*Année universitaire 2026/2027*

# International Business - 2nd year of master's degree

**Responsable pédagogique :** DENIS **DARPY** - https://dauphine.psl.eu/recherche/cvtheque/darpy-denis

**Crédits ECTS** : 120

## LES OBJECTIFS DE LA FORMATION

Through the Master in International Business (MIB) program, students acquire essential knowledge, develop specialized expertise, and strengthen their interpersonal skills to successfully enter the international professional environment.
The program is designed to prepare them for a career trajectory that, after around ten years of professional experience, can lead to leadership roles such as managing an overseas subsidiary within a global organization, particularly in high-growth sectors of the French economy.

The Master in International Business (MIB) is a unique 2-year, 120 ECTS program (Master level certification) dedicated to international business, with a strong focus on project management, risk management and business development. **It is designed to train high-potential, open-minded students who aspire to build impactful international careers and make a meaningful difference in a global environment.**
With the MIB, you will develop key abilities for an international career. You will learn how to grow a business in a sustainable and long-term way through international activities. You will also understand how to protect a company's operations from international risks.

You will improve your communication skills while taking cultural differences into account. Overall, you will strengthen your ability to adapt to change and to different cultures.

**A Corporate-Oriented Program**

- An International Dauphine-PSL Master highly regarded by companies
- Students apprentice in large, international corporations and innovative startups
- Over **20 companies keep trusting the MIB year after year**, Company executives teach 50% of courses
- Support is provided to find your apprenticeship including job dating with companies;**90% of apprenticeships are signed before October**

**An International Experience**

- Unique, globally focused curriculum covering three essential areas: International Management, Digital Technology Management, and Project Management
- All classes conducted in English by a diverse faculty of national and international professors; approximately 40% of students in the program are from foreign countries, representing 20 different nationalities; opportunities for academic exchange and dual-degree programs available (currently partnering with LUISS in Rome and the University of Tongji in Shanghai)

## MODALITÉS D'ENSEIGNEMENT

The program is offered under both apprenticeship (« apprentissage ») and initial training (« formation initiale ») tracks. It runs over a 13-month period, from September to the end of September of the following year. All courses are taught entirely in English.

Two tracks are available:

**Apprenticeship Track:**
The apprenticeship track combines academic learning with hands-on professional experience. The schedule is structured as follows:

- September: full-time courses at Université Paris Dauphine-PSL,
- October to mid April: three days per week in the company (Monday to Wednesday) and two days at the university (Thursday and Friday,
- April to the end of September: full time in the company,

**Initial training track:**
The initial training track combines academic courses with an international internship. Students who completed their first year (M1) at Dauphine may also take part in an academic exchange abroad.

- 1st semester: full-time couress at Université Paris Dauphine-PSL,
- 2nd semester: full time at the university or academic exchange abroad at one of Paris Dauphine-PSL's partner universities (eligible students – academic performance and language requirements).
- Followed by a 6-months long internship in an international environment.

### ADMISSIONS

**Academic Requirements for integrating the M2**
**International Business:**

- Master 1 or equivalent - officially recognized 240 ECTS from a University or institution of higher education. French Business School bachelor's (3 or 4 years) are applying at M1 level.
- Fluency in English (TOEFL is highly recommended for non-English native speakers; TOEFL iBT 92 at least is required for studying abroad)
- Experience: at least one experience abroad and a first significant professional experience (e.g., gap year, apprenticeship during the Master 1 year, etc.)

**Academic Requirements for integrating the MIB at the M1 level (M1 " Management and Organization " ):**

- Licence / Bachelor (180 ECTS) in management or economics (preferably a degree in management or economics, but we are open to a wide range of profiles)
- Fluency in English (TOEFL, IELTS or GMAT is mandatory for non-native speakers)
- Experience: at least one experience abroad (or international track such as English track) and a first professional experience (internship)

### POURSUITE D'ÉTUDES

The program allows students to pursue in a PhD program in Business.

## PROGRAMME DE LA FORMATION

- Semester 3
  - Core Courses
    - Global Strategy
    - International Business Law
    - Intercultural Communication & Management
    - International Marketing
    - Business Environment Digital Revolution
    - Go to Market Strategies
    - Project Methodologies
    - Business Data Analytics 1
    - Project Management
    - Geopolitical Challenges 1
    - Apprenticeship and group work
- Semester 4
  - Core Courses
    - International Corporate Finance
    - Global Leadership and Ethics
    - International Consulting Business Cases

        - Communication for influence and Impact
        - Master thesis
        - Internship
        - Apprenticeship
    - Risk Track - 9 ECTS
        - Risk Track : Global Suply Chain Management
        - Risk Track : Geopolitical Challenges 2
        - Risk Track : Business Data Analytics 2A
        - Risk Track : International Project
    - Business Development Track - 9 ECTS
        - BD Track : Doing Business in fast growing markers
        - BD Track : International Consumer Behavior
        - BD Track : Business Data Analytics 2B
        - BD Track : International Project

## DESCRIPTION DE CHAQUE ENSEIGNEMENT

**SEMESTER 3**

**Core Courses**

# Global Strategy

**ECTS** : 3

**Enseignant responsable** : Polydefkis **LOUKOPOULOS**

**Langue du cours** : Anglais

**Description du contenu de l'enseignement :**

**Course Presentation**

The course aims at providing students with key concepts, managerial tools as well as an understanding of new paradigms in the field of global business strategy. It focuses on the challenges and opportunities faced by international companies when engaging with clients, competitors and key stakeholders beyond their home market, and outlines key issues leaders, managers, entrepreneurs should be aware of to make key decisions and take actions throughout their firm's international journey.

