IAE MONTPELLIER
École Universitaire
de Management

SYLLABUS

MBA
Digital Business & Innovation

2019 – 2020

INSTITUT D'ADMINISTRATION DES ENTREPRISES

UNIVERSITE DE MONTPELLIER

**Site Triolet
Place Eugène Bataillon
34095 MONTPELLIER CEDEX**

Subject to the approval from the administration board of the UM for the annual renewal of the MBA diploma

Updated April 7th, 2020

MBA Digital Business & Innovation

SECTION 1. GENERAL DESCRIPTION

The MBA Digital Business & Innovation (MBA DBI) is a one-year graduate program at the University of Montpellier.

The MBA Digital Business & Innovation is a university degree obtained at the end of a two-semester program of business management oriented towards digital business and innovation.

Applicants for the MBA Digital Business & Innovation degree must have first validated a 4-year cycle, earning the required 240 credits as a prerequisite (3 years and 180 credits if included in a specific agreement with IAE).
Foreign candidates (as well as French candidates) can apply can apply online on the IAE website, then send the form to the IAE International Relations Office.

The program consists of two semesters of courses at IAE, based on lectures and small group work sessions. Some courses will be in the form of work seminars. Following this, the second semester includes also an internship and the writing of a thesis.

Curriculum includes the main subjects of business management and is oriented towards international applications.

Teaching orientation

The MBA Digital Business & Innovation is a one-year program from the University of Montpellier, taught at IAE in Montpellier and meant to professionalize its students.
The goal of the MBA Digital Business & Innovation is to provide broad instruction in the different disciplines of business management with a specific digital business, innovation and international orientation, for students desiring an international career.

Obtaining the MBA Digital Business & Innovation culminates one year of graduate studies and 60 credits. The program closely integrates the acquisition of theoretical ideas and strategic skills by developing the students' ability to think and apply acquired theory in real situations at a graduate level.

The courses are taught entirely in English; they are intended for English speaking students (foreign or French) who want to further pursue fundamental and international business management, in a context of multicultural training, which is further enriched by the cultural diversity of the students in the program.
The courses are taught by a team of IAE teacher-researchers as well as guest lecturers from multinational corporations/Universities.

Applications

Application forms for this degree should be done online on the IAE website, then sent to the IAE International Relations Office. The completed file will be reviewed by an admissions committee, composed of IAE professors who are responsible for the school's final decision. The applicants will be informed of their admission or rejection by posting on the IAE website. The selection criteria are:

- first, successful completion of a 4 year university course work (240 credits obtained) or 3 years and 180 credits (if included in a specific agreement with IAE) or validated equivalence;
- justification of an adequate English level (in particular for members of non-English-speaking countries). (TOEIC 820, TOEFL 85, IELTS 7)

The successful applicant's enrollment will be finalized with payment of the admission fees, the deadline for which is the first day of classes for the new academic year.

SECTION 2. ORGANIZATION OF THE PROGRAM

To obtain the degree, the students must validate 60 credits for the year, in other words 30 credits per semester.

The first semester includes six Teaching Units (UE or "Unité d'Enseignement"), some of which includes two ECUE s (Teaching Unit Components).
Each UE results in the validation of 5 credits, or 2.5 per ECUE.

Organization of courses

First Semester			
List of courses	**Lecturers**	**Nb hours**	**credits**
UE International Marketing	Jessica Bosseaux	36	5
UE International Technologies Management • International Management • Technologies Management	Sonya Besnier Etienne Humblot (6h) Régis Meissonier (12h)	18 18	5
UE International Business • International Strategy • E-Marketing & Sales Force	Stéphanie Bouchet Christophe Fournier	18 18	5
UE Innovation Management	Autcharaporn Somsing	36	5
UE International Culture and French Language • European Culture • French as a Foreign Language or Spanish or German	Victoria Orange Department of Languages (UM) / P. Nerin/ C. Carbonnel	18 30	5
UE Methodology and Business Game • Business Game • Methodology	Emmanuel Houzé Emmanuel Houzé	18 18	5
TOTAL		**228**	**30**
Second Semester			
List of courses	**Lecturers**	**Nb hours**	**credits**
UE Digital Business	Liette Lapointe -Mc Gill University	36	5
UE Project Management	Hervé Chapert (18h) Malin Näsholm – Umea University (18h)	36	5
UE Professional Thesis	-	-	20
TOTAL		**72**	**30**

The names of the lecturers are given for the purpose of information only and will likely be changed.

