreprises

Transport

### Assessment / Feedback

Element noté	1	2	3	4	5	6	7	8	9	10	11	12	13	14

Type d'épreuve	Case study	Participation	Group project											
Nbre heure si examen écrit														
2nd session														
Coefficient	50.0	10.0	40.0											

**Evaluation**

Both formative and summative case studies in group and a final individual test (2 case studies).

**Recommended reading**

J.Reuvid & J.Sherlock (2011), International Trade, ICC UK

**Work load**

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

Total

50.0



INTERNATIONAL BUSINESS STRATEGIES 2772		
2024 - 2025	Crédit : 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

Le cours examine, entre autres, l'impact des défis sociétaux et la crise écologique sur les stratégies des entreprises et des multinationales. Une session est notamment dédiée à l'analyse de la nécessité de collaborer entre différents acteurs organisationnels et institutionnels pour relever ces défis. Une autre session aborde spécifiquement les challenges sociaux et environnementaux auxquels les multinationales et leurs chaînes d'approvisionnement (Global supply chains) sont confrontées.

Développement social

Modèles d'affaires durables

Transformation durable des entreprises

### Assessment / Feedback

Element noté	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type d'épreuve	Multiple choice questions	Continuous assessment	Group project	End of term exam										
Nbre heure si examen écrit														
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

Number of hours	Type of course
24.0	Interactive courses

16.0	Personnal work
20	Collective project
<b>Total</b>	
60.0	



PRODUCT MANAGEMENT 2737		
2024 - 2025	Crédit : 2.0	<b>IÉSEG - 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

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

6.A Thoroughly examine a complex business situation

### Course description

Master the appropriate techniques of product management and demonstrate expertise through a group project based on a case study as well as in-class exercises (group and individual). Students will learn what elements of the marketing mix are most appropriate for each phase of the product lifecycle and then apply them to real-world problems.

### Environmental and social impacts

Many examples in the presentations and mini-cases directly address environmental (e.g., carbon neutral delivery, circular economy, durable enterprises) and societal concerns (e.g., inequality) through either problems depicted or via solutions offered. Students are encouraged to keep these concerns 'top-of-mind' when working on their in-class activities or group projects.

**Assessment / Feedback**

Element noté	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type d'épreuve	Group project	Continuous assessment	Participation											
Nbre heure si examen écrit														
2nd session														
Coefficient	65.0	20.0	15.0											

**Evaluation**

1) Formative feedback by the professor will be provided orally on interim progress of the group project as well as in-class group and individual exercises. 2) Summative feedback by the professor will be provided orally to groups at the completion of the group project. 3) Peer feedback will be provided on the final group project presentation.

**Recommended reading**

Mooradian, T. (2012). Strategic Marketing. Pearson.  
 Kotler, P and Armstrong G. (2023). Principles of Marketing, Global Edition. Pearson.  
 Ogilvy, D. (2023). Ogilvy On Advertising. Welbeck.  
 Solomon, M. (2019). Consumer Behavior: A European Perspective. Pearson.

**Work load**

Number of hours	Type of course
16	Interactive courses
10.0	Personal work



15.0	Collective project
<b>Independent work</b>	
5.0	E-learning
4.0	Research
<b>Total</b>	
	50.0



PREPARATION FOR TOEFL 0494		
2024 - 2025	Crédit : 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 Iéseg online, but this is left up to the student to decide how or when to use it. The student will have an idea of the extra practice needed

from the results of the work undertaken in class. Obligatory work on léseg online is also included.

### Environmental and social impacts

N/A

### Assessment / Feedback

Element noté	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type d'épreuve	Continuous assessment	Continuous assessment	Individual report	Oral assessment	End of term exam	Participation	Exercise	Exercise						
Nbre heure si examen écrit					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

Number of hours	Type of course
18.33	Interactive courses

20.0	Personnal work
11.67	Reading reference manuals
<b>Total</b>	
	50.0



NUDGE MARKETING 0671		
2024 - 2025	Crédit : 2	<b>IÉSEG - 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

Transformation durable des entreprises

Modèles d'affaires durables

Climat

Assessment / Feedback														
Element noté	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type d'épreuve	Multiple choice questions	Group project	Exercise	Participation										
Nbre heure si examen écrit														
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	
Number of hours	Type of course
16.0	Interactive courses
4.0	Coaching
10.0	Personnal work
4.0	Collective project

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



MOBILE MARKETING 0670		
2024 - 2025	Crédit : 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

### 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.

Communautés

Diversité, équité et inclusion

Transparence et reporting

Eco-responsibility

Electronic waste

Carbon footprint

Energy optimization

Sustainable design

### Assessment / Feedback

Element noté	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type d'épreuve	Midterm exam	Group project												
Nbre heure si examen écrit	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

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

Total

50.0



THE INTERNATIONAL PURCHASER 0813		
2024 - 2025	Crédit : 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

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

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

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6.A Thoroughly examine a complex business situation

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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

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### 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 producing 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.

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Economie circulaire

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Santé

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Ressources naturel

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Droits humains

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Eau

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Développement social

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Déchets

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Modèles d'affaires durables

Climat

Energie

Transparence et reporting

Biodiversité

Sourcing

Metals

Compliance

Audit

Scope 3

Balance of power

Friendshoring, nearshoring; globalization

### Assessment / Feedback

Element noté	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type d'épreuve	Continuous assessment	End of term exam	Participation											
Nbre heure si examen écrit		2.0												
2nd session		true												
Coefficient	30	60	10.0											

### Evaluation

On-demand return of corrected written exam with coments. Teacher available for any feeback.

### Recommended reading

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

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

### Work load

Number of hours	Type of course
6.0	Lecture

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

GLOBAL BRAND MANAGEMENT 0668		
2024 - 2025	Crédit : 2	<b>IÉSEG - 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.

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

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4.C Convey powerful messages using contemporary presentation techniques

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1.A Demonstrate an international mindset

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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

Students assess the efforts of a company in promoting not just recycling of materials but also for example alternative business models (e.g., renting) to facilitate more effective and complete circularity. In-class student group activities will ask students to evaluate a company's efforts against standards which help consumers to identify effective efforts vs. greenwashing.

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Economie circulaire

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Transformation durable des entreprises

## Assessment / Feedback

Element noté	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type d'épreuve	Participation	Group project	End of term exam	Continuous assessment										
Nbre heure si examen écrit			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

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

6.0	Research	
<b>Total</b>		50.0



INTERNATIONAL PURCHASING AND SUPPLY MANAGEMENT 2768		
2024 - 2025	Crédit : 2.0	<b>IESEG - School of Management</b>
<b>Class code :</b>	2425_SYL_MKT_2768	MKT

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

### Prerequisites

None

### Learning objectives

Understand the purchasing context, interrelationships with other stakeholders, core purchasing activities, contributions to strategic and business goals.  
 Design and undertake a basic supplier benchmarking, comparison and selection process.  
 Master supplier evaluation, selection and performance improvement processes used by purchasing managers.  
 Undertake basic private label projects for tangible products from concept to launching.  
 Acknowledge future trends in purchasing.

- 
- 1.A Demonstrate an international mindset

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  - 1.B Successfully collaborate within a intercultural team

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  - 3.B Propose creative solutions within an organization

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  - 4.B Compose constructive personal feedback and guidance

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  - 5.D Make effectual organizational decisions

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

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

### Course description

This is an introductory course to purchasing that aims at understanding the concept of purchasing and its impact on organizations. Topic content will include definition of purchasing, relationship between purchasing and strategy of the company; purchasing and supply chain. It explains also the importance and role of purchasing today, the purchasing process model, purchasing procedures, and quality. Criteria of choosing a supplier will be developed

including supplier evaluation, and supplier selection / development. This course also aims at explaining the purpose of developing private label products and strategy.

### Environmental and social impacts

Students have to understand that changes come from clients/purchasers, that green demand induces green supply and that the green solutions are not always more expensive but that they can turn to be more efficient and cost saving. Labor rights and ethics are also a part of the course, based on a case study and videos.

Modèles d'affaires durables

Droits humains

Déchets

Economie circulaire

Ressources naturel

Transformation durable des entreprises

Éthique

### Assessment / Feedback

Element noté	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type d'épreuve	Group project	End of term exam	Case study	Case study										
Nbre heure si examen écrit		1.0	1.0	1.0										
2nd session														
Coefficient	30.0	30.0	20.0	20.0										

### Evaluation

1 written assignment and 2 group projects

### Recommended reading

Purchasing and Supply Chain Management Lysons, K. and Farrington B. (2012), , 8th ed. Prentice Hal ;  
 Guideline for the Development of Chinese Suppliers Vodicka, Matthias (2007) VDM Verlag Dr. Muller

### Work load

**Number of hours**

**Type of course**

16.0	Lecture
20.0	Collective project
8.0	Reading reference manuals
6.0	Research
<b>Total</b>	
	50.0



APPLIED MARKETING ANALYSIS 2754		
2024 - 2025	Crédit : 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.

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1.B Successfully collaborate within a intercultural team

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1.C Communicate effectively in English

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3.A Breakdown complex organizational problems using the appropriate methodology

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3.B Propose creative solutions within an organization



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5.B Construct expert knowledge from cutting-edge information

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6.A Thoroughly examine a complex business situation

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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.

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Transparence et reporting

### Assessment / Feedback

Element noté	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type d'épreuve	Continuous assessment	End of term exam	Oral assessment	Group report										
Nbre heure si examen écrit		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**

Charrý 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**

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

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	Crédit : 2	<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

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1.A Demonstrate an international mindset

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

---

5.B Construct expert knowledge from cutting-edge information

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6.A Thoroughly examine a complex business situation

### Course description

Introduction to ICT + ICT figures

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

Understanding Millennials and their main expectations

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

8 major impacts and challenges:

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

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

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

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

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

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

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

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

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Démocratie

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Déchets

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Développement social

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Diversité, équité et inclusion

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Education

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Energie

---

Transformation durable des entreprises

**Assessment / Feedback**

Element noté	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type d'épreuve	End of term exam													

Nbre heure si examen écrit														
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

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

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



SOCIAL MEDIA MARKETING 2240		
2024 - 2025	Crédit : 2	<b>IÉSEG - 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.

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

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1.A Demonstrate an international mindset

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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.

Energie

Déchets

Modèles d'affaires durables

Ressources naturel

Communautés

Transformation durable des entreprises

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

### Assessment / Feedback

Element noté	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type d'épreuve	Participation	Exercice	Exercice	Group project										
Nbre heure si examen écrit														
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\\_media](http://www.mckinsey.com/insights/marketing_sales/demystifying_social_media)  
 BrandForward  
 BuildingBrands: [buildingbrands.com](http://buildingbrands.com)  
 eMarketer : [emarketer.com](http://emarketer.com)

**Work load**

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



Total

50.0



SALES OPTIMIZATION 2741		
2024 - 2025	Crédit : 2.0	<b>IESEG - School of Management</b>
Class code :	2425_SYL_MKT_2741	MKT

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

### Prerequisites

None

### Learning objectives

1.A Demonstrate an international mindset

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

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

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

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

### Course description

The course relies on sales for B2B business - B2C will be also used as example to explain tools:

- Marketing strategies to get leads: importance of identifying customer personas to use efficiently networking, lobbying, B2B exhibitions, phone prospecting, influence marketing, social promotions, ads, emailing, SMS, etc.
- Building long-term sales strategy linked with long-term relationships and loyalty.
- CRM with sales pipeline management as a key success factor.
- Understand performance for salespeople: motivation, personal characteristics and aptitude, recruitment,

selection, training, compensation, territory management.

The course is made of both theoretical presentations and numerous practical exercises (role plays).

Thanks to the group project, students will have to work on a sales optimization strategy for a real business case. So that they could select proper tools learnt in class applied to the real business context. They will also have to prepare role play with teacher as a buyer.

### Environmental and social impacts

Sustainability will be included in the course as an asset and a need for customer requests in our world. Business cases that are involved in sustainability will be used for role plays.

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Développement social

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Modèles d'affaires durables

### Assessment / Feedback

Element noté	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type d'épreuve	Participation	Exercice	Presentation											
Nbre heure si examen écrit														
2nd session														
Coefficient	20	40	40											

### Evaluation

Participation will be evaluated during the entire interactive course: attendance, punctuality and in-class active participation will be graded.

Final presentation and in-class exercises will also be graded. It is a very interactive course with lots of role plays. Students will get constructive individual oral feedbacks during the entire course in order to evolve by themselves.