**Course Structure**

- Session 1: Introduction. The Challenges of Managing Globally • Case Study
- Session 2: Globalization of Markets and Competition • Case Study
- Session 3: Designing a Global Strategy • Case Study
- Session 4: Assessing country's attractiveness • Entry Strategies • Case Study
- Session 5: Managing Globally - Marketing • Designing a Global Organization • Case Study
- Session 6: Global Strategy in Action: Final Case Study • Review / Exam Preparation

**Compétences à acquérir :**

Upon completing this course, the participants should be able to:

- Understand different concepts related to global strategy and international business development
- Develop a practical understanding of global strategic management, including national regulatory influences, political and financial risks, social responsibility and cross-cultural management
- Evaluate the strategic attractiveness of individual national markets and assess the pros and cons of market entry modes, as well as the appropriate strategic criteria for their selection.
- Get familiarized with main implementation issues faced by multinational corporations
- Apprehend new dimensions of global strategic management as well as the changing landscape of competition and how to cope with it.

**Pré-requis obligatoires**

Basics of Strategic Management

**Mode de contrôle des connaissances :**

**Class participation: 20%**

- participate in 6 x 3h sessions
- take an active role in co-building and improving the collective learning experience.

**Class group work: 20%**

- learning assignments and case studies in class – 1 submission per session, 6 total
- Submit on requested time the group work and present as a group when asked to.

**Final examination: • Open Questions: 20% - Case Study: 40%**

- course specific open questions requiring concise answers.
- a case study requiring critical perspective.

**Coefficient** : 1

**Bibliographie, lectures recommandées :**

**Main Textbook:**

Philippe Lasserre (2022) – Global Strategic Management, 5th Edition - Bloomsbury Publishing

**Other Textbooks:**

- David Collis (2014) - International Strategy: Context, Concepts and Implications, 1st Edition - John Wiley & Sons, Incorp.
- Cornelis A. de Kluyver (2014). Fundamentals of Global Strategy. Flatworld Knowledge (OpenAccess)
- Kamel Mellahi, Klaus Meyer, Rajneesh Narula, Irina Surdu, and Alain Verbeke (2021) - The Oxford
- Handbook of International Business Strategy - Oxford University Press
- Mike Peng (2022) – Global Strategy, 5th edition – CENGAGE Learning
- Kazuyuki Motohashi (2015) - Global Business Strategy, Multinational Corporations Venturing into Emerging Markets, SpringerOpen
- Simon Torp and Torben Andersen (2020) - Adapting to Environmental Challenges: New Research in Strategy and International Business – Emerald Publishing Ltd.
- Patricia Brun (2019) – Stratégies internationales - Enjeux et valeurs de la transformation digitale et nouveaux modèles économiques - Editions Ellipses

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# International Business Law

**ECTS** : 3

**Enseignants** : DUNCAN **FAIRGRIEVE**, ARNAUD **RAYNOUARD**
https://dauphine.psl.eu/recherche/cvtheque/fairgrieve-duncan
https://dauphine.psl.eu/recherche/cvtheque/raynouard-arnaud

**Langue du cours** : Français

**Coefficient** : 1

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# Intercultural Communication & Management

**ECTS** : 3

**Enseignants** : DENIS **DARPY**, GUY **ITZCHAKOV**
https://dauphine.psl.eu/recherche/cvtheque/darpy-denis

**Langue du cours** : Anglais

**Description du contenu de l'enseignement :**

The course is organized around two dimensions

**1. Intercultural Management**

This course explores how cultural values and historical roots shape management practices across countries. Students learn to analyze intercultural contexts using key theoretical models (Hofstede, Hall, Trompenaars, Irirbane) and develop strategies for leading diverse teams, communicating effectively, and navigating cultural challenges in global business.

**2. High-Quality Listening in Negotiations**

Through a 2-day workshop focused on **high-quality listening** in negotiation contexts, students will explore listening as a **key component of effective communication**, influencing how discussions unfold and impact professional and organizational outcomes. The workshop includes discussions, practical exercises, and case studies to help participants **enhance their listening skills, manage conflicts, and achieve better negotiation results.**

**Course Structure**

Session 1 : Concept of Culture and intercultural theories (DD)

Session 2 : The Culture Map - How to handle various cultures (DD)

Session 3 & 4 : Foundations of Effective Listening (GI)

Session 5 & 6 : Applying Listening in Negociation contexts (GI)

Session 7 : GapsMoov (DD)

**Compétences à acquérir :**

**Course Objectives and Learning Outcomes**

- Acquire knowledge of the different paradigms and models in intercultural management

- Develop intercultural skills and competencies

By the end of the workshop, students will:

- Recognize the **importance of listening** in negotiations.
- Identify common **misconceptions about listening**.
- Learn **practical techniques** to improve negotiation success.
- Develop **listening strategies** through role-playing exercises.
- Understand how listening impacts **conflict resolution and leadership**.

After completing this workshop, students will be able to:

- Apply **high-quality listening techniques** in negotiations.
- Differentiate between **effective listening** and passive hearing.
- Use **questioning techniques** to guide conversations strategically.
- Implement **listening-based conflict resolution** methods.
- Recognize **common barriers to effective listening** and learn how to overcome them.

**Pré-requis obligatoires**

*M1 - Négociations : 3 ECTS*

**Mode de contrôle des connaissances :**

The grade will be based on an assignment that will integrate experiential practice, reflection, and implementation of the theoretical knowledge learned in the course.

- **Engage in role-playing** to practice listening strategies.
- **Actively participate** in discussions and exercises.
- **Reflect on their experiences** and apply techniques in real-world scenarios.

**Coefficient** : 1

**Bibliographie, lectures recommandées :**

1. Itzchakov, G., & Grau, J. (2022). High-quality listening in the age of COVID-19: A key to better dyadic communication for more effective organizations. Organizational Dynamics, 51(2), 100820.?

2.Itzchakov, G., & Kluger, A. N. (2017). The listening circle: A simple tool to enhance listening and reduce extremism among employees. Organizational Dynamics.?

3. Itzchakov, G., & Kluger, A. N. (2018). The power of listening in helping people change. Harvard Business Review, 17, 1-7.?