Schedule

For the academic year 2019/2020, the planned semester schedule of the **MBA Digital business & Innovation** is as follows:

Semester 1	
Beginning of classes	September 2019
Academic Courses	From September 2019 to January 2020
Examinations (last date)	January 2020
Class council 1st session	17/02/20
Re-sit examinations	February 2020
Class council 2nd session	10/03/20
Semester 2	
Beginning of classes	January 2020
Academic Courses	From January to February 2020
Examinations (last date)	February 2020
Deadline for Professional Thesis	August 2020
Oral presentations	03/09/2020
Class council 1st session	07/09/2020
Re-sit examinations	September 2020
Class council 2nd session	29/09/2020

Contents and organization of the courses:

Some UE are divided into two ECUEs. The average grade of the 2 ECUEs determines if the 5 credits for a UE are awarded or not.
For each subject taught, the lectures are divided into six 3 hour classes, or can take the form of a 2-3 day seminar.

Assessment of knowledge acquisition

Each course within an ECUE generally ends with a written exam (which can last up to three hours) but can also take other forms depending on teacher's objectives. A re-sit exam is planned for students who fail the exam on the 1st attempt.
A continuous assessment evaluation may also be used in some ECUEs, and will not exceed 30% of the final grade.

Obtaining the degree

The degree is awarded by obtaining 60 required credits, so 30 credits per semester. As with the other degrees of IAE, credits are attributed per semester (not annually).

In conclusion the student needs to get the first and the second semester to obtain the diploma.

Appendix

- CATALOGUE OF IAE COURSES -
MBA DBI

1. International Marketing
2. International Management
3. Technologies Management
4. International Strategy
5. E-Marketing & Sales Force
6. Innovation Management
7. European Culture
8. Languages
9. Business Game
10. Methodology
11. Digital Business
12. Project Management
13. Professional Thesis

Course titles are given for information only.

1) INTERNATIONAL MARKETING

LECTURER: Jessica BOSSEAUX

Module Summary:
The main objective of this course is to introduce students to issues and practices of international marketing. The analysis of real cases studies provides a realistic overview of marketing across borders, its success and its failures. The lecture addresses the multifaceted environment of international marketing and focus is placed on the need to investigate the differences in cultural, social, technological, political legal and economic dimensions. It considers how these factors impact the international marketing process and explores how marketing mix elements are adapted to various environments. By learning the basic knowledge and tools in both theory and practice, students will obtain a good understanding of the scope of international marketing along with the specifics of conducting marketing activities in an international context.

Prerequisite: None

Module Aims:
• Acquire the basic knowledge, concepts, tools, and terminology necessary to understand the scope of international marketing issues and challenges
• Explore the theoretical and conceptual principles used in international marketing
• Analyze the environmental forces that influence international marketing strategies and discuss their impacts
• Apply and adapt the principles of marketing in diverse cultural, technological, political, social, legal and economic environments
• Build skills and respect toward cultural differences affecting business performance of international marketing and cultivate a global mindset
• Determine and justify an appropriate marketing strategy and identify the relevant sources of information and analysis to support the selection of the strategy

Core Syllabus:
Chapter 1. The Scope and Challenge of International Marketing
Chapter 2. Cultural Dynamics in Assessing Global Markets
Chapter 3. Culture, Management Style, and Business Systems
Chapter 4. The Political Environment
Chapter 5. The International Legal Environment
Chapter 6. Global Marketing Management: Planning and Organization
Chapter 7. Products and Services for Consumers
Chapter 8. International Marketing Channels
Chapter 9. Personal Selling and Sales Management

Assessments: Final Exam:
50% Group project
50% Final exam

Readings: International Marketing 15th Edition
Philip Cateora/John Graham, Mary C. Gilly, Philip R. Cateora, John L., 622 Pages, Published 2010 by Mcgraw-Hill/Irwin ISBN-13: 978-0-07-744695-6,ISBN: 0-07-744695-X

2) INTERNATIONAL MANAGEMENT

LECTURER: Sonya Zahidé BESNIER

Module Summary:
Courses will be providing a theoretical and experiential approach to study CULTURE and MANAGEMENT in an international context.
Students will be provided by conceptual background and content necessary to understand the relevant issues in INTERNATIONAL MANAGEMENT. They will "learn by doing", by participating in experiential exercises that require the application of IM knowledge expected of practicing managers and top executives.