### Recommended reading

### Work load

Number of hours	Type of course
16.0	Interactive courses

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



INTERNATIONAL FINANCE 2771		
2024 - 2025	Crédit : 3	<b>IÉSEG - 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

### 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

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1.A Demonstrate an international mindset

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5.B Construct expert knowledge from cutting-edge information

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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.

Transformation durable des entreprises

Modèles d'affaires durables

### Assessment / Feedback

Element noté	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type d'épreuve	Continuous assessment	Continuous assessment	Continuous assessment	Presentation	End of term exam									
Nbre heure si examen écrit	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

Number of hours	Type of course
24.0	Lecture

32.0	Personnal work
<b>Independent work</b>	
19.0	Reading reference manuals
<b>Total</b>	
	75.0



SUSTAINABILITY IN A DIGITAL WORLD 2721		
2024 - 2025	Crédit : 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 hollistically when taking a business decision

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

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

6.A Thoroughly examine a complex business situation

2.C Generate sustainable solutions for organizations

3.B Propose creative solutions within an organization

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)

Transformation durable des entreprises

Santé

Diversité, équité et inclusion

Transparence et reporting

Droits humains

Droits du travail

Economie circulaire

Développement social

Energie

Modèles d'affaires durables

Biodiversité

Déchets

Démocratie

Communautés

Education

Ressources naturel

Eau

Climat

### Assessment / Feedback

Element noté	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type d'épreuve	Group project	Continuous assessment	Individual report											
Nbre heure si examen écrit														
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

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

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

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

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



STRATEGY AND ORGANIZATION OF INNOVATION 2742		
2024 - 2025	Crédit : 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

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

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

The sessions are structured in the following way:

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

### Environmental and social impacts

The course covers these aspects through case studies discussed in class.

Diversité, équité et inclusion

Communautés

Développement social

### Assessment / Feedback

Element noté	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type d'épreuve	Presentation	Individual project	Participation											
Nbre heure si examen écrit														
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

Number of hours	Type of course
43.0	Lecture

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



INTERNATIONAL SUPPLY CHAIN MANAGEMENT AND LOGISTICS 2767		
2024 - 2025	Crédit : 3	<b>IESEG - 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.

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3.A Breakdown complex organizational problems using the appropriate methodology

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3.B Propose creative solutions within an organization

### 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

The course covers the topics of sustainable Supply Chain Management and sustainable Logistics, including innovative supply chain concepts, measuring sustainability in transportation and innovative, sustainable logistics solutions.

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Modèles d'affaires durables

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Energie

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Climat

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Démocratie

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Transparence et reporting

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Economie circulaire

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Transformation durable des entreprises

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Déchets

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Sustainable Logistics; Supply Chain Efficiency

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### Assessment / Feedback

Element noté	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type d'épreuve	Group project	End of term exam	Presentation											
Nbre heure si examen écrit		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

Harris, A., Dablanc, L.: European strategies for urban logistics: 16 case studies of innovative initiatives in Europe; Université Gustave Eiffel, Ivmt;

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>

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>

Guzmann-Carnaza, 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

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

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

<b>Work load</b>	
<b>Number of hours</b>	<b>Type of course</b>
24.0	Interactive courses
10.0	Collective project
15.0	Individual project
20.0	Reading reference manuals
11.0	Research
<b>Total</b>	
	80.0

GEOPOLITICS 2782		
2024 - 2025	Crédit : 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

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1.A Demonstrate an international mindset

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1.B Successfully collaborate within a intercultural team

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3.B Propose creative solutions within an organization

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6.A Thoroughly examine a complex business situation

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

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

---

5.B Construct expert knowledge from cutting-edge information

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1.C Communicate effectively in English

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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.)

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Droits humains

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Ressources naturel

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Communautés

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Démocratie

Assessment / Feedback														
Element noté	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type d'épreuve	Presentation	Continuous assessment	Participation											
Nbre heure si examen écrit														
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	
Number of hours	Type of course
4.0	Lecture
12.0	Interactive courses
10.0	Personnal work
16.0	Collective project



4.0	Reading reference manuals
4.0	Research
<b>Total</b>	
	50



FAMILY BUSINESS 3953		
2025 - 2025	Crédit : 2	<b>IÉSEG - School of Management</b>
Class code :	2425_SYL_ENT_3953	ENT

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

### Prerequisites

### Learning objectives

- 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
- 2.C Generate sustainable solutions for organizations
- 3.A Breakdown complex organizational problems using the appropriate methodology
- 5.C Employ state-of-the-art management techniques
- 5.D Make effectual organizational decisions
- 6.C Combine different skills and management disciplines in support of interdisciplinary responsibilities

### Course description

The overarching objective of the course is to introduce theories, knowledge, and practical applications in relation to family business. This objective is achieved through assigned readings, class discussions, case analysis, and a family business research project. Specifics issues include:

- \* The nature, importance, and uniqueness of family business

- \* The family dynamics challenge
- \* The ownership challenge
- \* The governance and professionalization challenge
- \* Succession: Next generation development and successor selection
- \* Succession and the transfer of power
- \* Governance of the family business: Boards of directors and shareholder meetings
- \* Governance of the business family: Family meetings, councils, and family offices

### Environmental and social impacts

The course discusses changing expectations about what constitutes effective governance in family firms, and how these changes have an impact on internal stakeholders, the business environment, and society in general.

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Transparence et reporting

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Transformation durable des entreprises

### Assessment / Feedback

Element noté	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type d'épreuve	Participation	Case study	Group project											
Nbre heure si examen écrit														
2nd session														
Coefficient	15.0	45.0	40.0											

### Evaluation

Feedback modalities (EN) – Feedback on the course assignments will be given on a regular basis.

### Recommended reading

- \* Selected Chapters from the textbook "Family Business" (Poza, E.)
- \* Article 1: "Family firms in India: Family involvement, innovation and agency and stewardship behaviors" (Asia Pacific Journal of Management)
- \* Article 2: "Conflict between controlling family owners and minority shareholders: Much ado about nothing?" (Entrepreneurship Theory and Practice)
- \* Article 3: "Succession planning in family firms: Family governance practices, board of directors, and emotions" (Small Business Economics)
- \* Article 4: "Financial performance and non-family CEO turnover in private family firms under different conditions of ownership and governance" (Corporate Governance International Review)

### Work load

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

NAVIGATING REMOTE WORK AND CONTINGENT WORK 2728		
2024 - 2025	Crédit : 2.0	<b>IÉSEG - 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

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1.B Successfully collaborate within a intercultural team

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3.B Propose creative solutions within an organization

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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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Diversité, équité et inclusion

well-being, quality of life

### Assessment / Feedback

Element noté	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type d'épreuve	Participation	End of term exam	Case study											
Nbre heure si examen écrit														
2nd session														
Coefficient	20.0	60	20											

### 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

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

Total

44.0



ETHICS OF ARTIFICIAL INTELLIGENCE 3798		
2024 - 2025	Crédit : 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**

The rapid and widespread introduction of AI into organizations is profoundly altering decision-making, work, cooperation and power processes, relations between managers and the various stakeholders, and professional identities. It creates a disruptive context in which future professionals will have to understand the opportunities and challenges linked with AI, and assess the ethical implications of the development and use of AI.

This course aims at preparing students conduct their (business) life with a high level of ethics and integrity and act on their values, in the age of AI. Focusing on the application to AI of the main normative ethical theories (deontology, utilitarianism, virtue ethics), the course will provide students with the analytical tools to identify and critically discuss ethical issues in AI, and their implications for business and society.

Topics of the course will include,: Fairness, bias, privacy, monitoring, human autonomy, labour rights, and the use of generative AI (Large Language Models).

Throughout this course, students will investigate (theoretically and practically) the impact of AI on business and society (as well as on a personal level) and reflect on how they can participate to shaping an ethical use

of AI. They will develop their critical thinking skills and moral muscle, prepare themselves to handle 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

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Modèles d'affaires durables

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Diversité, équité et inclusion

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Transparence et reporting

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Transformation durable des entreprises

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Droits humains

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Droits du travail

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Démocratie

Artificial Intelligence

Ethics

## Assessment / Feedback

Element noté	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type d'épreuve	Continuous assessment	End of term exam	Group project											
Nbre heure si examen écrit		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 University Press. ISBN: 9780198883098

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



EXPLORING THE AUDIT PROFESSION 2786		
2024 - 2025	Crédit : 2.0	<b>IÉSEG - 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

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1.C Communicate effectively in English

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

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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

The course introduces students to the life of an auditor: job content, challenges facing the profession, ...

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Education

### Assessment / Feedback

Element noté	1	2	3	4	5	6	7	8	9	10	11	12	13	14
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Type d'épreuve	Group project	Case study	End of term exam										
Nbre heure si examen écrit													
2nd session													
Coefficient	20.0	20.0	60.0										

### 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 ressources will be available on IOL.

### Work load

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

Total

50.0



WEALTH MANAGEMENT 3797		
2024 - 2025	Crédit : 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.

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Biodiversité

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Communautés

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Transformation durable des entreprises

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Diversité, équité et inclusion

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Développement social

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Eau

---

Droits humains

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Climat

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Déchets

---

Droits du travail

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Modèles d'affaires durables

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Transparence et reporting

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

<b>Assessment / Feedback</b>														
Element noté	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type d'épreuve	Group project	Participation	Presentation	End of term exam	Exercise									
Nbre heure si examen écrit				2										
2nd session														
Coefficient	20	10.0	10	40	20									

### Evaluation

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

### Recommended reading

1. Berns, David M., Modern Asset Allocation for Wealth Management. Hoboken, NJ: Wiley, 2020.
2. Butler, Jason. Financial Times Guide to Wealth Management, 2nd edition. Edinburgh: Pearson, 2015.
3. Charupat, Nart, Huang, Huaxiong, and Milevsky, Moshe A. Strategic Financial Planning over the Life Cycle. New York: Cambridge University Press, 2012.
4. Evensky, Harold, Horan, Stephen, M., and Robinson, Thomas R. The New Wealth Management. CFA Institute Investment Series. Hoboken, NJ: Wiley, 2011.

<b>Work load</b>	
<b>Number of hours</b>	<b>Type of course</b>
12.0	Lecture
4.0	Interactive courses
12.0	Personnal work
12.0	Collective project
<b>Total</b>	
	40.0

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

INTERNATIONAL FINANCIAL REPORTING 2770		
2024 - 2025	Crédit : 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.

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1.A Demonstrate an international mindset

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1.C Communicate effectively in English

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5.B Construct expert knowledge from cutting-edge information

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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

The objective of the course is to familiarize students with financial statements. It therefore focuses on understanding the reporting practices of firms, increasing transparency and the social role of accounting.

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Transparence et reporting

### Assessment / Feedback

Element noté	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type d'épreuve	End of term exam	Continuous assessment												
Nbre heure si examen écrit	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

### Work load

Number of hours	Type of course
24.0	Interactive courses
51.0	Personnal work

Total

75.0



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

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

### Prerequisites

A minimum level in computer skills is required :

- what is the extension of a file (e.g. xlsx, txt, .docx)
- how to edit a text file
- how to organize files in different folders
- basic knowledge on how to use the following applications: excel, word, canva, chatgpt

### 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

- Generative AI tools
- the basis of HTML and using wordpress
- Grounded theory and grounded action
- A/B testing
- Ethics of using cognitive biases in your online business
- Mindful techniques to reflect on the future of the company

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5.B Construct expert knowledge from cutting-edge information

---

1.A Demonstrate an international mindset

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1.B Successfully collaborate within a intercultural team

---

2.C Generate sustainable solutions for organizations

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3.A Breakdown complex organizational problems using the appropriate methodology

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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  
Use mindful techniques to reflect on the future directions of the company or to solve specific complex problems

**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.

- Santé
- Droits humains
- Eau
- Communautés
- Economie circulaire
- Droits du travail
- Diversité, équité et inclusion
- Climat
- Education
- Transformation durable des entreprises
- Développement social
- Déchets
- Energie
- Transparence et reporting
- Démocratie
- Biodiversité
- Ressources naturel
- Modèles d'affaires durables

**Assessment / Feedback**

Element noté	1	2	3	4	5	6	7	8	9	10	11	12	13	14
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Type d'épreuve	Multiple choice questions	Group project												
Nbre heure si examen écrit														
2nd session														
Coefficient	40	60												

### 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

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

Total

50.0



ENTREPRENEURIAL DECISION MAKING 2788		
2024 - 2025	Crédit : 2.0	<b>IESEG - 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.