4. Itzchakov, G., & Kluger, A. N. (2019). Changing the other party's attitude with high-quality listening. Negotiation essentials for lawyers, 129-134.?

5. Itzchakov, G., Weinstein, N., Leary, M., Saluk, D., & Amar, M. (2024). Listening to understand: The role of high-quality listening on speakers' attitude depolarization during disagreements. Journal of personality and social psychology, 126(2), 213.?

6. Kluger, A. N., & Itzchakov, G. (2022). The Power of Listening at Work. Annual Review of Organizational Psychology and Organizational Behavior, 9(1), 121-146.

7. Kluger, A. N., Lehmann, M., Aguinis, H., Itzchakov, G., Gordoni, G., Zyberaj, J., & Bakaç, C. (2024). A meta-analytic systematic review and theory of the effects of perceived listening on work outcomes. Journal of Business and Psychology, 39(2), 295-344.?

8. Weinstein, N., Itzchakov, G., & Legate, N. (2022). The motivational value of listening during intimate and difficult conversations. Social and Personality Psychology Compass, 16(2), e12651.?

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# International Marketing

**ECTS** : 3

**Enseignant responsable** : DELPHINE **CHORENSLUP**

**Langue du cours** : Anglais

**Description du contenu de l'enseignement :**

This is designed for future country managers and local brand leaders who will need to navigate global digital strategies, challenge agency recommendations, and activate relevant levers in their markets. Students will develop the mindset and

tools to interpret international marketing plans and contribute actively to their adaptation. Special attention is paid to cultural agility and to local-market challenges, including the specificities of the Chinese digital ecosystem.

**Course Structure**

- Session 1 – Kickoff & Global Digital Strategy Foundations
- Session 2 – Omnichannel Planning: Owned, Earned, Paid
- Session 3 – Creative & Content Strategy
- Session 4 – Acquisition Strategy & Local Media Planning
- Session 5 – Influence Strategy & Local Adaptation
- Session 6 – Web 3.0, AI & Innovation
- Session 7 – Evaluation & Feedback

**Compétences à acquérir :**

**Course Objectives and Learning Outcomes**

**Objective 1 – Understand the key components of an international digital marketing strategy and make informed decisions**

- Students will explore how global marketing & digital strategies are built (channels, investments, content, influence, innovation) and learn to evaluate proposals, identify key levers, and make decisions aligned with local priorities.
- Students will be able to analyze a global digital marketing plan, adapt key elements to their local market, and justify their choices as if they were acting as a local brand manager or country lead.

**Objective 2 – Collaborate effectively with global teams, agencies, and partners to activate digital levers locally**

- Students will learn how to read a creative brief, challenge influencer strategies, request the right content and media assets, and participate in innovation pilots, especially in emerging areas like Web 3.0 and AI.
- Students will simulate decision-making and collaboration with brand teams and agencies, reinforcing their role as facilitators and local growth drivers within a global framework.

**Pré-requis obligatoires**

General knowledge on marketing strategy

digital and consumer trends

**Pré-requis recommandés**

AI, innovation, and emerging platforms

**Mode de contrôle des connaissances :**

I**ndividual Assessment – 40%**

QCM + short open questions

Evaluates understanding of key digital marketing concepts, decision-making logic, and market-specific challenges

**Group Final Pitch – 60%**

- Presentation of a local-market adaptation of a global digital strategy
- Evaluated on: **Content quality** (relevance of choices, contextual understanding, feasibility) – 30% and **Oral presentation** (clarity, conviction, visual quality, time management) – 30%

**Coefficient** : 1

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# Business Environment Digital Revolution

**ECTS** : 3

**Enseignants** : ANOUCK **ADROT**, PIERRE-EMMANUEL **ARDUIN**, THOMAS **SCHWARZ**
https://dauphine.psl.eu/recherche/cvtheque/adrot-anouck
https://dauphine.psl.eu/recherche/cvtheque/arduin-pierre-emmanuel

**Langue du cours** : Français

**Coefficient** : 1

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# Go to Market Strategies

**ECTS** : 3

**Enseignant responsable** : Alice **COATALEM** (https://dauphine.psl.eu/recherche/cvtheque/coatalem-alice)

**Langue du cours** : Anglais

**Description du contenu de l'enseignement :**

**Course Presentation**

This course focuses on the strategic process and decisions related to the way companies go to market. Leveraging generic strategy frameworks (Porter, Strategic Capabilities, 4/7 P) as well as GTM specific frameworks emerged from consulting practices (Lawrence, Bain, McKinsey..), it covers the strategic process to select target market segments, and to adjust accordingly their products, value propositions and commercial strategy, in order to offer a powerful customer experience, and to drive growth at the lowest possible cost. A particular attention will be given to internationalization strategies and to GTM for startups and scaleups. The discipline of GoToMarket has been significantly transformed by innovation and specifically by digital technologies. This course will explore the digitally enabled sales and marketing methods, and how they can contribute to successful GoToMarket strategies. As one of the driver for GTM strategy is to achieve a superior customer experience, the course will also cover the basis of customer experience concepts and metrics.

**Course Structure**

- #1 - GTM definition and relation to company overall strategy and marketing strategy. GTM conception process , key decision points and performance metrics, based on Lawrence framework.
- #2 - Quick review of strategy toolset leveraged in GTM analysis: Porter, RBV, SWOT, Ansoff Matrix, 4/7 P. GTM strategies in B2B and in B2C: differences and convergence. Focus on internationalization strategies.
- #3 - Business case : By team, apply GTM framework and concepts to a real company case and present recommendations to the company leadership.
- #4 - Impact of digital transformation on marketing (including digital marketing, content marketing, marketing analytics, artificial intelligence)
- #5 - Impact of digital transformation on sales (including e-commerce, marketplaces, Social selling, omnichannel strategies, integration of sales and marketing processes)
- #6 - GTM strategy for startups. Customer Experience focus: the drivers for the change of paradigm towards customer experience centered strategies, the key metrics of customer experience and integration of customer experience in the Go-to-Market System

**Compétences à acquérir :**

**Course Objectives**

- Understand the concepts of Go-to-market strategy, the process to build a go-to-market strategy, and how it serves the overall company strategy.
- Understand the difference of focus and approach in B2C versus B2B, and specific GTM questions to address in context of international growth strategies and new companies.
- Understand the range of new options opened by the digital revolution on GTM strategies, and be able to propose appropriate solutions to different business cases.
- Understand the concept of customer experience, the changes of perspectives in the measures of customer satisfaction over time, and the role of customer experience in GTM strategies.

