SYLLABUS

MBA
Digital Business & Innovation

2021 – 2022

INSTITUT D'ADMINISTRATION DES ENTREPRISES

UNIVERSITE DE MONTPELLIER

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

Updated December 13th, 2021

<div align="center">**MBA Digital Business & Innovation**</div>

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 Digital Technologies • IT for Human Resources Management • Big Data	Autcharaporn Somsing (6h) + Jean-Louis Mutte (12h) Kerim Karatas (9h) + Yassine Sayd (9h)	18 18	5
UE Technologies Management • Business Process Management • Technologies Management	Nicolas Nadal (12h) + Xavier Mary (3h) + Pascal Durazzi (3h) Clémence Cheruy	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	36	5
UE Project Management	Hervé Chapert (18h) Joud Bey (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 2021/2022, the planned semester schedule of the **MBA Digital business & Innovation** is as follows:

Semester 1	
Beginning of classes	28th of September 2021
Academic Courses	From 28th of September 2021 to January 2022
Examinations (last date)	January 2022
Class council 1st session	10th of February 2022
Re-sit examinations	February 2022
Class council 2nd session	March 2022
Semester 2	
Beginning of classes	3rd of January 2022
Academic Courses	From 3rd of January to 28th of February 2022
Examinations (last date)	February 2022
Deadline for Report – Litterature review	31st of January 2022
Deadline for strategic report	2 months after the beginning of the internship
Deadline for Professional Thesis	1st of September 2022
Oral presentations	6th of September 2022, 14:00
Class council 1st session	September 2022
Re-sit examinations	September 2022
Class council 2nd session	September 2022

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 is evaluated with a continuous assessment (which can last up to three hours). A re-sit exam is planned for students who fail the exam on the 1st attempt.

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. IT for Human Resources Management
2. Big Data
3. Business Process Management
4. Technologies Management
5. International Strategy
6. E-Marketing & Sales Force
7. Innovation Management
8. European Culture
9. Languages
10. Business Game
11. Methodology
12. Digital Business
13. Project Management
14. Professional Thesis

Course titles are given for information only.

1) IT FOR HUMAN RESOURCES MANAGEMENT

LECTURER: Jean-Louis MUTTE

Module Summary:
Understanding the digital transformation of HR from a business global perspective

Prerequisite:

- A good understanding of IT
- Ideally a previous experience of management`
- A fair understanding of global matters

Module Aims:
- Understanding the digital transformation of HR from a business global perspective
- Being familiar with HR IT concepts
- Understanding the impact of technology on HRM
- Understanding transformation processes
- Gaining understanding of key challenges for HR in a world of disruption and uncertainty

Core Syllabus:

- Key issues and challenges that businesses are facing to-day from an HR perspective. The example of Financial Services and Banking.
- The importance of HR Management (HRM) in trouble waters
- HR and innovation / digital transformation
- The importance of anticipation in workforce planning

Assessments:
Individual case study

Readings:
Students will be provided with 15 documents related to:
- Diversity
- Future of HR
- Future of workforce
- IT Management
- Blockchain and Quantum computing
- Strategy
- Manageùent
- Technology

These documents are cutting edge surveys and reports aiming to help the students to get a better understanding of major trends in HR management from an IT perspective.

2) BIG DATA

Lecturer: KARATAS Kerim / SAYD Yassine

Module Summary:
Introduction to marketing automation, sales context and market analysis. Use python for machine learning and modeling.

Prerequisite:
Digital marketing, data systems, model computing

Module Aims:
Being able to automate marketing campaigns and the overall data management for business computing

Core Syllabus:
In an overgrowing data-driven competitive market, companies have access to a large panel of data. During this course you will have to handle real marketing automation tools (SFMC/ACC) but also python.

Assessment:
Compile python machine learning programs, analyse graphs and use data for decision making. Analyse marketing-oriented business needs and prepare the implementation of an automated marketing system.

Readings:
« Data-Driven Marketing with Artificial Intelligence: Harness the Power of Predictive Marketing and Machine Learning » by Magnus Unemyr (Author), Martin Wass (Author)
« Automate and Grow: A Blueprint for Startups, Small and Medium Businesses to Automate Marketing, Sales and Customer Support » by Michael Devellano (Author)

Lecturers: Nicolas Nadal, Xavier Mary, Pascal Durazzi

Module Summary:
The curriculum provides theoretical and practical teachings and cases about work organisation and business process management: BPM lies at the focal point of business issues, IS opportunities and the human factor. How to define a process, operate the process, improve the process. How to manage processes. How to choose the right level of process versus other modes of work organisation (do's and don't).