Modèles d'affaires durables

**Assessment / Feedback**

Element noté	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type d'épreuve	Group report	Participation	Video	Group project										

Nbre heure si examen écrit														
2nd session														
Coefficient	30	10.0	40	20										

**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**

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

Total

50.0



BANKING, INSURANCE AND REGULATION 2757		
2024 - 2025	Crédit : 6.0	<b>IESEG - School of Management</b>
<b>Class code :</b>	2425_SYL_FIN_2757	FIN

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

**Prerequisites**

**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 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.

Transparence et reporting

Climat

Ressources naturel

Energie

Biodiversité

## Assessment / Feedback

Element noté	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type d'épreuve	Exercise	Exercise	End of term exam											
Nbre heure si examen écrit	0.5	0.5	2.0											
2nd session			true											
Coefficient	25	25	50											

## Evaluation

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

## Recommended reading

## Work load

Number of hours	Type of course
25.0	Lecture

5.0	Interactive courses	
15.0	Directed work	
45.0	Personnal work	
20.0	E-learning	
20.0	Reading reference manuals	
20.0	Research	
<b>Total</b>		150.0



RHETORIC AND DEBATE 2750		
2024 - 2025	Crédit : 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

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1.A Demonstrate an international mindset

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1.B Successfully collaborate within a intercultural team

---

1.C Communicate effectively in English

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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.

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Déchets

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Démocratie

Climat
Eau
Développement social
Ressources naturel
Droits du travail
Droits humains
Santé
Energie
Education
Diversité, équité et inclusion

**Assessment / Feedback**

Element noté	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type d'épreuve	Multiple choice questions	Oral assessment	Oral assessment											
Nbre heure si examen écrit														
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**

**Work load**

Number of hours	Type of course
16.0	Interactive courses

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

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



SUSTAINABLE SUPPLY CHAIN MANAGEMENT 2744		
2024 - 2025	Crédit : 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

### 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

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2.C Generate sustainable solutions for organizations

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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.

Déchets

Modèles d'affaires durables

Droits du travail

Climat

Economie circulaire

Transformation durable des entreprises

Ressources naturel

### Assessment / Feedback

Element noté	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type d'épreuve	End of term exam	Exercise	Group report	Presentation										
Nbre heure si examen écrit	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

**Number of hours**

**Type of course**

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

OMNICHANNEL MARKETING 3808		
2024 - 2025	Crédit : 2	<b>IÉSEG - School of Management</b>
<b>Class code :</b>	2425_SYL_MKT_3808	MKT

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

### Prerequisites

Principles of Marketing

### Learning objectives

Integrating sustainability into omnichannel marketing: Embedding environmentally conscious practices throughout marketing, students learn to assess and mitigate environmental impacts, craft eco-friendly campaigns, and nurture sustainable behaviors. They also explore social ramifications, prioritize ethics, and transparently measure sustainability, enabling effective, ethical, and environmentally responsible strategies.

2.C Generate sustainable solutions for organizations

3.B Propose creative solutions within an organization

6.A Thoroughly examine a complex business situation

### Course description

In this course, we will explore the world of omnichannel marketing, a strategy that integrates and coordinates all touchpoints and communication channels to provide a cohesive and consistent customer experience. We will learn how to connect online and offline channels, from physical stores and websites to social media and mobile apps, to create a unified and seamless brand experience.

Throughout the sessions, we will cover key topics such as:

1. Foundations of Omnichannel Marketing: Understanding what omnichannel marketing is and how it differs from multichannel marketing.
2. Developing Omnichannel Strategies: Analyzing how to create strategies that integrate all communication and sales channels, optimizing the customer experience across each one.
3. Sustainability in Omnichannel Marketing: Learning how to incorporate environmentally conscious practices into our strategies, assessing and mitigating environmental impacts.
4. Success Stories: Reviewing examples of commercial formats that have successfully implemented omnichannel strategies, identifying best practices and lessons learned.

This course is designed to equip you with the skills and knowledge necessary to design and implement effective, ethical, and sustainable omnichannel marketing strategies. Get ready to transform how brands connect with their customers in an increasingly digital and connected world.

### Environmental and social impacts

This course addresses the discipline's impacts on the environment and society by emphasizing the importance of sustainable marketing practices within omnichannel strategies. Students learn how marketing decisions can influence environmental conservation and social well-being through various channels. They explore how omnichannel marketing can be leveraged to promote eco-friendly products, raise awareness about environmental issues, and engage with socially responsible consumers.

Moreover, this course reflects transformations in the discipline related to environmental and social issues by integrating discussions on emerging trends and evolving consumer preferences.

It acknowledges the increasing demand for sustainability and social responsibility in marketing strategies and prepares students to adapt to these changes. Through industry insights and practical exercises, students gain an understanding of how omnichannel marketing is evolving to meet the demands of a more socially and environmentally conscious marketplace. By equipping students with the knowledge and skills to navigate these transformations, the course empowers them to drive positive change within the field of marketing while meeting business objectives.

Transparence et reporting

Droits du travail

Modèles d'affaires durables

Transformation durable des entreprises

Economie circulaire

Ressources naturel

Droits humains

Green marketing  
 Sustainable branding  
 Environmental responsibility  
 Ethical consumerism  
 Corporate social responsibility (CSR)  
 Sustainable supply chain  
 Circular economy  
 Eco-friendly products  
 Social impact marketing  
 Sustainable consumption  
 Greenwashing  
 Triple bottom line  
 Sustainable packaging  
 Ethical sourcing  
 Carbon footprint tracking  
 Fair trade  
 Climate change mitigation

**Assessment / Feedback**

Element noté	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type d'épreuve	Continuous assessment	Group project												
Nbre heure si examen écrit														
2nd session														
Coefficient	50.0	50.0												

**Evaluation**

The course will contain both formative and summative feedback methods. Formative feedback will be given via discussion, in-class feedback and peer-to-peer evaluation/feedback/critique. Summative feedback will be assessed via a group project and in-class exercises.

## Recommended reading

**Books:**

Levy and Weitz Mc Graw-Retailing Management- Hill, 6th edition, 2007 – 11th edition.

Mason, T., & Jarvis, S. (2023). Omnichannel retail: How to build winning stores in a digital world. Kogan Page Publishers.

Myerson, P. (2020). Omni-Channel Retail and the Supply Chain: Working Together for a Competitive Advantage. Productivity Press.

Piotrowicz, W., & Cuthbertson, R. (2019). Exploring omnichannel retailing: Common expectations and diverse reality. In Exploring Omnichannel Retailing (pp. 1-10). Springer, Cham.

**Journal articles:**

Cocco H., De-Juan Vigaray M., (2022), A Typology of Omnichannel Retailer Activities during the COVID-19 Pandemic, International Journal of Retail & Distribution Management, 50(8/9), pp. 1062-1094.

Cocco H., Demoulin N., (2022), Designing a seamless shopping journey through omnichannel retailer integration, Journal of Business Research, 150(November), pp. 461-475.

Cocco H., De Juan Vigaray M., (2021), Omnichannel Business Challenges during the COVID-19 Pandemic. 6th Colloquium on European Research in Retailing (CERR), Sophia Antipolis, France

Tueanrat, Y., Papagiannidis, S., & Alamanos, E. (2021). Going on a journey: A review of the customer journey literature. Journal of Business Research, 125, 336-353.

Verhoef, P. C., Kannan, P. K., & Inman, J. J. (2015). From multi-channel retailing to omni-channel retailing: introduction to the special issue on multi-channel retailing. Journal of retailing, 91(2), 174-181.

Verhoef, P. C., Lemon, K. N., Parasuraman, A., Roggeveen, A., Tsiros, M., & Schlesinger, L. A. (2009). Customer experience creation: Determinants, dynamics and management strategies. Journal of retailing, 85(1), 31-41.

## Work load

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



Total

50.0

Depending on the number of students in the group, individual and group activities will be adjusted to be as productive as possible for the students.



CONSUMER BEHAVIOR: NEW TRENDS 2765		
2024 - 2025	Crédit : 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

The course encourages students to develop their understanding in the following areas:

1. Understand key concepts of consumer behavior in an international environment.
2. Analyze and solve business problems taking into consideration different markets.
3. Leverage consumer behavior concepts and theories to identify situational, social and cultural influences on consumers to develop appropriate marketing strategies.
4. Construct an informed view about key responsible marketing issues towards consumption.

Successful marketing nowadays focuses on 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 covers content, including sustainable marketing, CSR, and ethical consumption, which meets the new trends of social transformation. In introducing consumer behavior, this course covers ongoing social-cultural transformations involving sustainability, and mindfulness. These themes are introduced, discussed and reflected through the duration of the course. We especially challenge students to see how the company they choose for their group project has integrated -- or could have integrated -- ethical aspects in their marketing strategies.

Transparence et reporting

Développement social

Déchets

Santé

Transformation durable des entreprises

ethical consumption

## Assessment / Feedback

Element noté	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type d'épreuve	Group project	Individual project												
Nbre heure si examen écrit		2.0												
2nd session														
Coefficient	50.0	50.0												

## Evaluation

Group project (40%) 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 (25%) essay with an given topic.

In class participation (35%)

The feedbacks are given through three approaches.

1. Written feedback will be provided on group in-class exercises and assignments, 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 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.

4.For the final essay: students will receive summative feedbacks together with grades.

**Recommended reading**

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

Wang, Z., Yuan, R., Luo, J., Liu, M. J., & Yannopoulou, N. (2023). Does personalized advertising have their best interests at heart? A quantitative study of narcissists' SNS use among Generation Z consumers. Journal of Business Research, 165, 114070.

Wang, Z., Yuan, R., Luo, J., & Liu, M. J. (2022). Redefining "masstige" luxury consumption in the post-COVID era. Journal of Business Research, 143, 239.

Work load	
Number of hours	Type of course
26.0	Interactive courses
18.0	Personnal work
23.0	Collective project
<b>Independent work</b>	
8.0	Research
<b>Total</b>	
<b>50.0</b>	

<b>MONEY AND CAPITAL MARKETS 2727</b>		
2024 - 2025	Crédit : 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).

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1.A Demonstrate an international mindset

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1.B Successfully collaborate within a intercultural team

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

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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.

Climat

Assessment / Feedback														
Element noté	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type d'épreuve	End of term exam	Exercise												
Nbre heure si examen écrit	2.0													
2nd session														
Coefficient	60.0	40.0												

### Evaluation

- Individual feedback
- Assignment/exercise feedback
- Group feedback

### Recommended reading

Work load	
Number of hours	Type of course
16.0	Lecture
14.0	Personnal work

10.0	E-learning
10.0	Research
<b>Total</b>	
50.0	



DATA ANALYTICS AND VISUALIZATION FOR FINANCE 2793		
2024 - 2025	Crédit : 6.0	<b>IÉSEG - 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

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1.A Demonstrate an international mindset

---

1.B Successfully collaborate within a intercultural team

---

1.C Communicate effectively in English

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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

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### 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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Energie

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Climat

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

### Assessment / Feedback

Element noté	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type d'épreuve	Individual project	Presentation												
Nbre heure si examen écrit														

2nd session														
Coefficient	40	60												

**Evaluation**

- Group feedback during presentations
- Individual feedback upon the assignment

**Recommended reading**

**Work load**

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



MANAGEMENT CONTROL MISSION 2723		
2024 - 2025	Crédit : 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

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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

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

---

5.B Construct expert knowledge from cutting-edge information

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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

This course covers topics related to key performance indicators that measure financial and non-financial performance. These KPIs are implemented in organizations to achieve strategic and sustainable objectives. In the case study which describes the implementation of a Balanced Scorecard in a non-profit organization, we discuss the pros and cons of this managerial tool.

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Modèles d'affaires durables

### Assessment / Feedback

Element noté	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type d'épreuve	Multiple choice questions	Group project	End of term exam											
Nbre heure si examen écrit														
2nd session														
Coefficient	10	30	60											

### 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

Number of hours	Type of course
2.0	Lecture
6.0	Interactive courses
8.0	Coaching
8.0	Personnal work
18.0	Collective project
6.0	E-learning

2.0	Research	
<b>Total</b>		50.0

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



NEGOTIATING INTERNATIONAL POLITICAL AGREEMENTS 2729		
2024 - 2025	Crédit : 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

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1.B Successfully collaborate within a intercultural team

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1.A Demonstrate an international mindset

---

1.C Communicate effectively in English

---

3.A Breakdown complex organizational problems using the appropriate methodology

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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.

Déchets

Economie circulaire

Climat

Démocratie

Transparence et reporting

## Assessment / Feedback

Element noté	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type d'épreuve	Group project	Participation	Group report	Individual report										
Nbre heure si examen écrit														
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

Number of hours	Type of course	
32.0	Interactive courses	
20.0	Collective project	
20.0	Individual project	
14.0	Reading reference manuals	
14.0	Research	
<b>Total</b>		100.0

CORPORATE FINANCIAL REPORTING & BUSINESS ENVIRONMENTS 2794		
2024 - 2025	Crédit : 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.