**Learning Outcomes**

- Awareness of GTM problematic, decision points and their respective importance in B2B and B2C
- Awareness of the importance of customer experience to build a successful GTM strategy and main methods to measure customer experience
- Awareness of impact of digital innovation in the transformation of GTM strategies, through new marketing and sales methodologies
- Acquisition of based concepts and vocabulary required to engage productively in conversations with the teams constructing and executing go-to-market strategies
- Ability to collect information and analyse company cases. Ability to articulate relevant GTM strategy recommendations at a strategical and tactical level.

**Pré-requis obligatoires**

Strategic Management Principles

**Mode de contrôle des connaissances :**

In-Cours assessment :  50 % By team : Presentation of an article from academic or business literature , Business case analysis and presentation. Individually: 2 Quiz

Final assessment :  50 % Individually: Written report analyzing a GTM strategy from a company, 8 pages, including critical perspective and recommendations

**Coefficient** : 1

**Bibliographie, lectures recommandées :**


- Laurence G. Friedman , Go to Market Strategy, Routledge 2002.
- Building routes to customers. P Raulerson et al., 2009 .
- Creating and adaptive go-to-market system, Mark Kovac, Diane Ledingham, Lewis Weinger , Bain & Company.
- The Elements of Value, Eric Almquist, John Senior, Nicolas Bloch, Harvard Business Review, 2016.
- The B2B Elements of value, Eric Almquist, Jamie Cleghorn, Loro Sherer, Harvard Business Review , 2018 .
- Perceived value in B2B and B2C: a comparative approach and cross-fertilization, Remi Mencarelli, Arnaud Riviere, Marketing Theory, Sage, 2013 .
- Understanding Customer Experience, Christopher Meyer, Andre Schwager, Harvard Business Review 2007 .
- Appetizer or main course : Early market vs Majority market GTM strategies for radical innovation, Monika C. Schuhmacher , Sabine Kuester, and Erik JanHultink, PRODUCT INNOV MANAG 2017.
- Get the show on the road: go to market strategies for e-innovations of start ups Sabine Kuester, Elisa Konya-Baumbauch, Monika Schuhmacher, Journal of Business Research 2017 .
- Conceptualization of omnichannel customer experience and its impact on shopping intention: A mixed-method approach, Si Shia , Yi Wanga,? , Xuanzhu Chenb , Qian Zhang, International Journal of Information Management, February


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# Project Methodologies

**ECTS** : 3

**Enseignant responsable** : DOMINIQUE **FORCEVILLE**

**Langue du cours** : Anglais

**Description du contenu de l'enseignement :**

**Course Presentation**

All along their professional Life journey, Students will experiment Transformation of Businesses and Innovation challenges. This class provides to them the key components of major collaborative methodologies to face these challenges.

- Lean: Optimize processes, eliminate waste, and control costs to improve quality.
- Agility: Adapt quickly to market changes thanks to short development cycles and an iterative approach.
- Design Thinking: Deeply understand user needs, build customer loyalty by creating user-centric products.

**Course Structure**

- Session 1: Introduction to Lean, Agile, and Design Thinking
- Session 2: Lean Principles and Tools
- Session 3: Agile Principles and Frameworks
- Session 4: Design Thinking Process and Techniques
- Session 5: Integrating Lean, Agile, and Design Thinking
- Session 6: Practical Applications and Case Studies

**Compétences à acquérir :**

**Course Objectives and Learning Outcomes**

- Introduce participants to the core principles of Lean, Agile, and Design Thinking methodologies. Learn about origins of these methodologies.
- Explore the synergies between Lean, Agile, and Design Thinking approaches
- Train students with use cases on practical tools and techniques for implementing these methodologies
- Foster the need to develop an innovative mindset that combines efficiency, adaptability, and user-centered design.
- Explain limitations of each of these methodologies and update to date evolution

By the end of this course, students are able to:

- Understand needs of methodologies to drive change and foster innovation

- Explain the fundamental principles of Lean, Agile, and Design Thinking methodologies and historical facts
- Leverage key tools such as value stream mapping, Kanban boards, A3 problem-solving, scrum, customer journey or empathy mapping. Apply Design Thinking principles to enhance user-centered solutions
- Contribute effectively to an innovation project or improvement initiatives within their professional life
- Develop strategies for overcoming common challenges that are facing companies during their transformation
- Identify opportunities for applying learned concepts in their own work environment at Dauphine or in their apprenticeship

**Pré-requis obligatoires**

- Understanding of project management concepts
- Familiarity with process improvement initiatives as a plus
- Openness to new ways of thinking, working, and problem-solving

**Mode de contrôle des connaissances :**

- Class Participation: pre-requisites 20%
- Group Project (managed during class hours): 40%
- Individual Assignments (multiple choices question): 40%

**Coefficient** : 1

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# Business Data Analytics 1

**ECTS** : 3

**Enseignants** : JEAN FRANCOIS **BONNET**, JEAN AXEL **ULLERN**

**Langue du cours** : Anglais

**Description du contenu de l'enseignement :**

This course, intended for all MIB Master's students, aims to provide them with an understanding of the fundamentals of data science, data analysis, and AI applied to business issues. It uses the Dataiku platform to illustrate concepts and enable practical application.