Prerequisite:
Critical thinking, Conceptual thinking. Interest for Business or social issues.

Module Aims:
Provide the student with an overview of work organization so that he is able to work processes and give advice about their right use. Prepare him or her to work in an organization with practical ready to use knowledge and theory as well.

Core Syllabus:
The curriculum provides theoretical and practical teachings and cases about business process management: BPM which lies at the focal point of business issues, IS opportunities (including cloud, Blockchain, cognitive processing) and the human factor.

Introduction: The necessity of work division. There are several ways to organise work, one of them is Process. the basics of a business process: Examples, History, Events, Rules, Guidelines, Roles, Flow, Conditions, how to handle exceptions. Business processes including manual and automated operations (see IS UML use cases) and spanning over several domains of the enterprise (SIPOC: supplier/input/process/output/customer). Interest & limit of Business process.

What is BPM (business process management)?

1. **Methods to define and align process on business need**: definition (BPD), simulation, benchmarking, modelling.
2. **The everyday operation of processes** (execute, orchestrate). Experience effect. Measuring Performance, Dashboard, Governance, Root cause analysis, Impact studies
3. **Methods to improve processes**, BPR (business process reengineering), Lean Sigma; automation (ERP, SaaS, orchestration; link with IS through SOA - service oriented architecture). Business process maturity & portfolio management. Articulation with other Management & Organisation Topics (see 7S of Mc Kinsey), Design Thinking

BPM tomorrow? Process maturity, Agile & social BPM (use of collaboration & social media for agile processes – spanning through global orgs and partners) ; Cognitive? Blockchain?

The Human Factor (personal bias, silo work, Taylorism and the critic of Taylorism, job empowerment, value sharing, fraud, personal and sensitive data, Health at work, work law in France

Assessments: Final Exam: Group Project + Continuous assessment

Readings: Readings and videos provided during the lecture.

4) TECHNOLOGIES MANAGEMENT

LECTURER : Clémence CHERUY

Module Summary:
This course helps to understand how technologies are not only technical practices but need to be perceived as a process. The course focused on this process management in order to provide keys practices on how to manage technologies to create/generate innovation. Across concreate examples of technologies, the students explore 1) strategical aspects of new technologies projects, 2) how to implement a project and 3) how to gain innovation from a project using new technologies

Prerequisite: None

Module Aims:
Understanding the link between Innovation, Creativity and Technologies
Managing technologies as a process with strategical objectives
Approaching the basis of different digital technologies: web site & crowdsourcing platform

Core Syllabus:

Why to study technologies management
Technologies & Innovation: an overview
Understanding technologies through open innovation
Crowdsourcing platform: strategy & management
Web site: strategy & management

Assessments:
Group Homework: Oral presentation with PowerPoint deliverable

Readings:
Blohm, i. et al. (2018). "How to Manage Crowdsourcing Platform Effectively?". California Management Review, Vol.60(2), 122-149.

5) INTERNATIONAL STRATEGY

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.

6) 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

7) 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.

8) 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

9) 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%

10) 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.

11) 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).

12) DIGITAL BUSINESS

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	Topic	Deliverable(s)
1	- Course presentation - The IT implementation timeline - IT implementation challenges and impacts - IT and Digital innovations (Group work)	Project presentation outline (in class)
2	- IT strategic alignment - Options: buy, develop, outsource? - IT selection - Adaptation and training - IT and Digital innovations (Group work)	7-11 Case (in class)
3	- User behaviors - Acceptance and (initial) use behaviors - Resistance to IT - Compulsive use and IT addiction - Fundamentals of IT/Digital Innovations - IT and Digital innovations (Group work)	
4	Presentations - Taking a close look at: - Digital content - Shared economy - Internet of things - Crowdsourcing - Bitcoins and blockchains - AI	Presentations
5	- IT innovations framework - IT and Organizational learning - IT Security framework - Ethical issues of IT usage - Course conclusion	CMM case
6	Individual project	Date TBD

13) PROJECT MANAGEMENT

Lecturer: Joud BEY 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 emphasise on the strategic and International side of the projects, international project management methodologies, tools and techniques.
- 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:
- Choose between traditional (Waterfall) and Agile methods
- Understand critical path methods
- Use PM tools
- Set up and manage a project
- Understand how to manage project cost, quality, and delivery

The course will also enhance the student's ability to:
- The nature and scope of strategic project management
- The nature and scope of international project management
- An overview of Project Management Implementations
- Discuss challenges and opportunities associated with working in a temporary setting, from an individual and organizational point of view
- The Strategic Project Management Paradigm
- The International Project Management Situational Analysis
- The Environmental Analysis of Strategic International Project Management
- International Country Risk Assessment for Project Management
- International Project Management strategies I
- International Project Management strategies II
- Overview of Project Quality Management

Core Syllabus:
A large focus in 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. The course will also focus on effective project management tools and techniques. Another principle focus of activities in this course, will be on the study of international strategic project management, its planning and

mechanism within corporations in the business sectors. The course will address these corporation's business environment by introducing the specific international project management strategies, planning practices and techniques for preparing, controlling and executing effective international projects. Such must be understood if one is to be successful in the field of management.