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1.A Demonstrate an international mindset

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5.B Construct expert knowledge from cutting-edge information

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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

This course develop DIVERSITY; I ensure that course materials reflect diverse perspectives, including case studies and examples from a variety of cultural and socio-economic backgrounds. This helps students understand the global impact of CSR practices.

I invite guest speakers from diverse backgrounds to share their experiences and insights on CSR in different cultural and organizational contexts. This exposes students to a broad range of viewpoints and best practices.

Diversité, équité et inclusion

Transparence et reporting

Assessment / Feedback														
Element noté	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type d'épreuve	Participation	Group project	Exercise	End of term exam	Case study									
Nbre heure si examen écrit														
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

I recommend to read 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	
Number of hours	Type of course
43.0	Interactive courses
72.0	Personnal work

35.0	Collective project
<b>Total</b>	



DIGITAL LEADERSHIP AND INNOVATION 3793		
2024 - 2025	Crédit : 2	<b>IESEG - School of Management</b>
<b>Class code :</b>	2425_SYL_MKT_3793	MKT

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

### Prerequisites

Students should have a foundational knowledge of innovation and marketing.

### Learning objectives

1. Critically reflect on the role of innovation in organisations and society. Assessed by group report, group presentation.
2. Critically reflect on the role leaders in driving innovation in organisations and society. Assessed by group report, group presentation.
3. Exercise judgement to recommend solutions for leaders driving innovation in organisations and society. Assessed by group report, group presentation, and individual reflection.

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1.B Successfully collaborate within a intercultural team

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

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1.A Demonstrate an international mindset

---

2.C Generate sustainable solutions for organizations

---

6.A Thoroughly examine a complex business situation

### Course description

In this course, students will learn about a new digital culture and mindset, transformational leadership, and how to define and establish an innovation for a particular target market.

### Environmental and social impacts

This course discusses how organisational leaders should engage their community in an inclusive way, to the mutual, sustainable benefit of both,



Diversité, équité et inclusion

Transparence et reporting

Modèles d'affaires durables

Transformation durable des entreprises

Communautés

Education

### Assessment / Feedback

Element noté	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type d'épreuve	Group project	Presentation	Individual report	Participation										
Nbre heure si examen écrit														
2nd session														
Coefficient	35.0	30.0	20.0	15.0										

### Evaluation

Students will receive ongoing verbal formative feedback, and post-assessment written summative feedback. Peer assessment will be used for group work.

### Recommended reading

Eberl, J. K., & Drews, P. (2021). Digital Leadership Mountain or molehill? A literature review. Innovation Through Information Systems: Volume III: A Collection of Latest Research on Management Issues, 223-237.

### Work load

Number of hours	Type of course
16.0	Interactive courses

20.0	Collective project
4.0	Individual project
<b>Independent work</b>	
10.0	Research
<b>Total</b>	
	50.0



OPTIMIZATION TECHNIQUES 2732		
2024 - 2025	Crédit : 6	<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.

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1.A Demonstrate an international mindset

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1.B Successfully collaborate within a intercultural team

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1.C Communicate effectively in English

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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

### 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.

Energie

### Assessment / Feedback

Element noté	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type d'épreuve	Participation	End of term exam	Group project	Exercise										
Nbre heure si examen écrit		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

Number of hours	Type of course
45.0	Interactive courses

20.0	Personal work
10.0	Collective project
10.0	Individual project
15.0	Reading reference manuals
<b>Total</b>	
100.0	



ARTIFICIAL INTELLIGENCE AND MACHINE LEARNING FOR FINANCE 2720		
2024 - 2025	Crédit : 2.0	<b>IÉSEG - 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 an overview of the vast body of materials on machine learning and artificial intelligence that have proven to have a significant practical value. It requires strong background in statistics, mathematics, and econometrics. The content of the course being practically oriented, concepts of Finance and Economics are required.

### Learning objectives

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

- To talk about key concepts in Machine Learning and Artificial Intelligence.
- To discuss the range of ML methods that can be applied to specific business problems.
- Discuss the place of these approaches in industry and in our day-to-day life.
- To understand basic practice in data science.
- To consider future business challenges with regards to Artificial Intelligence.

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

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5.B Construct expert knowledge from cutting-edge information

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6.A Thoroughly examine a complex business situation

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

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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

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

2.C Generate sustainable solutions for organizations

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

3.B Propose creative solutions within an organization

### Course description

This course is designed to provide an overview of machine learning and artificial intelligence approaches, and demonstrate how these techniques are applied in financial decision-making. Both theory and practice are discussed, with each session concluding with a discussion on the implications of AI/ML in the finance industry.

### 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.

Transformation durable des entreprises

Energie

Ressources naturel

Climat

Diversité, équité et inclusion

### Assessment / Feedback

Element noté	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type d'épreuve	End of term exam	Group report												
Nbre heure si examen écrit														
2nd session														
Coefficient	70.0	30.0												

### Evaluation

In-class discussions

(i) Group project:

Students work as if they were a team of AI consultants helping finance companies leverage AI for their businesses. Students must choose a finance company that has not implemented an AI strategy and help them identify an opportunity and suggest an AI solution that enhances the company's success in its AI endeavors, keeping in mind its added value and feasibility. Several pillars must be discussed, particularly ESG considerations. Students will need to make a slide presentation and will be evaluated based on that.

(ii) Final exam with open questions.

### Recommended reading

The Hundred-Page Machine Learning Book (Burkov)  
An Introduction to Statistical Learning (James et al.)  
Machine Learning Engineering (Burkov)  
Artificial Intelligence in Practice (Maar)

### Work load

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

ETHICS IN FINANCE 3649		
2024 - 2025	Crédit : 2	<b>IESEG - School of Management</b>
<b>Class code :</b>	2425_SYL_FIN_3649	FIN

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

### Prerequisites

Basic knowledge in finance (financial institutions and financial markets' organisation, investment and financing products from both retail and investment banking)

### Learning objectives

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

- Demonstrate an international mindset and explain the major intellectual theories of ethics as a basis for the analysis and resolution of ethical dilemmas in finance
- Solve professional dilemmas using concepts of CSR and ethics
- Understand how to manage interactions with those who oppose doing the right thing
- Generate sustainable solutions for organizations
- Relate ethical principles to the financial theory of the firm, stakeholder theory, takeovers, corporate social responsibility and governance, international businesses, machine learning and artificial intelligence
- Critically describe why and how you should use your power as a financial intermediary to influence other corporations to be ethical
- Apply CFA code of ethics and standards of professional conduct

1.B Successfully collaborate within a intercultural team

1.C Communicate effectively in English

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

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

2.C Generate sustainable solutions for organizations

3.A Breakdown complex organizational problems using the appropriate methodology

3.B Propose creative solutions within an organization

4.A Appraise the performance of a team

4.B Compose constructive personal feedback and guidance

4.C Convey powerful messages using contemporary presentation 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

Trust is fundamental to smooth functioning of finance and financial markets. And, to build trust, ethics plays an extremely prominent role. Ethical practices infuse trust among people and investors so that they recognize that markets are safe, fair, and robust to manipulations, so that they function efficiently. Moreover,

ethics in finance is reflective of the finance professionals' (both in corporate finance and investments) integrity that can benefit not only the market participants, but also all other stakeholders. Thus, ethics is also relevant to instilling investors' confidence in international financial markets.

To introduce the students to this importance of ethics in finance, this course will cover key concepts, definitions, issues, and general theories of business and finance ethics. The emphasis will be on real-world examples, scandals, and controversies that have impacted the public confidence in capital markets. The focus will be on providing students with uneasy questions and ethical dilemmas that will eventually leave them more aware of ethical issues faced by finance professionals not only in their work-lives, but also their day-to-day lives. The ideas discussed in this course will be useful to students in their future workplaces as a more practical perspective is presented through the CFA Institute Code of Ethics and Standards of Professional Conduct.

### Environmental and social impacts

This course explores the intersection of finance with environmental and societal impacts by introducing ethical theories and decision-making frameworks, while also partially examining corporate social responsibility (CSR) and sustainability. The course covers regulatory frameworks, market ethics, and the roles of financial institutions, and addresses the impact of technology and global perspectives. Practical applications, including case studies, help students navigate ethical dilemmas and promote sustainable and socially responsible financial practices.

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Droits humains

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Développement social

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Climat

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Communautés

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Diversité, équité et inclusion

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Education

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Droits du travail

### Assessment / Feedback

Element noté	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type d'épreuve	Presentation	Case study	Continuous assessment	Multiple choice questions										
Nbre heure si examen écrit														
2nd session														
Coefficient	50.0	20.0	10.0	20.0										

### Evaluation

Regular feedback during classes.

Additional detailed feedback given after the final project presentations.



## Recommended reading

### Required readings:

Bhidé, Amar. 2010. "The Judgment Deficit." *Harvard Business Review*. September: 44-53.  
Shefrin, H. & M. Statman, "Ethics, fairness and efficiency in financial markets", *Financial Analyst Journal*, Nov./Dec.1993.  
Sharp Paine, L., "Managing for organizational integrity", *Harvard Business School Review*, March/April 1994.  
Taleb, Nassim N., Daniel Goldstein, and Mark W. Spitznagel. 2009. "The Six Mistakes Executives Make in Risk Management." *Harvard Business Review*, October: 78-81.

+ others short texts that will be sent during classes

### General background reading:

#### In Finance:

Argandona, Antonio (Jan 2012): Three ethical dimensions of the financial crisis. Working paper IESE Business Schools.  
Bhidé, Amar. 2010. *A Call for Judgment: Sensible Finance for a Dynamic Economy*. New York: Oxford University Press.  
Boatright, John, *Ethics in Finance* (Third edition). Oxford, Blackwell, 2014.  
Boatright, John (Ed.), *Finance Ethics: Critical Issues in Theory and Practice*, Malden, Wiley, 2011.  
Boatright, John R. 2011. "Risk Management and the Responsible Corporation: How Sweeping the Invisible Hand?" *Business and Society Review*, 116: 145-170.  
De Bruin, Boudewijn. 2015. *Ethics and the Global Financial Crisis. Why Incompetence is Worse than Greed*. Cambridge University Press.  
Duska, Ronald F. *Ethical Issues in Financial Services* - chp.10. First published: 11 August 2017.  
<https://doi.org/10.1002/9781405164771.ch10>  
Group of Thirty (G30) 2016. *Banking Conduct and Culture. A Call for Sustained and Comprehensive Reform*. Washington D.C.  
Hendry, John, 2013. *Ethics and Finance. An Introduction*. Cambridge University Press.  
Ho, Karen (2009): *Liquidated. An ethnography of Wall-Street*. Duke University Press.  
Ho, Karen (2009): Disciplining investment bankers, disciplining the economy: Wall-Street's institutional culture of crisis and the downsizing of "Corporate America". *American Anthropologist*. Pp.177.  
Lewis, Michael. 2014. *Flash Boys. A Wall Street Revolt*. New York: Norton & Company  
O'Hara, Maureen, 2016. *Something for Nothing. Arbitrage and Ethics on Wall Street*. New York: Norton & Company.  
Power, Michael. 2007. *Organized Uncertainty*. Oxford: Oxford University Press.  
Schiller, Robert (2012): *Finance, Stewardship and our goals*. Princeton University.  
Tett, Gillian. 2009. *Fool's Gold*. New York: Free Press.  
Trevino, Linda, Gary R. Weaver, and Scott J. Reynolds. 2006. "Behavioral Ethics in Organizations: A Review. *Journal of Management* 32: 951-990.

#### On ethics:

Aristotle: *The nicomachean ethics*.  
Bauman, Zygmunt (1991): *The modernity of Holocaust*. Polity Press.  
Nussbaum, Martha; Sen, Amartya (1993). *The quality of life*. Oxford England New York: Clarendon Press Oxford University Press.  
Nussbaum, Martha (1995). *Poetic justice: the literary imagination and public life*. Boston, Massachusetts: Beacon Press.  
Nussbaum, Martha (2010). *Not for profit: why democracy needs the humanities*. Princeton, N.J: Princeton University Press.  
Palazzo, Guido, Krings, Francisca, Hoffrage, Ulriche (2011): *Ethical Blindness*. *Journal of Business Ethics*.  
Smith, Adam (1759): *The Theory of Moral Sentiments*.