**Course Structure**

Main topics covered:

1. Introduction to Data Science & Business Analytics

- The role of data in businesses
- Basics of business intelligence
- Key concepts and challenges (decision-making, automation, AI, etc.)
- Concrete examples of sector-specific applications

2. Review of statistics & fundamentals of data analysis

- Measures of central tendency and dispersion
- Concepts of correlation and causality
- Basics of applied probability
- Review of matrices/vectors/scalars/tensors

3. Data visualization & exploration

- Importance of visualization for decision-making
- Tools and best practices (curves, histograms, heat maps, etc.)

4. Data preparation and transformation

- Data cleaning, missing value management
- Aggregations, joins, data set enrichment

5. Introduction to machine learning & predictive models**

- Logic of supervised and unsupervised algorithms
- Use case examples (customer attrition prediction, segmentation, anomaly detection)

6. Model performance evaluation

- Metrics and KPIs
- Limitations and interpretation of results

**Compétences à acquérir :**

Data analytical capabilities

**Pré-requis obligatoires**

To ensure that students fully benefit from the course from the very first session, they are advised to:

? Have a good grasp of the basics of descriptive statistics (mean, median, standard deviation, normal distribution)

? Be familiar with Excel and basic data visualization tools (e.g., pivot tables)

? Understand the fundamental principles of machine learning (supervised and unsupervised learning concepts)

To validate these prerequisites, students may take a short online training course (MOOC recommended) on the basics of data analysis (free courses) before the start of the course in the 1st semester.

**Coefficient** : 1

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# Project Management

**ECTS** : 3

**Enseignant responsable** : CATHERINE **AUBERT-BAUDEQUIN**

**Langue du cours** : Anglais

**Description du contenu de l'enseignement :**

This course is organized in a workshop-way on a case from the identification of the customers' needs to the project closure report and SOW submission to their customers to give students a comprehensive insight on Project Management organization, key aspects, tools and challenges including a focus on change management issues.

As the target of the course is to be able to integrate a Project Management team or manage project as a team leader, students will have to put into practice during the workshop all the key project management tools. They will also have to prepare the two negotiation rounds with their customers, plan, organize and follow the project work

**Compétences à acquérir :**

**Course Objectives**

- Understand the components and issues (including risks and changes management) of the project life cycle and the project phases in detail
- Understand how to formalize customer's need and identify the deliverables of a project
- Understand and use project management tools and manage resources
- Understand how to monitor a project
- Understand how projects must be integrated into a change management process to guarantee their success

**Learning Outcomes**

- Be able to initiate and manage projects efficiently and effectively, which means:
- Be able to identify project customers and their needs (requirements, expectations, and constraints) and formalize the SOW
- Be able to assess the feasibility of a project
- Be able to plan and organize project phases and tasks within a limited time frame.
- Be able to use tools such as the Project Manager job ticket, Project Charter, WBS, OBS, GANTT and RAM and monitor teamwork
- Be able to identify project risks and their criticality both on the project management side and on the customer's side (deployment of the project)
- Be able to cope with delays and unplanned events during the project process
- Be able to conduct a negotiation with the customer(s) of a project
- Be able to elaborate the budget and the final report of a project

**Mode de contrôle des connaissances :**

The project team and its members will be assessed as follows

- All works produced by the Project Team are assessed (written and oral work). This covers the tools and the two final reports (project and customers)

- The individual engagement in the project activities is also assessed as well as the individual performance during the two rounds with the customers

- The individual REX is assessed

The weight of the individual grades is higher with a coefficient = 3

**Coefficient** : 1

**Bibliographie, lectures recommandées :**

**PMBOK guide book** – A guide to the Project Management body of Knowledge – Project Management Institute 7thedition (2021)

**The Project Management Memory Jogger – second edition** by Karen Tate, Paula Martin, Betsy Hardinger (Editor), Danielle Carbonell (Editor)

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# Geopolitical Challenges 1

**ECTS** : 3

**Enseignants** : ERIC **MECHOULAN**, ILAN **SCIALOM**

**Langue du cours** : Anglais

**Description du contenu de l'enseignement :**

**Course Presentation**

In a global context marked by increasing geopolitical instability, strategic foresight has become a key competency for international business professionals. This course equips students with the conceptual tools and practical methodologies to analyze geopolitical risks and anticipate their impact on global operations.

**Course Structure**

**Format:** 2 sessions of 1h30 and 5 sessions of 3 hours (Total: 18h)

**Session 1 – Introduction to Geopolitics: Concepts, Actors, Frameworks (1h30 IS & EM)**

- What is geopolitics? From classical to critical geopolitics.
- Power, territory, sovereignty, borders.
- Tools for geopolitical analysis (Hard power / Soft power / Smart power).

**Session 2 – Strategic Resources and Geoeconomics (2 x 1h30 IS)**

- Globalization Geopolitics (energy, rare earths, water and food as strategic assets)
- Global chokepoints: Strait of Hormuz, Suez Canal, Bab el-Mandeb.

**Session 3 – The Digital Turn: Cyber Geopolitics and Tech Rivalries (2 x 1h30 IS)**

- Cyberattacks, espionage, and cybersovereignty in the digital age.
- AI, 5G, and data governance in tech wars.

**Session 4 – Non state players (2 x 1h30 EM)**

- Transnational players and public opinion
- Illegal transnational players (terrorists, mafias, etc.)

**Session 5 – Business Exposure to Geopolitical Risk (2 x 1h30 EM)**

- How to do business in a corrupt environment / failed states
- How to handle international sanctions

**Session 6 – Managing the environment (2x1h30 EM)**

- Climate issues: the geopolitical dimension of the COPs
- Migrants, displaced persons and refugees: a geopolitical challenge

**Session 7 – Information management (1h30 IS et EM)**

- Information and desinformation warfare.

**Compétences à acquérir :**

**Course Objectives and Learning Outcomes**

- Understand foundational geopolitical concepts and their application to international business.
- Analyze key strategic regions and actors affecting global political and economic stability.
- Learn to interpret geopolitical developments through mapping, case studies, and group debate.