Prerequisite: None (General management courses or/and anthropology courses, social anthropology, social-psychology)

Module Aims: Lecture + individual and group exercises that require the application of chapter content to specific problems designed to develop critical personal competencies.

Core Syllabus:
WHAT IS CULTURE -Objectives of the course-Edward HALL's theories: High-Low Context / Monochronic – Polychronic -Small large power distance societies (family, school, workplace) -Culture is the way people think, people act and people solve problems -Attitude to time, attitude to space, attitude to environment
IMPACTS OF CULTURE ON BUSINESS -Impact of culture on business-The basis of cultural differences-The one best way of organizing does not exist-Case study: Internationalization -Company is a system versus company is a group of people-Meaning of culture – Layers of culture
THE GROUP AND THE INDIVIDUEL-Concepts of individualism and collectivism:-Individualism and religion-Individualism and politics-Does modernization imply individualism?-Which collectivity?-Is individualism a corporate requirement? Individualism versus collectivism
FEELINGS and RELATIONSHIPS -Affective versus neutral cultures -Degrees of affectivity in different cultures-Humor, understatement, irony-Intercultural communication-Specific versus diffuse-Universalism versus particularism
CORPORATE CULTURES -Types of corporate cultures:-The family type -The Eiffel tower culture-The guided missile (matrix) culture-The incubator culture
CASE STUDIES -Working in France-Working in US-Working in *Japan*-Working in Germany-Working in China

Assessments: Final Exam: 3 hours - Case Study and theory application

Readings: Riding the Waves of Culture, **Author**: Fons TROMPENAARS).

3) TECHNOLOGIES MANAGEMENT

LECTURER : Etienne HUMBLOT and Régis Meissonier

Mr HUMBLOT's module:

Module Summary:
How to help future managers to take advantage of their theoretical knowledge and prepare them to efficiently transform organization by leveraging business with Technology?
How to manage international and cross-cultural projects that link Business to Digital and Technology innovation?
The course focuses on the constant balance between Strategy, Best practices (frameworks and methodologies), innovation, in order to thrive business to its full potential.
Module courses are based on real examples from various geographical and cultural environments: Asian, North American, European and from diverse industries.

Prerequisite: None

Module Objectives:
The main objectives of this module are to enhance student's ability to:
- Understanding the various disciplines of Technology Management
- Adopting a "Business driven attitude" as well as a "Diagnosis attitude"
- Setting up operative strategies based on the available and accessible tools, data and structures (constrains)
- Approaching the basics of communication as a preparation to the cross-cultural management
- Improving their oral presentations skills
- Being innovative while structured and methodological

Core Syllabus:
1. General introduction: main definitions and concepts.
2. Enterprise Architecture and Application Strategy
3. IT Strategy
4. IT Service Management
5. Cloud computing and Digital Strategy
6. IT Project Management and change enablement

Assessments:

- Group homework :
    - Class presentation (70%) with PowerPoint deliverable
    - Group report (30%) with Word deliverable

Readings (optional):

- ITIL : http://www.itil-officialsite.com/
- TOGAF : http://www.opengroup.org/subjectareas/enterprise/togaf

Mr MEISSONIER's module:

Module Summary:
In the present time, ERP systems represent the first IT expenditure of large and medium-sized enterprises. Managers, executives and employees have to carry out their daily work with these applications and may be even enrolled in their implementation and diffusion. Beyond their technical dimension, ERP ought to be considered as organizational systems whom changes and issues must be assimilated.

Prerequisite:
The students don't need to have high competencies in computerized systems to attend the course. They have to be sensitive to human behaviours toward technologies to develop competencies in terms of IT project management and change management

Module Objectives:
The objective of the course is to train student about the challenges, the conflicts and the resistances related to ERP projects.