The course also focusses on the process of preparing effective project management strategies and valid plans; project managers must carefully assess how they are affected by a combination of domestic and international events and must, therefore, be cognizant of the strategic shift in their major competitors' strategies and plans, as well as of economic activities which could impact on the present as well as future success of their projects, especially in the international arena. We will forsake the myopic perspectives of business-as-usual attitude of the past and focus on new strategies models, market modes of entry strategies and international projects plans schemes in order to maintain a competitive position in an ever-changing marketplace. Such a borderless market brings opportunities, challenges and threats which if ignored will cause likely failure.

PEDAGOGY
Through lectures, experiential exercises, simulated projects management strategies and planning activities, supplemental readings, case studies and focused research, this course will attempt to develop your understanding of contemporary international project management strategies, and the problems, opportunities and perspectives of a manager working in the international business environment. Intellectual construct and concepts will be applied specifically to issues in the cases studies, class exercises and research papers discussions, all of which will require written analysis. Few of the cases lend themselves to right or wrong answers. The student must analyse the issues and in an organised, rational fashion arrives at a decision. The integrated analytical process leading to a proposal for action is where the learning occurs. It entails a series of subjective probability judgments about the uncertainties surrounding the specific issues in the cases.

PEDAGOGICAL APPROACH AND GRADES
The intellectual construct is developed in the lectures, case studies simulations and discussions. Since management is an applied science and art, the principles are applied in the cases and research papers which deal with specific issues. You will find the lectures expository, didactic and platonic in approach. The case seminars and class experiential exercises are practical in approach and require analytical decisional skills. Considerable analysis is required.

Addendum to the Syllabus
Will be advised as progressed and in class.

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

Final Exam: None

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.

Dr. J. Bey Online Course Schedule (France Time):

	Activity/Topic	Assignment/Experiential Exercise/Case Study/Research Topic	Duration
	Introduction/ Overview of this Course Segment Overview of Project Management	Case study overview	
Break	*******	Optional	10 Minutes
	Overview of Project Management Implementations International Strategic Project Management Paradigm		3 hours
Break	*******		
	International Strategic Project Management Paradigm International Strategies – Future Directions Strategic Project Management Paradigm	• SWOT • External Analysis: ES-ETOP	
Break	*******	Optional	10 Minutes
	Project Management Situational Analysis International Market Place—Market choice Environmental Analysis of Strategic Project Management		3 hours
	Project Management Situational Analysis	• SWOT • External Analysis: ES-ETOP	3 hours
Break	*******	Optional	15 Minutes
	Corporate Capability Internal Analysis	• SWOT	

		• Corporate Capability Analysis: CP	
	*******		
	International Project Management Scheme International Country Risk Assessment for Project Management - I Classifications of International Strategies	• ICRP • Country Human Resources Analysis • Country Physical Resources Analysis	3 hours
Break	*******	Optional	10 Minutes
	International Project Management Scheme International Country Risk Assessment for Project Management - II Assessing International Environment International Country Riskiness Country Desirability Analysis	• International Country Riskiness: ICRP • CDI	3 hours
Break	*******	Optional	10 Minutes
	Assessing International Environment International Country Riskiness Country Desirability Analysis	• International Country Riskiness: ICRP • CDI	
Break	*******		
	Stakeholders Analysis for Projects	Project Stakeholders Risks Analysis	
	Strategic Quality, Productivity and Competitive Advantage External Analysis Corporate Ethics, Social Responsibility and Strategy	• Stakeholders Risks Analysis • CSRPM	3 hours
Break			10 Minutes
	Corporate Projects Ethics, Social Responsibility and Strategy	• CSRPM	

		•	
	Assessing Strategic Performance and Action Evaluation for Strategic International Projects	• SPACE	3 hours
Break	*******		10 Minutes
	Conclusion Case Study Discussion	Case study final report due before Monday the 15th of February	
	******* End *******		

14) 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

Report will be typed (police 12, 1.5 spacing) and not exceed 40 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.