- Foster group-based analytical and communication skills through oral presentation.

**Mode de contrôle des connaissances :**

**100% Group Presentation**

- 15–20 minute oral presentation with slides.
- Topic: a strategic geopolitical theme or region.
- Deliverables: slide deck + 1-page executive summary.

**Coefficient** : 1

**Bibliographie, lectures recommandées :**

- Kaplan, Robert D. The Revenge of Geography
- Khanna, Parag. Connectography
- Bremmer, Ian. Every Nation for Itself
- Nye, Joseph. Soft Power
- Control Risks & WEF reports

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# Apprenticeship and group work

**Langue du cours** : Anglais

**Description du contenu de l'enseignement :**

The purpose of this report is to demonstrate your ability to reflect on your professional experience. This is not a matter of copying and pasting existing information or prefabricated AI discourse. Rather, it involves taking a step back from your personal experience and sharing it in your own words, including both the positive and negative aspects. This exercise will help you take stock of your career path, allowing you to approach the next stages of your professional life with clarity.

Two booklets are produced during the year.

The first booklet is about integrating into the company, discovering the mission, the team, and the objectives. This booklet will help you reflect on this phase of getting to grips with the mission and analyze what you have built and implemented, with what resources and skills.

This second  booklet comes at the end of your learning experience and should enable you to analyze the contributions of this experience to your skills, establish a link with the training, and redesign your career plan.

**Compétences à acquérir :**

At the end of your apprenticeship experience, you will summarize the skills you have acquired

- You must reflect on and detail the skills you have used and developed since the beginning and those you have lacked. These are now key skills. They define your professional profile at this point in time (the skills must be explained and placed in context).
- The objective of this section is twofold. It should enable you to measure concretely which skills the company and the experience have allowed you to develop and put into practice.
- This reflection should also lead you to identify your strengths and weaknesses, in particular the skills you still need to work on.

**Mode de contrôle des connaissances :**

100% Report Booklet

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**SEMESTER 4**

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**Core Courses**

# International Corporate Finance

**ECTS** : 3

**Enseignants** : CLAUDE **DE RAISMES**, SARAH **HUET**

**Langue du cours** : Français

**Coefficient** : 1

# Global Leadership and Ethics

**ECTS** : 3

**Enseignant responsable** : FLORENCE **LECOUTRE**

**Langue du cours** : Français

**Coefficient** : 1

# International Consulting Business Cases

**ECTS** : 3

**Enseignants** : DAVID **HATCHUEL**, BENJAMIN **LEHIANY**

**Langue du cours** : Français

**Coefficient** : 1

# Communication for influence and Impact

**ECTS** : 3

**Enseignants** : ELISE **ROSTAING**, Raquel Maria **VALVERDE PUCHOL**

**Langue du cours** : Anglais

**Description du contenu de l'enseignement :**

- Session 1 & 2 : Craft and Deliver World-Class Presentations - Elise Rostaing
- Session 3 & 4 : How to write an impactful Master Thesis - Raquel VALVERDE-PUCHOL
- Session 5 & 6 : Become a Leader - Elise Rostaing

**Compétences à acquérir :**

Public Speaking

Thesis writing

**Coefficient** : 1

# Master thesis

**ECTS** : 3

**Enseignant responsable** : DENIS **DARPY** (https://dauphine.psl.eu/recherche/cvtheque/darpy-denis)

**Langue du cours** : Anglais

**Description du contenu de l'enseignement :**

The master's thesis is a rigorous investigation and autonomous production that deals with a subject of interest for the business field, for yourself, and useful to the understanding of a changing world. Hence the topic you will search lies in the field of economics and management related to international business or cultural differences

It leads to synthesizing and expanding the knowledge acquired during the four to five-plus years spent in university. It demonstrates students' ability to take a critical step back from the specific problems they encounter in organizations.

Students choose the topics, guided by their advisor, who validates them. Students are encouraged to select a theme that suits their interests and is relevant to their professional goals. The master's thesis provides an opportunity for self-reflection and pushing the boundaries of one's thinking.

Formal requirements stipulate that the master's thesis be about 60 pages long, excluding appendices, unless otherwise instructed by the program/advisor. However, the number of pages is not as critical an issue as the quality of the work and its overall contribution.

**Compétences à acquérir :**

You will strengthen your analytical abilities, demonstrate your creativity, and develop your critical thinking skills.

**Mode de contrôle des connaissances :**

**Pre-Defense procedures**

In preparation for the pre-defense, and without further instructions from the master's thesis advisor, the student must comply with the following:

- The pre-defense document must be sent to the advisor and jury members **at the latest on March 31st, 2026, and will be uploaded on Moodle**
- Dates have been scheduled on the apprenticeship schedule as possible dates for the defenses. The pre-defense includes 20 **minutes of thesis presentation and 30 minutes of discussion** Adjustments may be introduced by the dissertation advisors. **The defenses are public**, except for confidential master's theses.

The student will receive an evaluation of the pre-defense with recommendations for additional editions

**Final document**

The final dissertation document will reflect the changes after the recommendation of the pre-defense jury. **The final dissertation will be uploaded on Moodle June 29th at the latest**.

**Coefficient** : 1

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# Internship

**ECTS** : 6

**Enseignant responsable** : DENIS **DARPY** (https://dauphine.psl.eu/recherche/cvtheque/darpy-denis)

**Langue du cours** : Français

**Description du contenu de l'enseignement :**

You will be welcomed and supported by a mentor throughout the internship. The mentor is responsible for ensuring that the **educational objectives set out in the internship agreement** are met.

**The primary purpose of an internship is to give you practical experience of the professional environment.** It is a work placement within an organization that allows you to supplement your theoretical knowledge with "hands-on" experience.

**Compétences à acquérir :**

An internship should enable you to **acquire professional skills related to your degree**. It is a **temporary** work experience placement during which you will be assigned **tasks in line with the educational program** established with your educational institution.