CFA Institute materials (cases and publications): [www.cfainstitute.org](http://www.cfainstitute.org)

## Work load

Number of hours

Type of course

4.0	Lecture	
10.0	Interactive courses	
2.0	Coaching	
8.0	Personnal work	
12.0	Collective project	
14.0	Research	
<b>Total</b>		50.0

INTERNATIONAL BUSINESS LAW 2773		
2024 - 2025	Crédit : 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

This course helps students to understand and reflect on the international sustainability legal framework and to design CSR strategies and contracts to promote sustainability and the respect of human rights in the business context.

Droits humains

Transformation durable des entreprises

### Assessment / Feedback

Element noté	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type d'épreuve	Continuous assessment	Group project	End of term exam											
Nbre heure si examen écrit			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

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

8.0	Reading reference manuals
8.0	Research
<b>Total</b>	
50.0	



ARGUE LIKE A LAWYER AND OTHER LEGAL SKILLS FOR BUSINESSPEOPLE 2747		
2024 - 2025	Crédit : 2.0	<b>IÉSEG - 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

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1.C Communicate effectively in English

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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

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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.

Droits humains

Diversité, équité et inclusion

### Assessment / Feedback

Element noté	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type d'épreuve	Continuous assessment	Group project	End of term exam											
Nbre heure si examen écrit			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 IÉSEG 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>Number of hours</b>	<b>Type of course</b>
16.0	Lecture
8.0	Personnal work
8.0	Collective project
4.0	E-learning
4.0	Reading reference manuals
8.0	Research
<b>Distance learning</b>	
2.0	remote seminar
<b>Total</b>	<b>50.0</b>

INTERNATIONAL HRM 2769		
2024 - 2025	Crédit : 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.

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1.A Demonstrate an international mindset

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1.B Successfully collaborate within a intercultural team

---

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

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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.

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Diversité, équité et inclusion

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Développement social

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Droits du travail

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Droits humains

### Assessment / Feedback

Element noté	1	2	3	4	5	6	7	8	9	10	11	12	13	14
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Type d'épreuve	Group project	Participation	End of term exam											
Nbre heure si examen écrit			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

Number of hours	Type of course
16.0	Lecture
8.0	Interactive courses
34.0	Personnal work
14.0	Collective project
3.0	Individual project

Total

75.0



PRIVATE EQUITY 3799		
2024 - 2025	Crédit : 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

### 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.

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1.C Communicate effectively in English

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2.C Generate sustainable solutions for organizations

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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.

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Biodiversité

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Economie circulaire

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Climat

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Assessment / Feedback														
Element noté	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type d'épreuve	Individual project	Continuous assessment												
Nbre heure si examen écrit	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 Prah, 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 Prah, 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	
Number of hours	Type of course
16.0	Interactive courses
32.0	Personnal work

Total

50.0



GLOBAL BUSINESS ENVIRONMENT 2780		
2024 - 2025	Crédit : 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.

Diversité, équité et inclusion

Energie

Economie circulaire

Eau

Droits humains

Droits du travail

Modèles d'affaires durables

Développement social

Déchets

Communautés

Climat

Biodiversité

### Assessment / Feedback

Element noté	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type d'épreuve	Continuous assessment	End of term exam	Continuous assessment	Continuous assessment	Continuous assessment									
Nbre heure si examen écrit														
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

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

FINANCE AND CLIMATE CHANGE 2761		
2024 - 2025	Crédit : 2.0	<b>IÉSEG - School of Management</b>
<b>Class code :</b>	2425_SYL_FIN_2761	FIN

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

### Prerequisites

Good understanding of financial system functioning, types of financial institutions and main regulatory frameworks.

### Learning objectives

Upon successful completion of the course, students will have a thorough understanding of how to approach climate change in the financial sector, both from the environmental impact and financial risk sides. Students will be able to critically assess the underlying concepts and methodological choices called upon, and to discuss the robustness of hypotheses and types of data they build on. They will also get a concrete sense of current research and development trends in the field and of where the finance community is heading to.

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4.C Convey powerful messages using contemporary presentation techniques

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5.B Construct expert knowledge from cutting-edge information

### Course description

Climate change is one of the main threats and challenges of the century, and currently brings new constraints and objectives to the economy. In this course, we will focus on the role and function of the financial system in the face of this 'new' threat, from both the perspectives of financial risk, environmental impact, and contribution to the decarbonation of the economy. The course is made of mainly two parts. First part will be dedicated to understanding what climate change is, from a scientific perspective, and why this is so important for the financial sector, opening the same analysis for biodiversity and other environmental changes. We will then examine how financial stakeholders (from individuals to financial institutions to data providers to regulators) progressively grasped the topic, until it recently became a core issue for most actors of financial markets. This journey into climate-related finance will be centred on the articulation between the new 'demand' (from society, savers, regulators, supervisors, governments, ...) and the new 'supply' response from practitioners (banks, asset owners, asset managers, insurers, data&tool providers, ...), highlighting the most recent news and developments, progress and limitations, which new generations of professionals will have to overcome.

### Environmental and social impacts

This course is dedicated to sustainability, related to the financial sector. We are actually framing the difference between impact from environmental change to finance, and the reciprocal impact from financial activities to environmental changes. We focus on environmental sustainability, in particular on climate change, but do touch upon biodiversity and other main environmental topics. A major source is the IPCC, as well as research publications from the professor (Hugues Chenet).

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Energie

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Biodiversité

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Ressources naturel

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Climat

Assessment / Feedback														
Element noté	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type d'épreuve	End of term exam	Participation	Group project											
Nbre heure si examen écrit	2.0													
2nd session	true													
Coefficient	55.0	20.0	25.0											

### Evaluation

Type of work may be adjusted depending on the size of the class, within the same total workload.

Students are evaluated based on their in-class participation and interaction with the professor and the other students, contributions to group projects, oral presentations to the class. An individual final assessment will be held via a written exam.

Individual feedback will be provided on demand. Individual debrief meeting/call is systematically proposed by the professor.

### Recommended reading

Recommended readings:

- IPCC summaries for policy makers (working groups I,II,III), and/or synthesis report
- The Paris Agreement (official text, Wikipedia page), [https://unfccc.int/files/meetings/paris\\_nov\\_2015/application/pdf/paris\\_agreement\\_english\\_.pdf](https://unfccc.int/files/meetings/paris_nov_2015/application/pdf/paris_agreement_english_.pdf)
- Climate change news from LeMonde, TheGuardian, TheFinancialTimes, TheNewYorkTimes, etc.
- The Global Risks Report 2022, World Economic Forum, [https://www3.weforum.org/docs/WEF\\_The\\_Global\\_Risks\\_Report\\_2022.pdf](https://www3.weforum.org/docs/WEF_The_Global_Risks_Report_2022.pdf)
- European Commission Sustainable Finance Action Plan, [https://ec.europa.eu/info/business-economy-euro/banking-and-finance/sustainable-finance\\_en#overview](https://ec.europa.eu/info/business-economy-euro/banking-and-finance/sustainable-finance_en#overview)
- Socially Responsible Investing, [https://en.wikipedia.org/wiki/Socially\\_responsible\\_investing](https://en.wikipedia.org/wiki/Socially_responsible_investing)
- Bolton, P., Despres, M., Pereira da Silva, L. A., Samama, F., and Svartzman, R. (2020). The green swan: central banking and financial stability in the age of climate change. Bank for International Settlements (BIS), <https://www.bis.org/publ/othp31.pdf>
- Chenet, Hugues. 2019. "Climate Change and Financial Risk." SSRN Electronic Journal. <https://doi.org/10.2139/ssrn.3407940>
- Chenet, H., Kedward, K., Ryan-Collins, J., van Lerven, F., 2022. Developing a precautionary approach to financial policy – from climate to biodiversity, The INSPIRE Policy Briefing Paper Series. London. Available at <https://www.inspiregreenfinance.org/wp-content/uploads/2022/04/Chenet-et-al-April-2022-Developing-a-precautionary-approach-to-financial-policy-from-climate-to-biodiversity.pdf>
- Chenet, Hugues (2023) "Financial Institutions in the Face of the Environmental Emergency". Available at <http://dx.doi.org/10.2139/ssrn.4619966>

### Work load

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

SUSTAINABLE FINANCIAL PERFORMANCE 3800		
2024 - 2025	Crédit : 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

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2.C Generate sustainable solutions for organizations

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

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4.C Convey powerful messages using contemporary presentation techniques

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6.A Thoroughly examine a complex business situation

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

### Course description

According to Milton Friedman, the main responsibility of a company is the maximization of the shareholders' returns. For decades, environmental, social, and governance (ESG) and sustainable development responsibilities were not considered relevant by most of the companies that have been focusing on profit maximization.

Not only were sustainable development believed to merely have no incidence on financial performance, but they were also perceived as a potential burden to the latter, being related to cost increases.

Nevertheless, in the last twenty years, sustainable development issues revealed their influence not only on the profitability but also on the financial viability of several firms.

As a natural consequence, the asset allocation process began to evolve. In addition, growing sustainability awareness has been observed around the world.

This course provides an overview on sustainability and ESG framework and how it impacts on a company's overall financial performance and supports risk management. It examines each component in detail and provides insight into how they converge to impact a company and its stakeholders. The course also discusses how to look at corporate pressures & stakeholder expectations and their impact on risk identification and business success.

### Environmental and social impacts

This course is focused on assessing the relationship between sustainability and financial performance.

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Développement social

Démocratie

Climat

Transformation durable des entreprises

Transparence et reporting

Diversité, équité et inclusion

Assessment / Feedback														
Element noté	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type d'épreuve	Continuous assessment	Group project												
Nbre heure si examen écrit														
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

Number of hours	Type of course
16.0	Interactive courses

18.0	Personnal work
16.0	Collective project
<b>Total</b>	
50.0	



PEOPLE MANAGEMENT: APPLICATIONS IN OPERATIONS 3803		
2024 - 2025	Crédit : 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.

Education

Développement social

Communautés

Diversité, équité et inclusion

Droits du travail

Droits humains

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

Assessment / Feedback														
Element noté	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type d'épreuve	Group project	Continuous assessment	End of term exam	Case study										
Nbre heure si examen écrit			1.0											
2nd session														
Coefficient	20	20	30	30										

**Evaluation**

**Recommended reading**

Work load	
Number of hours	Type of course
16.0	Lecture
4.0	Personnal work



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

MANAGEMENT OF STRESS 2724		
2024 - 2025	Crédit : 2.0	<b>IESEG - School of Management</b>
<b>Class code :</b>	2425_SYL_HRM_2724	HRM

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

### Prerequisites

None

### Learning objectives

To study concept of stress and well-being in the context of work

- To understand the factors of stress
- To give tools to students to cope with stress
- To help them to keep some distance and to think about the notion of well-being at work and elsewhere

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

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

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2.C Generate sustainable solutions for organizations

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3.B Propose creative solutions within an organization

---

3.C Organize change management processes

---

4.B Compose constructive personal feedback and guidance

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6.A Thoroughly examine a complex business situation

### Course description

Management of stress can be useful to keep some distance regarding difficult situations. Due to the global context (ecological situation, corona crisis, war in Ukraine), such course can help students to care more about their emotions and themselves in general.

Some periods like exams and the search of a job can be delicate to cope with. This course (6 sessions in total) is focused on well-being and tools to deal with stress.

Some topics like happiness, emotions to manage, balance between work and private life, change management, choice of lifestyle and technics directly linked with stress are detailed (see syllabus).

### Environmental and social impacts

This course will deal with eco-anxiety but also about impact of higher pace in our life and how to deal with more uncertainty (tools and methods to help).

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Education

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Santé

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Climat

### Assessment / Feedback

Element noté	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type d'épreuve	Participation	Individual project	Presentation	Group project										
Nbre heure si examen écrit														
2nd session														
Coefficient	20.0	30.0	30.0	20.0										

### Evaluation

### Recommended reading

Regarding references, we will use the studies of psychologists, sociologists, medical researchers and even philosophers (e.g. work of Martin Seligman, Llona Boniwell, Christophe André, Frederic Lenoir and Fabrice Midal).