Core Syllabus:
IS integration characteristics, task-oriented change, organizational change, socio-political change, cultural change.

Assessments:
Case study analysis by groups during the class (report and oral presentation)

Readings:
Lapointe L., Rivard S. (2005), "A Multilevel Model of Resistance to Information Technology", MIS Quarterly, vol. 29, n°3, p. 461 491.
Rivard S., Lapointe L., Kappos A. (2011), "An Organizational Culture-Based Theory of Clinical Information Systems Implementation in Hospitals", Journal of the Association for Information Systems, vol. 12, n°2, p. 123 162.
Markus M.L. et al. (2000), "Learning from adopters' experiences with ERP: Problems encountered and success achieved", Journal of Information Technology, vol. 15, n°4, p. 245 265.
Meissonier R., Houzé E., Lapointe L. (2014), "Cultural Intelligence during ERP Implementation: Insights from a Thai Corporation", International Business Research, vol. 7, n°12, p. 14 28.
Meissonier R., Houzé E. (2010), "Toward an « IT Conflict-Resistance Theory »: Action Research during IT Pre-Implementation", European Journal of Information Systems, vol. 15, n°5, p. 540 561.

LECTURER: Stéphanie BOUCHET

Module Summary:
Strategic decisions determine the success of an organization. In the current scenario, all major decision makers and managers can help their organizations achieve greater heights. A key purpose of this course is to understand how managers design and implement international strategies. A range of internationalisation frameworks are used to analyse strategy formulation, location choice and modes of market entry. During the course, key challenges and opportunities of globalization will also be discussed and debated.

Prerequisite: no

Module Aims:
- At the end of the course, students will be able to :
- Identify the key issues raised by international business strategy formulation and implementation
- Have a general understanding of the main strategies (multi-domestic, global, transnational)
- Define globalization and international business and explain how they affect each other
- Discuss the major causes of cultural difference and change
- Explain principles of ethics and social responsibility
- Develop as much as possible critical thinking
- Conduct strategic analysis of business opportunities in an international context

Core Syllabus:

Introductory course
Presentation of course requirements, objectives and assessment methods
Chapter 1 – Introduction to International strategy
• Main definitions and concepts (corporate strategy, international strategy, globalization)
• Why should a company expand overseas? Does a company need to be huge to be international?
• The benefits and the cost of international strategies
• Corporate strategies in international context (multi-domestic, global, transnational strategies)

Chapter 2 – The location choice process
• Globalization and its drivers
• Where to expand ?
• External environment (CAGE framework: Cultural, Administrative, Geographic and Economic distance)

Chapter 3 - The strategic planning process
• How to build an international strategy (market analysis, internal resources identification etc.)
• The entry mode (choosing markets and how to enter them?)

Chapter 4 – Deal with cultural differences
• Main definitions and concepts
• Degree of cultural difference and hidden cultural attitudes
• Company management and orientation (polycentrism, ethnocentrism)
• Country-specific attitudes and differences (towards gender, family, employment, performance)

• Relationships preferences (power distance, individualism vs collectivism)

Chapter 5 – Ethics and Corporate Social Responsibility
• Ethical aspects of International business
• What shapes ethical behavior at work?
• How to implement a CSR plan?

Assessments: The final exam may be a case study that requires students to apply their knowledge and theories according to the situation within the case. The answers also have to demonstrate good written communication skills.
Oral presentation (group work) 50%
Final exam (case study or course related questions) 50%

Readings:
Barron, David P. (Winter 1995) ―Integrated strategy: market and nonmarket components‖ California Management Review, 1995, 37 (2), pp. 47-65.
Borchardt, M., Ndubisi, N. O., Jabbour, C. J. C., Grebinevych, O., & Pereira, G. M. (2019, forthcoming). The evolution of base of the pyramid approaches and the role of multinational and domestic business ventures: Value-commitment and profit-making perspectives. Industrial Marketing Management.
Daniels D., J., Radebaugh, H., Sullivan, Daniel. 2015. International Business, Global Edition, 15th Edition. Pearson (Intl)
Ghemawat, Pankaj. ―Managing Differences: The Central Challenge of Global Strategy,‖ Harvard Business Review, March 2007.
Palmisano, Samuel J. ―The Globally Integrated Enterprise,‖ Foreign Affairs, vol. 85, no. 3, May/June 2006, pp. 127-136.