**Mode de contrôle des connaissances :**

Internship report - 100%

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# Apprenticeship

**ECTS** : 6

**Enseignant responsable** : DENIS **DARPY** (https://dauphine.psl.eu/recherche/cvtheque/darpy-denis)

**Langue du cours** : Anglais

**Description du contenu de l'enseignement :**

The purpose of this report is to demonstrate your ability to reflect on your professional experience. This is not a matter of copying and pasting existing information or prefabricated AI discourse. Rather, it involves taking a step back from your personal experience and sharing it in your own words, including both the positive and negative aspects. This exercise will help you take stock of your career path, allowing you to approach the next stages of your professional life with clarity.

Two booklets are produced during the year.

- The first booklet is about integrating into the company, discovering the mission, the team, and the objectives. This booklet will help you reflect on this phase of getting to grips with the mission and analyze what you have built and implemented, with what resources and skills.
- This second booklet comes at the end of your learning experience and should enable you to analyze the contributions of this experience to your skills, establish a link with the training, and redesign your career plan.

**Compétences à acquérir :**

At the end of your apprenticeship experience, you will summarize the skills you have acquired

- You must reflect on and detail the skills you have used and developed since the beginning and those you have lacked. These are now key skills. They define your professional profile at this point in time (the skills must be explained and placed in context).
- The objective of this section is twofold. It should enable you to measure concretely which skills the company and the experience have allowed you to develop and put into practice.
- This reflection should also lead you to identify your strengths and weaknesses, in particular the skills you still need to work on.

**Mode de contrôle des connaissances :**

100% Report Booklet

**Coefficient** : 2

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**Risk Track - 9 ECTS**

# Risk Track : Global Suply Chain Management

**ECTS** : 3

**Enseignant responsable** : CATHERINE **AUBERT-BAUDEQUIN**

**Langue du cours** : Anglais

**Description du contenu de l'enseignement :**

This course introduces the supply chain concept and is dedicated to familiarizing the students with the Supply Chain operations, issues, trends, and challenges in a VUCA environment. In addition, as this course is international-business development oriented, it shows the tight links between international strategy, value creation and supply chain strategy through examples of global supply chains.

This course is organised in a workshop to allow students to integrate supply chain approach into a business development strategy. From the Dyntech case, students will focus on one specific supply chain issue and submit a continuous improvement plan aligned on the international business strategy of the company.

**Compétences à acquérir :**

**Objectives**

- Have an end-to-end understanding of a global and customer-centric Supply Chain
- Understand cross-functionality issues within the frame of a continuous improvement approach (process analysis and interrelationships between processes)
- Understand planning and forecasting issues (Demand Planning)
- Understand both internal and external risks issues (FMEA analysis)
- Understand how the supply chain can be turned into a competitive advantage for companies operating on international markets

**Learning Outcomes**

- Have command of the basic knowledge required to understand Supply Chain operations, planning and future challenges (4.0 Revolution)
- Be able to define and formalize supply chain strategic goals and objectives with a Kaplan matrix
- Be able to understand, produce and analyze a Supply Chain map
- Be able to synchronize a business development strategy with a supply chain strategy
- Be able to identify competitive drivers in the international supply chain
- Be able to formalize and submit a continuous improvement plan of supply chain processes with a view to international business development

**Mode de contrôle des connaissances :**

The project team and its members will be assessed as follows

- All works produced by the Project Team are assessed (written and oral work). This covers the tools and the final report (continuous improvement plan)

- The individual engagement in the project activities is also assessed as well as the individual performance during the project submission (oral)

- The individual REX is assessed

**Coefficient** : 1

**Bibliographie, lectures recommandées :**

· Logistics and Supply Chain Management – Creating Value, adding networks – de Christopher Martin

· Operations Management in Supply Chain – Decisions and Cases – Schroeder, Meyer Goldstein, Rungtusanatham - 6th edition - – **Recommended** –

· http://www.supplychainquarterly.com/whitepapers/ - white papers

· Supply chain dive operations website – free newsletter

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# Risk Track : Geopolitical Challenges 2

**ECTS** : 3

**Enseignants** : ERIC **MECHOULAN**, ILAN **SCIALOM**

**Langue du cours** : Anglais

**Description du contenu de l'enseignement :**

**Overview**

As part of the Risk Management track, this module complements technical courses in supply chain resilience and data-driven risk analysis by offering a geopolitical lens through which future business disruptions can be mapped, interpreted, and mitigated.

Through case studies, simulations, and structured analysis based on Geostrategy by Design, students will learn to connect high-level geopolitical developments with operational and strategic corporate decisions. We also reserve the possibility of inviting an external guest speaker, such as a corporate risk management professional, to provide students with applied insights and real-world perspectives on geopolitical risk management.

This course aims to equip international business students with the tools and mindset required to navigate today's volatile geopolitical landscape. From energy security to supply chain disruption, students will explore how global companies assess, anticipate, and manage geopolitical risk. The course bridges theory and practice through case studies, risk frameworks, and a final simulation exercise.