### Work load

Number of hours	Type of course
0.0	Lecture
16.0	Interactive courses
12.0	Personnal work
12.0	Collective project
7.0	Individual project

Total

47.0



PRODUCT INNOVATION 0674		
2024 - 2025	Crédit : 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

Design Thinking, Marketing Research,

### Learning objectives

- Understand the critical role of innovation for companies and the opportunities and challenges
- Understand the New Product Development Process and apply it to real life cases
- Understand, describe and evaluate actual product innovations
- 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

### Environmental and social impacts

This course will invite students to take an action on creating value for people, society and companies at the same time. The path is through innovative solutions which can be used in an international context (not country specific)

Diversité, équité et inclusion

Développement social

Economie circulaire

Modèles d'affaires durables

Climat

Communautés

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

### Assessment / Feedback

Element noté	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type d'épreuve	Group project	Individual report	Exercise											
Nbre heure si examen écrit														
2nd session														
Coefficient	30.0	40.0	30.0											

### Evaluation

This course will use a sequence of individual and group exercises that will be done both in-class and outside and will be graded sequentially to give students cumulative feedback. Oral collective in class feedback will be provided by the professor on these exercises.

Regarding the final exam, students will receive summative feedback in the form of individual written assessment grids.

Finally, peer evaluation will be used also to calibrate the internal contribution of each group member, potentially impacting the final individual grade on that project.

### Recommended reading

Osterwalder, A. and Pigneur, Y. (2011) Business Model Generation.

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

Value proposition design: Osterwalder, A. and Pigneur, (2015)

Work load	
Number of hours	Type of course
16.0	Lecture
8.0	Personnal work
16.0	Collective project
<b>Independent work</b>	
10.0	Research
<b>Total</b>	
	50.0

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

Level	Year	Semestre	Campus	Language of instruction
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.

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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

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

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

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

### Environmental and social impacts

Through this course, the student will learn to manage conflict in different contexts and cultures, consider the interests of third parties, and reflect on how and when to use Alternative Dispute Resolution (ADR) ethically. All those elements are essential to face the challenges and opportunities related to current environmental and mainly social issues.

### Assessment / Feedback

Element noté	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type d'épreuve	Participation	Group project	Individual project											
Nbre heure si examen écrit														
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

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



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



DIGITAL OPERATIONS MANAGEMENT 2791		
2024 - 2025	Crédit : 2.0	<b>IÉSEG - 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.

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4.C Convey powerful messages using contemporary presentation techniques

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6.A Thoroughly examine a complex business situation

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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).

Ressources naturel

Transformation durable des entreprises

Economie circulaire

### Assessment / Feedback

Element noté	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type d'épreuve	End of term exam	Group report	Presentation											
Nbre heure si examen écrit	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**

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

MANAGING LEARNING AND DEVELOPMENT IN ORGANIZATIONS 2725		
2024 - 2025	Crédit : 6.0	<b>IÉSEG - 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

Topics relating to learning in teams also address diversity. Topics relating to learning from observing others (socialization) also address gender socialization.

Diversité, équité et inclusion

## Assessment / Feedback

Element noté	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type d'épreuve	Group project	Continuous assessment	Individual project											
Nbre heure si examen écrit														
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

Number of hours	Type of course
37.0	Interactive courses
50.0	Collective project
13.0	Individual project
50.0	E-learning

Total

150.0

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).



PRODUCTION PLANNING AND CONTROL 2738		
2024 - 2025	Crédit : 2.0	<b>IESEG - School of Management</b>
Class code :	2425_SYL_OPS_2738	OPS

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

### Prerequisites

The students should have a basic mathematical understanding of algebra and probability theory. Furthermore, having attended an introductory course on Operations Management is advantageous.

### Learning objectives

1. Comprehend the different levels of the MRP 2 planning hierarchy
  2. Compare different shop floor control and planning principles, e.g., push and pull
  3. Apply various quantitative methods for forecasting, lot-sizing, etc.
  4. Assess the usefulness of quantitative methods depending on product portfolio and strategy
- 
- 5.A Predict how business and economic cycles could affect organizational strategy
- 
- 3.A Breakdown complex organizational problems using the appropriate methodology
- 
- 5.B Construct expert knowledge from cutting-edge information
- 
- 5.C Employ state-of-the-art management techniques

### Course description

This course introduces the students to the fundamental concepts in Production planning and control.

Sessions 1-2: The role and importance of the manufacturing sector in an international context will be elaborated and discussed. A short introduction on manufacturing technology and processes showcases the need for planning activities.

Sessions 3-4: Various forecasting techniques are introduced. This includes time series analysis, trend analysis, and seasonal demand forecasting. Real-world examples of more elaborate forecasting techniques using machine learning will be shown to the students as a sneak peek on more elaborated forecasting techniques.

Session 5: The students learn using the results from forecasting to conduct long-term resource planning by means of Sales & Operations planning, distinguishing two major strategies, i.e., the level and chase strategy.

### Session 6-7:

Equipped with forecasting knowledge, the students are introduced to short term inventory models. Those will be distinguished into deterministic (session 6) and stochastic models (Session 7). Deterministic models considered during this course are the Economic-Order-Quantity model (EOQ), Economic production quantity model (EPQ), (capacitated), and enterprise resource planning approaches, i.e., the Silver-Meal and Part-period balancing heuristics. Stochastic models will be limited to the newsvendor model and the considerations of safety stock in production systems. While these models have limitations in their practical application, after the course students should be able to decide in which situations (product type, demand) their use is appropriate and when it is not. Stochastic models may be adapted towards a company's strategy (high-price/excellent service vs. low price/moderate service), and their economical niche in which they operate. The link between a company's geographical and economical environment with their operational strategy will be discussed.

Session 8: Different shop floor concepts such as job shop, cellular manufacturing, and assembly lines are introduced and linked to production volumes which are derived from forecasts. The usefulness and application area of each of those concepts is discussed. The push- and pull based as well as hybrid production control of such manufacturing facilities is explained and reinforced by means of an in-class game.

Session 9: Summary and exam preparation

## Environmental and social impacts

We discuss how good planning avoids wasting resources, e.g., by overproduction.

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Energie

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Déchets

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Economie circulaire

## Assessment / Feedback

Element noté	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type d'épreuve	Group project	End of term exam												
Nbre heure si examen écrit		2.0												
2nd session														
Coefficient	20.0	80.0												

## Evaluation

Each session, students will practice their understanding by completing some exercises. Those will be corrected in the group for formative assessment. The efforts spent on exercises forms the participation grade while correctness is not graded. After the course, a paper-based end-of-term exam will be written, covering the entire course material. Feedback will be provided upon request in one-on-one Zoom or in-person meetings.

## Recommended reading

Work load	
Number of hours	Type of course
16.0	Lecture
22.0	Personnal work
10.0	Reading reference manuals
2.0	Research
<b>Total</b>	
	50



FUNDAMENTALS OF POLITICAL SCIENCES 2734		
2024 - 2025	Crédit : 4.0	<b>IESEG - 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

Droits humains

Démocratie

Education

### Assessment / Feedback

Element noté	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type d'épreuve	End of term exam	Presentation	Individual report	Multiple choice questions										
Nbre heure si examen écrit	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

Number of hours	Type of course
32.0	Interactive courses
20.0	Personnal work
28.0	Collective project
20.0	Research

Total

100.0

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



INTRODUCTION TO INEQUALITY MEASUREMENT AND ANALYSIS 3804		
2024 - 2025	Crédit : 2	<b>IESEG - 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

Santé

Ressources naturel

Développement social

Diversité, équité et inclusion

Climat

Démocratie

Energie

Education

Eau

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

### Assessment / Feedback

Element noté	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type d'épreuve	Participation	Group project	Midterm exam	End of term exam										
Nbre heure si examen écrit														
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

Number of hours	Type of course
6.0	Lecture
6.0	Interactive courses
4.0	Directed work

10.0	Personnal work	
<b>Total</b>		26.0



ASSOCIATIVE PROJECT 2241		
2024 - 2025	Crédit : 2	<b>IESEG - School of Management</b>
<b>Class code :</b>	2425_SYL_DEV_2241	DEV

Level	Year	Semestre	Campus	Language of instruction
Bachelor	3	S6	L / P	French

### Prerequisites

N/A

### Learning objectives

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

- Adopt a managerial posture when working in a team and analyze the posture taken during their associative mandate
- Manage their time and respect deadlines
- Mobilize the skills (hard and soft skills) acquired since their arrival at the School
- Compare the theory learned in class with the practical application in your association
- Exercise critical thinking skills
- Produce quality written work that is intellectually honest
- Make an effective, coherent and convincing oral presentation
- Provide relevant measurement indicators and make proposals for the future of the association

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1.B Successfully collaborate within a intercultural team

---

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

---

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

---

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 a device allowing to recognize the associative commitment of the students during their studies.

This elective works in the following way:

At the beginning of the semester, the students set objectives to reach in relation to their associative mandate (president, treasurer, secretary...). These objectives concern their functions within the association as well as the association as a whole.

## Environmental and social impacts

## Assessment / Feedback

Element noté	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type d'épreuve	Individual report	Oral assessment												
Nbre heure si examen écrit														
2nd session														
Coefficient	60	40												

## Evaluation

Oral defense with comments on the report and the oral defense

## Recommended reading

## Work load

Number of hours

Type of course

50	Individual project	
<b>Total</b>		50



ART, LUXURY AND TRADE 2756		
2024 - 2025	Crédit : 2.0	<b>IESEG - School of Management</b>
<b>Class code :</b>	2425_SYL_DEV_2756	DEV

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

### Prerequisites

Curiosity and interest for art, fashion and artistic culture.

### Learning objectives

Art, Luxury and Trade is an interdisciplinary course covering the areas of:

- The emergence and establishment of the art market (Renaissance to the present day) – with an emphasis on the contemporary art market (actors, prices, particularities, latest trends, legal frameworks, etc.)
- The Valuation and Pricing of Contemporary Artworks (How to become an “emerging” or an “established” artist / How is the artist’s rating built)
- Fashion history (from the 17th century to the 1960s): establishment of the French luxury goods trade; how Paris and France strongly influenced the fashion history.
- Art and management in the luxury sector: links between history of art and luxury products
- General knowledge of the fashion sector and its creators.
- Actors and professionals of the art market (general presentation of the sector and some career possibilities)

This intensive course will give you an overview of these different questions, offering basic elements to invite you to explore a particular aspect of this field on your own, within the framework of more in-depth group presentations.

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

---

4.C Convey powerful messages using contemporary presentation techniques

---

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

---

2.C Generate sustainable solutions for organizations

---

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

---

4.A Appraise the performance of a team

---

1.A Demonstrate an international mindset

---

1.B Successfully collaborate within a intercultural team

---

1.C Communicate effectively in English

---

3.B Propose creative solutions within an organization

---

### Course description

Presentation of the course (plan for the sessions)

Intensive course: Fours sessions, from Monday to Thursday, usually in March (Lille or Paris)

Monday :

1. Course Presentation / The Art Market-I
2. Fashion History-I: 17th-18th c.
3. The Actors of the Art Market-I

Tuesday :

1. The Art Market-II
2. Fashion History-II: 19th and early 20th c.
3. The Actors of the Art Market-II

Wednesday :

1. The Making of Value and Prices /The Art Market-III /
2. Fashion History-III: 20th c.
3. The Actors of the Art Market-III

Thursday : 1 to 3. Oral Group Presentations: presentations of projects on an artistic or a luxury trade  
(a precise artist, brand and their trade)

### Environmental and social impacts

### Assessment / Feedback

Element noté	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type d'épreuve	Continuous assessment	End of term exam												
Nbre heure si examen écrit		2.0												
2nd session														
Coefficient	60.0	40.0												

### Evaluation

Oral feedback after the group presentations.



## Recommended reading

First of all, take a look at the PDFs uploaded on MyCourses: they will give you the main elements of the course and will be essential for your revisions.