5) E-MARKETING & SALES FORCE

LECTURERS: Christophe FOURNIER

Module summary:
Retailing and selling, in the modern world appear as a critical factor for success. Implementing multichannel strategies is one way to develop synergies between channels and then to succeed. Multichannel exists when a company combines more than one channel to sell and deliver and its products.

Module aims:
The objective of this course is to introduce the multichannel concept, to outline the tools required for such a strategy and to focus on specific topics like the selling process and the place with salespeople and finally how to implement an e-marketing strategy.

Core syllabus:
Class 1: Multichannel strategy: definition, objectives and consequences on management
Class 2: Multichannel strategy and selling process
Class 3: Tools of multichannel strategy: database and CRM / SFA systems
Class 4: Online consumer behavior
Class 5: Online business models
Class 6: Case study

Assessment:
Group works: 30%
        Case assignment: 15%
        Article presentation: 15%
Final exam: 70%

Readings and references:

Valos, M. J. (2009). Structure, people and process challenges of multichannel marketing: Insights from marketers. *Journal of Database Marketing & Customer Strategy Management, 16* (3), 197-206.
Kumar, V (2010), A Customer Lifetime Value-Based Approach to Marketing in the Multichannel, Multimedia Retailing Environment, Journal of Interactive Marketing, 24, (2) 71-85

6) INNOVATION MANAGEMENT

Lecturer: Autcharaporn SOMSING

Module Summary:
It is undeniable that innovation is importance for any organization in the dynamic and complex market as today. Therefore, this course aims at improving the understanding of how firm can manage innovation and the antecedents of innovation to occur. The course also focuses on open innovation and creativity which are highly relate to performance of the firm as well as innovation. The teaching is based on real examples from various industries in coherent with current theories.

Module Aims:
Enhance student's ability to:
- Recognize the importance of innovation management
- Understand the roles of organization and employees in managing innovation
- Understand how outsiders can impact on innovation management
- Solve the problem in the new and different ways as the starting point of being innovative.
- Work as team.
- Improve their oral presentations skills.

Core Syllabus:

Theme	Description	Hours
Part 1: Introduction and theories of innovation	• The importance of innovation • Different terms related to innovation • Models of innovation • Innovation as management process • Theories of innovation	4
Part 2: Managing Innovation	• Dilemma of innovation management • Managing innovation • Organizational context to promote innovation process	5
Part 3: Creativity and Innovation	• The role of individual in innovation process (to be creative) • Creativity and Innovation • Different levels of creativity (individual, team, and organization) • Vision of Leader • Evaluate your creativity • How to increase your creativity?	5
Part 4: Creative Entrepreneur and Design Thinking	• Creative entrepreneur • Introduction to design thinking • Process of design thinking	5
Part 5: Technological changes	• The nature of technology • Long wave cycle and technological change • Technological paradigms	4

Part 6: Open Innovation	• Open innovation and different types of technology transfer • Models of technology transfer • Limitation •	5
Part 7: New Product Development	• Innovation management and NPD • Developing an NPD strategy and its models	5

Assessments:
Group work + Presentations + Exam

Readings:

Birkinshaw, J, Hamel, G., Mol, M. J., 2008. Management Innovation.*Academy of Management Review*, 33 (4): 825-845.

Chesbrough, H.W., Vanhaverbeke, W., West, J., 2006. Open innovation: Researching a new paradigm. Oxford University Press, Oxford.

Dyer, J.H., Gregersen,H.B., Christensen, C.M (2011). The Innovator's DNA: Mastering the five skills of disruptive innovators, Harvard Business Review Press, Boston.

Trott, P., 2011. Innovation management and new product development.5th edition. Prenctice Hall, London.

Tynnhammar, M. (2018). New waves in innovation management research. Vernon Press, Malaga.

Whittington, R., Cailluet, L., Yakis-Douglas, B., 2011. Opening strategy: Evolution of a precarious profession. *British Journal of Management,* 22 (3): 531–544.