Why this course matters for the program:

- Develops strategic decision-making and resilience in students
- Connects geopolitics with real business functions (finance, supply chain, compliance) - Promotes analytical rigor and cross-functional skills

**Course Structure**

Each session is 3 hours

**Session 1** – Geopolitical Risk Mapping and Strategic Foresight (EM & IS)

**Sessions 2**

The geopolitical risk perspective in the global value chain (EM)

Geopolitical challenges to business ecosystems (EM)

**Session 3**

Geopolitics of Supply Chain Disruption (IS)

Intelligence, Influence, and Corporate Strategy (IS)

**Session 4 -Final Workshop: Simulation and Dashboard Presentation (IS & EM)**

**Compétences à acquérir :**

**Course Objectives**

- Equip students with analytical tools for geopolitical risk management
- Understand key frameworks (PESTLE, scenario planning, risk indices) - Analyze how geopolitical disruptions impact

firms
- Learn how businesses integrate strategic foresight into planning and apply strategic foresight to real-world international business scenarios.
- Combine geopolitical insights with supply chain and data risk approaches.
- Present actionable geopolitical dashboards or simulations

**Learning outcomes**

Develop specific skills :

- Geopolitical risk assessment
- Strategic thinking and foresight
- Crisis simulation and response
- Business decision-making under uncertainty
- Dashboard design and risk communication

**Mode de contrôle des connaissances :**

**Final Project – 70%: Group or individual geopolitical dashboard / scenario.**

- Risk radar
- Strategic options
- Stakeholder mapping
- Recommended business responses

**Participation – 30%: 1-page response to Geostrategy by Design.**

- Creation of a strategic geopolitical dashboard or scenario analysis for a multinational firm or sector exposed to risk.
- Critical Summary – 30%: 1-page response to Geostrategy by Design.

**Coefficient** : 1

**Bibliographie, lectures recommandées :**

**Core Reading:**

- Moreland, Dan. Geostrategy by Design: How to Manage Geopolitical Risk in the New Era of Globalization

**Supplementary Readings:**

- Gans, John. White House Warriors
- Braw, Elisabeth. The Defender's Dilemma
- Control Risks – RiskMap
- WEF – Global Risks Report
- EIU, Stratfor, geopolitical intelligence providers

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# Risk Track : Business Data Analytics 2A

**ECTS** : 3

**Enseignants** : JEAN FRANCOIS **BONNET**, JEAN AXEL **ULLERN**

**Langue du cours** : Anglais

**Description du contenu de l'enseignement :**

**Geopolitics: Analysis of international trade flows & geopolitical risks**

- Objective: Understand the impact of geopolitical tensions on trade
- Data: Import/export volumes by region, political risk indices, currency fluctuations
- Methods: Advanced visualization, correlations between variables, prediction of impactful events

**Compétences à acquérir :**

Advanced and Applied Data Analytics

**Coefficient** : 1

# Risk Track : International Project

**Langue du cours** : Anglais

**Description du contenu de l'enseignement :**

The international project is a group activity involving external stakeholders. Students are responsible for organizing meetings with companies related to their track specialization during visit days in France or study trips abroad. They are also responsible for organizing themed conferences throughout the year.

**Compétences à acquérir :**

Organizing conferences

Developing a network at the highest international level

**Mode de contrôle des connaissances :**

Participation 100% - Validation ECTS

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**Business Development Track - 9 ECTS**

# BD Track : Doing Business in fast growing markers

**ECTS** : 3

**Enseignant responsable** : PIERRE **RELECOM**

**Langue du cours** : Anglais

**Description du contenu de l'enseignement :**

- **Session 1 : Doing Business in Latin America**
- **Session 2 : Doing Business in Africa**
- **Session 3 : Doing Business in ME**
- **Session 4 : Doing Business in India**
- **Session 5 : Doing Business in Asia**

**Compétences à acquérir :**

Adaptability to various business environments

**Mode de contrôle des connaissances :**

**BUSINESS CASES :**

- Work accomplished
- Research
- Form of presentation
- Quality of the oral presentation (each must speak)
- Respect of presentation timing **(20')**

**60% of the final grade**

**PARTICIPATION :**

- Debate preparation (20%)
- Presentation (50%)
- Participation during the class (30%)

**40% of the final grade**

**Coefficient** : 1

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# BD Track : International Consumer Behavior

**ECTS** : 3

**Enseignant responsable** : DENIS **DARPY** (https://dauphine.psl.eu/recherche/cvtheque/darpy-denis)

**Langue du cours** : Anglais

**Description du contenu de l'enseignement :**

This course examines the relationship between universality and cultural relativism through consumer culture during major rituals.

The course analyzes the constants of consumption across cultures by studying major rituals. Are abundance and deprivation universal across cultures? Universal or cultural humanity: this tension is at the heart of this course.

Student groups are organized around major rituals such as Thanksgiving, Christmas, Ramadan, Lunar New Year, Diwali, and Mardi Gras. A historical analysis highlights the ancient roots of these holidays and then shows how they have been appropriated by religions. Popular culture (TV series, films, books) is used to illustrate the manifestations of each culture.

A debate is organized after each presentation. Students learn from each other. Knowledge is co-constructed with the speakers.

The pedagogical method of group work allows data to be accumulated. The teacher provides rotating tutoring to each group to introduce the intercultural concepts used in the analysis grid.

**Compétences à acquérir :**

Critical thinking

Ability to connect rituals and society

**Mode de contrôle des connaissances :**

Group Report - 100%

**Coefficient** : 1

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# BD Track : Business Data Analytics 2B

**ECTS** : 3

**Enseignants** : JEAN FRANCOIS **BONNET**, JEAN AXEL **ULLERN**

**Langue du cours** : Anglais

**Description du contenu de l'enseignement :**

**1. Business Development: Managing distribution channel performance**

- Objective: Identify levers for optimizing sales performance
- Data: Sales by channel, conversion rates, return on advertising investment
- Methods: Segmentation analysis, acquisition cost optimization, sales forecasting

**2. Marketing: Personalizing customer recommendations**

- Objective: Improve conversion by offering tailored recommendations
- Data: Purchase history, customer profiles, behavioral data
- Methods: RFM segmentation, customer clustering, propensity scoring

**Compétences à acquérir :**

Advanced and Applied Data Analytics

**Coefficient** : 1

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# BD Track : International Project

**Langue du cours** : Anglais

**Description du contenu de l'enseignement :**

The international project is a group activity involving external stakeholders. Students are responsible for organizing meetings with companies related to their track specialization during visit days in France or study trips abroad. They are also responsible for organizing themed conferences throughout the year.

**Compétences à acquérir :**

- Organization of conferences
- Developing a network at the highest international level

**Mode de contrôle des connaissances :**

100% Participation - Validation ECTS