Additional bibliography:

G. Adam , La face cachée du marché de l'art, Paris, 2017

S. Cavaliero, F. Elkaïm, C. Pirot de Corbion, « Les métiers du marché d'art », Paris, 2013.

M-A. De Boisdeffre et H. Chayette, Les 100 mots du marché de l'art, Paris (PUF, Que sais-je ?), 2014

R. Moulin, Le marché de l'art. Mondialisation et nouvelles technologies, Paris, 2003

J. N. Kapferer, V. Bastien, The Luxury strategy : break the rules of Marketing to build Luxury brands, 2012.

Work load	
Number of hours	Type of course
<b>Face to face</b>	
16.0	Interactive courses
10.0	Personnal work
10.0	Collective project
<b>Independent work</b>	
2.0	Reading reference manuals
2.0	Research
<b>Total</b>	
40.0	

GEOGRAPHY AND CLIMATE CHANGE: EVOLUTION AND PERSPECTIVES 2783		
2024 - 2025	Crédit : 2.0	<b>IESEG - 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

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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**

Modèles d'affaires durables

Biodiversité

Déchets

Climat

**Assessment / Feedback**

Element noté	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type d'épreuve	Case study	Group project	End of term exam	Participation										
Nbre heure si examen écrit			2.0											
2nd session														
Coefficient	10	30	50	10										

**Evaluation**

**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	
Number of hours	Type of course
13	Interactive courses
3.0	Directed work
10	Personnal work
14	Collective project
10	Individual project

Total

50

Validation works:

- Individual work: a case study of a specific and precise issue (e.g. "Geopolitical impact of melting Arctic Ice", "Worldwide resource scarcity"). Submitted in writing to the teacher at the beginning of session 8. 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%



ESSENTIAL HR TOOLS FOR FUTURE MANAGERS 0338		
2024 - 2025	Crédit : 2	<b>IESEG - School of Management</b>
<b>Class code :</b>	2425_SYL_HRM_0338	HRM

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

**Prerequisites**

None

**Learning objectives**

1. Understand the HR duties and the utility of HR whatever one's managerial position is and explain how an HR department is organized 2. List and explain how to train a future team with learning and development tools 3. Explain and use the full process of recruitment tools for future employee recruitments 4. Understand the role of a manager concerning diversity, social issues, prevention, psychological risks and their legal requirements 5. List and explain the HR tasks of a manager from on-boarding to departure of his/her employee, including compensation, administrative tasks, performance, feedbacks and retention issues

4.A Appraise the performance of a team

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

**Course description**

"Forget all your stereotypes about Human Resources (HR) and enter the concrete world of business with the best HR knowledge, tools and techniques. Whether you'll be a trader, a marketing director, an entrepreneur or many other things, you will face HR issues during your entire career. The main goal of this elective is to give you the keys to manage your daily duties with success. In doing so, this elective complements the

"Introduction to Human Resources Management" course, with a practical overview of Human Resources activities (which you will face directly or indirectly in your career). Taking a participative approach, it explores a practical overview of the HR role (1); the use of training tools and learning & development strategies (2); the full process of recruitment (3); Managerial duties from on-boarding to the departure of an employee (4); Legal requirements and ethics issues (5); a wrap up and final assignment (6)."

### Environmental and social impacts

### Assessment / Feedback

Element noté	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type d'épreuve	Participation	Individual report	Group project											
Nbre heure si examen écrit														
2nd session														
Coefficient	20.0	40.0	40.0											

### Evaluation

The course assessment consists of four components: (1) participation during the sessions (20%); (2) individual written assignment (40%); (3) a group assignment (40%)

### Recommended reading

All resources will be made available on MyCourses

### Work load

Number of hours	Type of course
16.0	Interactive courses

17.0	Collective project
17.0	Individual project
<b>Total</b>	
50.0	



RESILIENT LEADERSHIP IN INTERCULTURAL CONTEXTS 2740		
2024 - 2025	Crédit : 2.0	<b>IÉSEG - 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.

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1.A Demonstrate an international mindset

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1.B Successfully collaborate within a intercultural team

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1.C Communicate effectively in English

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

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2.C Generate sustainable solutions for organizations

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3.B Propose creative solutions within an organization

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4.C Convey powerful messages using contemporary presentation techniques

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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

Diversité, équité et inclusion

### Assessment / Feedback

Element noté	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type d'épreuve	Presentation	Group project	End of term exam											
Nbre heure si examen écrit														
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

Number of hours

Type of course

16.0	Lecture	
20.0	Personnal work	
8.0	Collective project	
<b>Independent work</b>		
3.0	Reading reference manuals	
3.0	Research	
<b>Total</b>		50.0

WORKING EFFECTIVELY IN INTERCULTURAL TEAMS 2784		
2024 - 2025	Crédit : 2.0	<b>IESEG - School of Management</b>
Class code :	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

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1.A Demonstrate an international mindset

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1.B Successfully collaborate within a intercultural team

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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

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Communautés

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Diversité, équité et inclusion

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Développement social

### Assessment / Feedback

Element noté	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type d'épreuve	Group project	Video												
Nbre heure si examen écrit														
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

Number of hours	Type of course
16.0	Interactive courses
2.0	Collective project
20.0	Individual project

Total

38.0



WHY CULTURE MATTERS 2792		
2024 - 2025	Crédit : 2.0	<b>IESEG - School of Management</b>
Class code :	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

Element noté	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type d'épreuve	End of term exam	Group project												
Nbre heure si examen écrit	1.5													
2nd session														
Coefficient	40.0	60.0												

### Evaluation

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

### Recommended reading

### Work load

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

Total

50.0



DATA ANALYTICS FOR BUSINESS 3316		
2024 - 2025	Crédit : 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

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3.A Breakdown complex organizational problems using the appropriate methodology

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4.C Convey powerful messages using contemporary presentation techniques

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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

Element noté	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type d'épreuve	Multiple choice questions	Individual project												
Nbre heure si examen écrit														
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

### Work load

Number of hours	Type of course
25	Personnal work
25	E-learning





TECHNOLOGY AND STRATEGY 2745		
2024 - 2025	Crédit : 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

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1.B Successfully collaborate within a intercultural team

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1.C Communicate effectively in English

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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

Element noté	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type d'épreuve	Group report	End of term exam												
Nbre heure si examen écrit														
2nd session														
Coefficient	30	70												

### 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

Number of hours	Type of course
<b>Face to face</b>	
16.0	Lecture
10.0	Personnal work
10.0	Collective project
14.0	Reading reference manuals

Total

50.0



DATA ANALYTICS FOR BUSINESS PROFESSIONALS USING EXCEL/VBA 0874		
2024 - 2025	Crédit : 2.0	<b>IESEG - School of Management</b>
<b>Class code :</b>	2425_SYL_OPS_0874	OPS

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

### Prerequisites

This course has no prerequisites

### Learning objectives

- Understand the importance of computer programming in decision making (AOL 5.D, 6.C) - Automate repetitive/complex tasks using Excel VBA (AOL 3.A, 6.C) - Understand the basic programming structures in VBA (conditional statements, loops, arrays, ? ) -Work in a group project and tackle a complex problem using Excel/VBA (AOL 3.A, 3.B, 5.B, 6.C)

1.B Successfully collaborate within a intercultural team

1.C Communicate effectively in English

3.B Propose creative solutions within an organization

5.B Construct expert knowledge from cutting-edge information

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

6.A Thoroughly examine a complex business situation

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

### Course description

- Review of some advanced Excel functionalities - Excel macro recorder (absolute and relative macro recording) - Referencing ranges, workbooks and worksheets - Basic VBA programming structures (variables, conditional statements, loops, arrays, ? ) - Working with user forms (if time permits)

### Environmental and social impacts

### Assessment / Feedback

Element noté	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type d'épreuve	Group project	Exercise												
Nbre heure si examen écrit														
2nd session														
Coefficient	50	50												

### Evaluation

### Recommended reading

Excel 2016 Power Programming with VBA - Michael Alexander, Richard Kusleika

### Work load

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

**Total**

50.0



<b>MIGRATION STUDIES 2726</b>		
2024 - 2025	Crédit : 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 in 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

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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

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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

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

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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**

Element noté	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type d'épreuve	Participation	Group project	End of term exam											
Nbre heure si examen écrit			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**

Number of hours	Type of course
16.0	Interactive courses

6.0	Personal work
8.0	Collective project
10.0	Reading reference manuals
10.0	Research
<b>Total</b>	
50.0	



PREDICTIVE ANALYTICS FOR BUSINESS 2736		
2024 - 2025	Crédit : 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

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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

Element noté	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type d'épreuve	Continuous assessment	End of term exam	Group project											
Nbre heure si examen écrit		1.5												
2nd session														
Coefficient	20.0	40.0	40.0											

### Evaluation

Personalized mail feedback and interaction for each session work.

### Recommended reading

### Work load

Number of hours	Type of course
8.0	Interactive courses
8.0	Directed work
6.0	Coaching
4.0	Personal work
10.0	Collective project
6.0	Individual project



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

Group final project is started in class



ECONOMETRICS OF QUALITATIVE VARIABLES 2789		
2024 - 2025	Crédit : 2.0	<b>IÉSEG - 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

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3.A Breakdown complex organizational problems using the appropriate methodology

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3.B Propose creative solutions within an organization

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

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

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5.D Make effectual organizational decisions

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6.A Thoroughly examine a complex business situation

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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														
Element noté	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type d'épreuve	Participation	Exercise	Group project	End of term exam										
Nbre heure si examen écrit				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

Number of hours	Type of course
10.0	Lecture

6.0	Coaching
30.0	Individual project
2.0	Reading reference manuals
2.0	Research
<b>Total</b>	



INTRODUCTION TO WELFARE ANALYSIS 3805		
2024 - 2025	Crédit : 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

### 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

### 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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Droits humains

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Développement social

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Communautés

---

Diversité, équité et inclusion

### Assessment / Feedback

Element noté	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type d'épreuve	Participation	Continuous assessment	Group project	End of term exam										
Nbre heure si examen écrit														
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

Number of hours	Type of course
15.0	Lecture
4.0	Interactive courses
1.0	Coaching

10.0	Personnal work	
10.0	Collective project	
5.0	E-learning	
5.0	Reading reference manuals	
10.0	Research	
<b>Total</b>		60.0

MANAGING NON-PROFIT ORGANIZATIONS: CSR & SPONSORSHIP STRATEGIES 2731		
2024 - 2025	Crédit : 2.0	<b>IÉSEG - 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

Element noté	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type d'épreuve	Participation	Oral assessment	Group report											
Nbre heure si examen écrit														
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

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



Total

50.0



RESPONSIBLE LEADERSHIP 2361		
2024 - 2025	Crédit : 2	<b>IESEG - School of Management</b>
<b>Class code :</b>	2425_SYL_STS_2361	STS

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

### Prerequisites

### Learning objectives

Learning goals

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

1. Understand the key dimensions of ethical leadership in different business settings
2. Solve business ethics dilemmas using concepts of corporate responsibility and ethics
3. Apply a range of ethical theories and frameworks to generate responsible management practices for organizations

---

2.C Generate sustainable solutions for organizations

---

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

---

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

---

1.B Successfully collaborate within a intercultural team

---

1.C Communicate effectively in English

### Course description

In this elective, students will engage in 6 thematic discussions exploring the relevance of business ethics concepts and tools in different dimensions of managerial decision-making, with the aim of learning the different (theoretical and practical) components of Responsible Leadership. These include six different topical themes, from remote work to AI and effective altruism. Each class features a timely case study and an opportunity for students to work in teams to reflect on key lessons from that case. The final assignment gives an opportunity to dive deeper into one topic and conduct additional research to draw personal lessons for future career and personal development.

## Environmental and social impacts

### Assessment / Feedback

Element noté	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type d'épreuve	Participation	Group project	Individual report											
Nbre heure si examen écrit														
2nd session														
Coefficient	20	35	45											

### Evaluation

Team feedback is given following each presentation, and detailed written feedback is given to the individual assignments.

### Recommended reading

### Work load

Number of hours	Type of course
16.0	Interactive courses
4.0	Personnal work
12.0	Collective project
4.0	Individual project

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



DOCUMENTARIES, FILMS AND SUSTAINABILITY: THE GOOD, THE BAD, THE UGLY 2790		
2024 - 2025	Crédit : 2.0	<b>IESEG - School of Management</b>
<b>Class code :</b>	2425_SYL_STS_2790	STS

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

### Prerequisites

### Learning objectives

1. describe and contrast sustainability themes and their role in storytelling through cinema.
2. explain the role cinema assumes in discourse, policy formation and business practices concerning sustainability.
3. assess and critique cinema as a tool for influence, communication, and political action in the digital media age.
4. speak fluently in the vocabulary of film form and learn to construct an argument about what a film's story means and how it structures and achieves its meanings.

---

1.C Communicate effectively in English

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4.C Convey powerful messages using contemporary presentation techniques

### Course description

This course covers themes of sustainability (i.e., environmental stress, fair labor practices, profit with purpose) through the moviemaking and cinematic lens, including both fiction and nonfiction. Initially, we aim to provide students with skills to “read” films that deal with these issues and explore how these challenges and how they are portrayed have evolved (or not) over time.

A second and larger theme focuses on the role of business and how corporate responsibility and businesses are projected and perceived. We will look at documentaries, re-creations of actual events and of course,

good old fashioned Hollywood blockbusters.

We will discuss issues such as how does one make a compelling and critical film about climate change, natural resource stress and/or corporate responsibility and ethics (for example)? And how can academic and scientific knowledge can be utilized and integrated in filmic works? Ultimately, the class will be fun, interesting, inspiring, and occasionally paradigm shifting as we delve into how film has played a role in driving change and influencing policy on some of today's thorniest issues. No doubt, cinema presents fascinating contradictions for study and discussion.