7) EUROPEAN CULTURE

LECTURERS: Victoria ORANGE-SIBRA

Module summary:
This module aims to define the issues of what is called "European Culture", focusing on what do we mean by "culture". Is it only including the issue of cinema, music or arts? Is there one culture or many cultures in Europe? We will try to understand who are the Europeans and particularly the French and we will try see the diversity that composed Europe. The aim of the course is also to examine stereotypes in relation to different cultural groups and to challenge students perceptions, beliefs about themselves and others.

Module aims:
At the end of the course, students will be able:
- to better understand who are the Europeans
- to grasp the notions of culture(s), interculturality and multiculturalism
- to define and describe stereotypes
- to recognize and describe the impact of biases and stereotypes
- to apply critical thinking skills

Core syllabus:

Lesson	Content	Duration
Lesson 1	What is culture? What culture isn't?	3 hours
Lesson 2	How to analyze culture: a review of different approaches	3 hours
Lesson 3	Can only words tell you what I mean? How verbal and non-verbal communication convey culture	3 hours
Lesson 4	How do stereotypes influence our judgment? Brand. Image	3 hours
Lesson 5	What is Europe and who are the Europeans? What is France and the French? A bit of History	3 hours
Lesson 6 + Final exam	Part 1: Europe and Europeans today Part 2: Final written exam (case study in class)	3 hours

Assessment:
The final exam will consist of case analysis.

Readings and references: Handouts given in class

8) LANGUAGES

In coherence with the international orientation of the program, foreign languages are considered of upmost importance in this program.

French as a foreign language - Français Langue Etrangère (FLE)

Students need to learn French to increase cultural understanding. Beginners to advanced levels are possible.

Organization:
The FLE courses are managed by the Department of Languages of the University of Montpellier (DDL).
Students first take a placement test and are grouped by levels according to the CEFRL1. French language certificates provided by students are also considered.

Program:
Students work on the 5 communication skills (reading and oral comprehension, written and oral expression and interactive communication) in order to improve their autonomy in French. They are also offered material to widen their cultural discovery experience.
A special emphasis is placed on communication skills that are essential for the students to benefit from their stay and to pass their tests / exams at the University of Montpellier.
− Oral and text comprehension practice and exercises, including the use of scientific vocabulary.
− Spoken interaction with other students and teachers.
− Written expression.

Assessment:
At the end of each semester a final test evaluates the progress of the students and level certificates are delivered.

Spanish as a Foreign language

Lecturer: Pablo NERIN

Interpersonal skills:

Students will be able to solve problems and to critically analyze. Students will also be able to demonstrate effective oral and written communication skills and decision-making skills.

Course intended learning outcomes:

- Be able to understand everyday conversations in Spanish
- Be able to write and comment in Spanish
- Use the vocabulary related to business

Session	Content	Duration
Session 1	Grammar and vocabulary session	3h
Session 2	Grammar and vocabulary session	3h
Session 3	**1. Listening Comprehension** Short Dialogues Casual Conversations Academic Discussions	3h
Session 4	**2. Structure** Structure Written Expression	3h
Session 5	**3. Reading Comprehension** Vocabulary Reading Comprehension	3h
Session 6	**4. Writing** Sample Essays	3h

German as a foreign language

LECTURER: Christine Carbonnel

Module Summary:

This syllabus is designed for students who are learning German as a foreign language. The aim is to develop an ability to use the language effectively for practical communication. The course is based on the linked language skills of listening, reading, speaking and writing, and these are built on as learners progress through their studies.

The syllabus also aims to offer insights into the culture of countries where German is spoken, thus encouraging positive attitudes towards language learning and towards speakers of other languages.

Prerequisite: no

Module Aims:

* To enable anyone coming from wherever in the world, to communicate and negotiate with a german native speaker.

* To develop students' knowledge of the cultural aspects coming into play and how to take advantage of them.

The course encourages learners to develop lifelong skills, including:
- the ability to use a foreign language as a means of practical communication in the everyday and professional life
- insight into the culture and civilisation of countries where the language is spoken
- a positive attitude towards language learning, towards the speakers of other languages, and
- towards other cultures and civilisations
- techniques which can be applied to other areas of learning, such as analysis and memory skills

The subject content is organised around five broad Topic areas which provide contexts for the acquisition of vocabulary and the study of grammar and structures :
- Everyday activities
- Personal and social life
- The world around us
- The world of work
- The international world.

FOREIGN LANGUAGE GERMAN	
LECTURER : C.CARBONNEL c-carbonnel@live.fr	
COURSE DESCRIPTION Students learn german vocabulary and grammar to be able to communicate with a native speaker in in the everyday and professional life • Be able to understand everyday conversations in German • Be able to write and comment in German • Use the vocabulary related to business	
session	course description
1 (3h)	presentation of the teacher, the students, Germany https://www.tatsachen-ueber-deutschland.de/de grammar and vocabulary for the everyday and professional life homework: online teaching https://www.dw.com/en/
2 (3h)	Business life in Germany https://www.make-it-in-germany.com/en/ questions and answers, polite form, grammar (past tense) and vocabulary
3 (3h)	Listening Comprehension (short dialogues) and interaction grammar and vocabulary
4 (3h)	How to do a job application in Germany Reading of a german business article grammar and vocabulary (Tests)
5 (3h)	German culture, Understanding of a german video, questions and answers, grammar and vocabulary
6 (3h)	German firms and products reading of an article and videos about German Economy
7 (3h)	How to sell products in Germany Production, Price, Marketing business german
8 (3h)	Germany an export nation speaking (presentation)
9 (3h)	Germany and the world Speaking (presentation)

Assessment :

Ongoing assessment : 50%
Final exam : 50%

9) BUSINESS GAME

LECTURERS: Emmanuel HOUZE

In this course, a "business game" simulates all aspects of entrepreneurship: from strategy, investment and finance to the interactions with competitors, workforce, consumers, banks, etc.

Grouped in teams, students create and manage their own company. In almost real-time, condensed on a three-day seminar, they experience a multiplayer competition for market leadership and shareholder value within a simulation of real world economy.

Such immersive business game combines the entertainment dimensions of massive multiplayer games with the educational value of business simulations.

Evaluation is based on a twofold process. Part of it includes the results obtained by the team within the game itself; another important part of the evaluation is based on an individual report presenting the student's personal analysis regarding the progress of the computed game and the pros and cons of the strategy adopted by the team.

10) METHODOLOGY

LECTURER: Emmanuel HOUZE

Each student need to choose a topic and will be coached by one of the professor of the MBA DBI.

The report must include research bibliography (research reviews, research communications, Phd and other academic documents).

11) DIGITAL BUSINESS

Lecturer : Ms Liette lapointe – Mc Gill University (Canada)

COURSE DESCRIPTION and OBJECTIVES

The purpose of this course is for students to acquire integrative knowledge and skills that pertain to the implementation of information systems. The course will expose students to a variety of real-life strategic and operational issues that arise when managing IT implementations, and will showcase applied techniques and models to address these issues. The course aims to cover the entire spectrum of activities related to IT implementation, starting with the choice of technology to its eventual assimilation within the organization. Among others, the course will tackle the following topics: the selection process of the appropriate tool or system, the adaptation phase of the technology, the communication activities and issues related to end-users' training, users' acceptance and resistance behaviors, change and resistance management responses, routinization, system reinvention and organizational learning, security and ethical issues of IT usage.

The course also focuses on exploring how IT creates value through strategy and by transforming existing processes, opening up new markets and allowing new forms of collaboration. The emphasis is on understanding key information technologies in use today and how they support a variety operational, tactical, and strategic decisions in a firm. We pay special attention to the relationship between IT and corporate strategy, the value and return from IT investments, IT and digital innovations, the major functional applications of technology, organizational transformation via IT and how novel networking and collaborative technologies affect current business models.

While there will be a number of sessions that will be wholly lecture-based, the course format will be varied and will include, for example, the use of cases, short films, discussions of real-life issues related to IT implementation and presentations.

REQUIRED MATERIAL

1. Austin, Robert D., Nolan, Richard L., and O'Donnell, Shannon. (2009). "**Adventures of an IT Leader**," Cambridge, MA: Harvard Business Press.