**Environmental and social impacts**

<b>Assessment / Feedback</b>														
Element noté	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type d'épreuve	Participation	Group project	Individual project											
Nbre heure si examen écrit														
2nd session														
Coefficient	20	40	40											

**Evaluation**

**50% In-classroom participation & engagement**  
 This course is highly interactive and involves brainstorming, debate, and active mapping exercises. You will be assessed on level of engagement and preparation as well as quality of analysis and contribution. Students learn more (and have more fun) when they take responsibility for their own journey and participate in co-teaching exercises.

**50% Team Pitch**  
 Students will work in a small team throughout the course to build and extend the concepts we cover into a film pitch of 20 minutes. This will include a speedy synopsis of the idea, zooming in on theme, genre, logline and title. From here you will summarize the characters, plot and premise. Your team will pitch the idea during the last segment of class. (Details will be outlined in OI)

**Recommended reading**

Honest Truths : Documentary Filmmakers on Ethical Challenges, Center for Social Media,  
[http://archive.cmsimpact.org/sites/default/files/Honest\\_Truths\\_-\\_Documentary\\_Filmmakers\\_on\\_Ethical\\_Challenges\\_in\\_Their\\_Work.pdf](http://archive.cmsimpact.org/sites/default/files/Honest_Truths_-_Documentary_Filmmakers_on_Ethical_Challenges_in_Their_Work.pdf)

Documentary Impact : Social Change Through Storytelling / Panicaro Foundation,  
[https://s3.amazonaws.com/assets.hotdocs.ca/doc/HD14\\_Documentary\\_Impact\\_Report.PDF](https://s3.amazonaws.com/assets.hotdocs.ca/doc/HD14_Documentary_Impact_Report.PDF)

<https://films.nationalgeographic.com>

A series of short readings from the following will be assembled and posted on IO:

- a) BARSAM, RICHARD MERAN. ed., Nonfiction Film Theory and Criticism. New York: E. P. Dutton & Inc., 1976.
- b) BENOIT -LEVY, JEAN. The Art of the Motion Picture. New York: Coward-McCann, 1946. 263 pp.
- c) GRIERSON, JOHN. Grierson on Documentary, ed. by Forsyth Hardy, Berkeley: University of California Press, 1966.
- d) HUGHES, ROBERT ,ed., Film: Book 1: The Audience and the Filmmaker. New York: Grove Press, 1959.

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

INTRODUCTION TO DATA SCIENCE 2325		
2024 - 2025	Crédit : 1	<b>IÉSEG - 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

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1.A Demonstrate an international mindset

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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

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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

Element noté	1	2	3	4	5	6	7	8	9	10	11	12	13	14

Type d'épreuve	Individual project													
Nbre heure si examen écrit														
2nd session														
Coefficient	100													

**Evaluation**

Students receive automated feedback on each of the quizzes they take throughout the course.

**Recommended reading**

None

**Work load**

Number of hours	Type of course
<b>Independent study</b>	
25	Individual project
<b>Independent work</b>	
25	E-learning

Total

50



PREPARATION AU DELF B1 ET B2 0520		
2024 - 2025	Crédit : 2	<b>IÉSEG - School of Management</b>
<b>Class code :</b>	2425_SYL_LAN_FRE_0520	LAN_FRE

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

### Prerequisites

FRENCH Level B1

### Learning objectives

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

1.A Demonstrate an international mindset

1.B Successfully collaborate within a intercultural team

### Course description

Listening, Reading, Speaking and Writing exercices

### Environmental and social impacts

A partir de la presse orale et écrite, et notamment des sujets d'actualité.

Développement social

Transformation durable des entreprises

Diversité, équité et inclusion

### Assessment / Feedback

Element noté	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type d'épreuve	Continuous assessment	Digitalization	Participation	End of term exam										
Nbre heure si examen écrit														
2nd session														

Coefficient	30.0	15.0	15.0	40															
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## Evaluation

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

## Recommended reading

Réussir le DELF B2, éditions DIDIER ; Réussir le DELF B1, éditions DIDIER ; Intranet de l'école [www.ieseg-online.com](http://www.ieseg-online.com)

## Work load

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

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

FRENCH AS FOREIGN LANGUAGE (LEVEL 4) 3460		
2025 - 2025	Crédit : 2.0	<b>IÉSEG - School of Management</b>
<b>Class code :</b>	2425_SYL_LAN_FRE_3460	LAN_FRE

Level	Year	Semestre	Campus	Language of instruction
	-	NA	L_P	French

### Prerequisites

Niveau B1+

### Learning objectives

At the end of the course, the student should be able to: \*Referring to the learning goal of school : - Work in an international and intercultural environment - Demonstrate an intercultural open mindset - Produce professional quality documents (appropriate to the language level ) - Make professional quality oral presentations using adapted tools \*Referring to the Common European Framework of Reference for Languages and depending on the level: - Understand key points when clear and regular language is used while discussing familiar subjects -understand everyday language in written texts, descriptions of events, expressions of feelings and wishes in personal letters - Express themselves in an uncomplicated way when describing experiences and events, hopes and objectives in the context of explaining projects and opinions -writing a simple and coherent text about familiar subjects, as well as personal letters that describe experiences and impressions - Master both oral and written French which can be used in the world of work - Master both oral and written French which can be used in everyday communication in the business world

---

1.A Analyse and evaluate the factors and cultural variables influencing relationships, communication and

---

1.A Demonstrate an international mindset

---

1.A Demonstrate an international mindset

---

1.A Successfully manage an intercultural team

---

1.B Develop their personal intercultural skills

---

1.B Successfully appreciate various forms of diversity in society

---

1.B Successfully collaborate within a intercultural team

---

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

### Course description

Themes on Society and work environnement  
 Gramar level B1 and B2

### Environmental and social impacts

Le cours traitera en partie de l'angle environnemental et des discriminations au sein du monde des affaires.

---

Développement social

---

Education

Droits humains

Droits du travail

Diversité, équité et inclusion

Démocratie

### Assessment / Feedback

Element noté	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type d'épreuve	Continuous assessment	Continuous assessment	Oral assessment	End of term exam	Participation									
Nbre heure si examen écrit				1.5										
2nd session														
Coefficient	15.0	15.0	30.0	30.0	10.0									

### Evaluation

A detailed individual and regular feedback will be given to the students in order to allow them to improve and to help them if needed.

### Recommended reading

GRAMMAIRE PROGRESSIVE DU FRANÇAIS/CLE INTERNATIONAL ; IESEG Online <http://www.ieseg-online.com/>

### Work load

Number of hours	Type of course
16.5	Interactive courses
31.66	Personnal work

1.84	E-learning	
<b>Total</b>		50.0



ATELIER INTERCULTUREL DE CONVERSATION 3318		
2024 - 2025	Crédit : 2	<b>IÉSEG - School of Management</b>
<b>Class code :</b>	2425_SYL_LAN_FRE_3318	LAN_FRE

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

### Prerequisites

Students with A2 level in French.

### Learning objectives

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

---

1.A Demonstrate an international mindset

---

1.B Successfully collaborate within a intercultural team

### Course description

### Environmental and social impacts

Nombreuses conversations sur des sujets sociétaux

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Déchets

---

Climat

---

Communautés

---

Biodiversité

### Assessment / Feedback

Element noté	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type d'épreuve	Continuous assessment	Individual project	Exercise	Oral assessment										
Nbre heure si examen écrit														
2nd session														
Coefficient	20.0	30	20.0	30.0										

### Evaluation

### Recommended reading

### Work load

Number of hours	Type of course
14.6	Interactive courses
9.2	Personnal work
1.2	Individual project

Total

25.0



BIEN PRONONCER LE FRANCAIS 0521

2024 - 2025

Crédit : 1

**IÉSEG - School of Management**

Class code :

2425\_SYL\_LAN\_FRE\_0521

LAN\_FRE

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

**Prerequisites**

no prerequisite

**Learning objectives**

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

1.A Demonstrate an international mindset

1.B Successfully collaborate within a intercultural team

**Course description**

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

**Environmental and social impacts**

**Assessment / Feedback**

Element noté	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type d'épreuve	Continuous assessment	Continuous assessment	Digitalization	Oral assessment										
Nbre heure si examen écrit														
2nd session														
Coefficient	15.0	15.0	30.0	40.0										

### Evaluation

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

### Recommended reading

### Work load

Number of hours	Type of course
14.83	Interactive courses
8.34	Personnal work
<b>Independent work</b>	
1.83	E-learning





FRENCH AS FOREIGN LANGUAGE (LEVEL 1) 3457		
2025 - 2025	Crédit : 2.0	<b>IÉSEG - School of Management</b>
<b>Class code :</b>	2425_SYL_LAN_FRE_3457	LAN_FRE

Level	Year	Semestre	Campus	Language of instruction
	-	NA	L_P	French

### Prerequisites

None

### Learning objectives

The course objective is to improve the writing and the speaking student skills. The CEFR skills : READING/SPEAKING/ UNDERSTANDING will be worked in order to give students the necessary tools to reach an elementary level BEGINNER +. At the end of the course, students should reach BEGINNER + level.

[Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.

Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives,

Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.]

---

1.A Demonstrate an international mindset

---

1.B Successfully collaborate within a intercultural team

---

1.B Develop their personal intercultural skills

### Course description

Students will work on the 4 skills : listening, reading, speaking and writing .

We will study the following thematic : Introducing himself-herself/ Buying in food shops/ Ordering and take away in a restaurant

### Environmental and social impacts

### Assessment / Feedback

Element noté	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type d'épreuve	End of term exam	Oral assessment	Participation	Exercise	Exercise									
Nbre heure si examen écrit	1.5													
2nd session	true													
Coefficient	30.0	30.0	10.0	15.0	15.0									

### Evaluation

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

### Recommended reading

Provided by the course lecturers.

### Work load

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

Total

50.0

Active participation during the lessons is required



FRENCH AS FOREIGN LANGUAGE (LEVEL 2) 3458		
2025 - 2025	Crédit : 2.0	<b>IESEG - School of Management</b>
<b>Class code :</b>	2425_SYL_LAN_FRE_3458	LAN_FRE

Level	Year	Semestre	Campus	Language of instruction
	-	NA	L_P	French

### Prerequisites

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

### Learning objectives

The course objective is to improve the writing and the speaking student skills. The CEFR skills : READING/SPEAKING/ UNDERSTANDING will be worked in order to give students the necessary tools to reach an INTERMEDIATE level.

1.A Demonstrate an international mindset

1.B Successfully collaborate within a intercultural team

### Course description

Students will work on the 4 skills : listening, reading, speaking and writing. Topics such as introducing oneself and presenting one's hobbies, being able to express oneself at the doctor's and being able to communicate in different places of the city will be studied.

### Environmental and social impacts

### Assessment / Feedback

Element noté	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type d'épreuve	Continuous assessment	Oral assessment	End of term exam	Continuous assessment	Participation									
Nbre heure si examen écrit	1.0		1.5											
2nd session														
Coefficient	20	25.0	25.0	20	10									

### Evaluation

Detailed individual and regular feedback will be given to the students in order to allow them to improve and to help them if needed.

### Recommended reading

Provided by the teacher

### Work load

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

Total

50.0



FRENCH AS FOREIGN LANGUAGE (LEVEL 3) 3459

2025 - 2025

Crédit : 2.0

**IESEG - School of Management**

**Class code :**

2425\_SYL\_LAN\_FRE\_3459

LAN\_FRE

Level	Year	Semestre	Campus	Language of instruction
	-	NA	L_P	French

**Prerequisites**

Level A2- achieved

(Common European Framework of Reference for Language (CEFR) – global scale:

<https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=090000168045bc7b>)

**Learning objectives**

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

- give their opinion on a variety of subjects;
- present their personal and/or professional projects.

1.A Demonstrate an international mindset

1.B Successfully collaborate within a intercultural team

**Course description**

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

**Environmental and social impacts**

**Assessment / Feedback**

Element noté	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Type d'épreuve	Exercice	Exercice	Exercice	Oral assessment	End of term exam									
Nbre heure si examen écrit					1.5									
2nd session														
Coefficient	20	15.0	15.0	25.0	25.0									

### Evaluation

Each oral or written test is graded using a grading grid, communicated to students in advance. For written production exercises, the type of error (syntax, conjugation, vocabulary, spelling, etc.) is indicated to encourage self-correction. In addition to individual written feedback, time is allocated to provide collective oral feedback and answer individual questions if necessary.

### Recommended reading

### Work load

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

Total

50.0