2. Selected **Readings and Cases** (to be distributed)

CLASS SCHEDULE

Day	Date	Topic	Deliverable(s)
1	01/28	• Course presentation • The IT implementation timeline • IT implementation challenges and impacts • IT and Digital innovations (Group work)	Project presentation outline (in class)
2	01/29	• IT strategic alignment • Options: buy, develop, outsource? • IT selection • Adaptation and training • IT and Digital innovations (Group work)	7-11 Case (in class)

3	01/30	• User behaviors
		   o Acceptance and (initial) use behaviors
		   o Resistance to IT
		   o Compulsive use and IT addiction
		
		• Fundamentals of IT/Digital Innovations
		
		• IT and Digital innovations (Group work)	

4	01/31	Presentations - Taking a close look at:
		   o Digital content
		   o Shared economy
		   o Internet of things
		   o Crowdsourcing
		   o Bitcoins and blockchains
		   o AI
			Presentations

5	02/01	• IT innovations framework • IT and Organizational learning • IT Security framework • Ethical issues of IT usage • Course conclusion	CMM case
6	Final work	• Individual project	Date TBD

12) PROJECT MANAGEMENT

Lecturer: Malin NÄSHOLM and Hervé CHAPPERT

Module Summary:
Project management has become an important competency for managers in any organization. This course guides students through the fundamental project management tools and behavioral skills
The concepts in this course will be taught using a combination of lecture, discussion, and dialogue around cases, with emphasis on active learning:

- The first part of the course focuses on understanding the nature of projects, the role of projects in organizations and society, and the human side of projects.
- In the second part of the course, the focus is more on the technical side of projects, project management tools, and on how to set up and manage a project.

Prerequisite: None

Module Aims:
To enhance student's ability to:
- Explain and discuss projects within the context of organizations and society
- Reflect on the importance of the project team and the role of the project manager
- Discuss challenges and opportunities associated with working in a temporary setting, from an individual and organizational point of view
- Set up and manage a project
- Choose between traditional (Waterfall) and Agile methods
- Understand critical path methods
- Use PM tools
- Understand how to manage project cost, quality, and delivery

Core Syllabus:
The first part of the course starts with a discussion of the nature of projects and project management, portfolio and program management. A large focus in this part of the course is the human side of projects. Topics covered include: project manager competencies, team development and roles, leadership, communication, and interpersonal interaction. We will discuss what makes a project successful and link the project to its context; the organization's strategy, stakeholders, and society. In the second part of the course students will focus effective project management tools and techniques

Assessments:
In class participation and assignments, including article seminars and Team Project.

Readings:
Bechky, B. A. (2006). Gaffers, gofers, and grips: Role-based coordination in temporary organizations. *Organization science*, 17(1), 3-21

Palm, K., & Lindahl, M. (2015). A project as a workplace: Observations from project managers in four R&D and project-intensive companies. *International Journal of Project Management*, 33(4), 828-838.

13) PROFESSIONAL THESIS

LECTURER: Emmanuel HOUZE

Final Report

In order to apply the theoretical notions acquired within the MBA DBI program, the students must work on a written report based on a 6 months experience internship.

The subject will be chosen by the student: validation by the lecturer is required. It must be in line with currents and real issues in management and business fields. The report must reveal the student capacity to analyze and synthesize his experience at graduate level.

COVID-19 new assessment terms
For the internships with no signed agreement or no internship because of the covid-19 or internship stopped after the first month of internship
The new subject of research should be defined with the head of the program and IAE tutor.
A deep study of about management linked with the goals of the program will be required.
The students should provide a literature review based on scientific orientation. If possible, an empirical part is recommended. The students have to show their capabilities to explore the subject in detail, to build a pertinent framework of analysis and to apply the existent knowledge on the problem.
Overall, the students need to contact the director of the program to discuss this possibility.

Report will be typed (police 12, 1.5 spacing) and not exceed 30 pages exclusive of appendixes and references. Work will be rendered under both paper and digital shape.

All illustrative documents must be placed in appendix and sources compulsorily cited in the references section.

Internet is accepted as an interesting and enriching information supply. However no copy-paste of any kind would be accepted in the core document, at the risk of penalty.