



This learning unit is not open to incoming exchange students!

Teacher(s)	Charry Karine ;Poncin Ingrid ;
Language :	French
Place of the course	Mons
Main themes	This seminar is designed to support the initial phase of the work-study programme, which runs from November to May and covers the first and second academic terms (Q1–Q2). It is structured around two professional assignments carried out within the host organization. During this phase, students are expected to familiarize themselves with the fundamental theories of the firm and its transformation, while developing an understanding of the organization and its broader context. Each topic addressed in the seminar involves the study of relevant academic theories, which are subsequently contextualized in relation to professional practices. Students are then required to conduct analyses tailored to their specific organizational immersion. Regular seminars provide opportunities for discussion and exchange, aimed at developing students' ability to adopt a critical perspective and to contextualize their work through dialogue with academic staff and practitioners. Seminars are organized on an ongoing basis around themes related to corporate digital transformation, defined annually. For each theme, academic theories are examined and critically discussed in light of professional practices. The first seminar is dedicated to competency assessment and the development of an individual career plan. Students are subsequently expected to apply their analytical skills to the specific context of their internship. The seminar ensures continuous monitoring of students within their professional environment. This collective supervision fosters connections between the various assignments carried out within the organization and supports the development of students' competencies.
Learning outcomes	At the end of this learning unit, the student is able to : <u>Competencies</u> With regard to the competency framework of the 120-credit Master's programmes in Management at LSM, this course unit contributes to the development and acquisition of the following competencies: • 1. Act as a socially responsible professional, in particular: • 1.1 Demonstrate intellectual independence in reasoning and adopt a critical and reflective perspective on both academic knowledge and common-sense assumptions. • 2. Master knowledge, in particular: • 2.1 Master a core body of knowledge in management and corporate digital transformation; • 2.2 Acquire highly specialized knowledge (advanced and up-to-date concepts and methods derived from scientific research); • 2.4 Mobilize and apply knowledge appropriately when addressing problems. • 3. Apply a scientific approach, in particular: • Understand the level of scientific rigor required in the implementation of digital transformation initiatives; • 3.1 Conduct clear and structured analytical reasoning by applying, and where necessary adapting, scientifically grounded conceptual frameworks and models to analyze real-world problems; • 3.2 Collect, select, and analyze relevant information using rigorous, advanced, and appropriate methodologies; • 3.4 Synthesize key elements of a situation with discernment, demonstrate conceptual abstraction in order to formulate a diagnosis and draw relevant conclusions; • 3.5 Develop context-appropriate and implementable solutions based on analysis, identify priorities for action, interpret results, and formulate managerial recommendations. • 5. Communicate effectively. • 6. Work in teams and exercise leadership, in particular: • 6.1 Collaborate effectively within a team, demonstrate openness to diverse perspectives and ways of thinking, manage disagreements constructively, and embrace diversity. • 7. Manage projects, in particular: • 7.1 Frame a project within its environment and define its expected outcomes <u>Learning outcomes</u> At the end of this seminar, students will be able to:

	• Demonstrate knowledge of current trends and practices in corporate digital transformation; • Understand the challenges associated with implementing digital transformation initiatives; • Be familiar with organizational practices in digital transformation and assess their strategic and operational relevance; • Develop a critical analysis of practices observed within organizations, including their benefits and limitations; • Develop continuous monitoring and environmental scanning capabilities; • Apply digital transformation concepts and techniques effectively in a professional context.
Evaluation methods	Continuous assessment (participation in the seminar, assignments submitted, assessment of the immersion in Q1 and Q2, work-study project evaluation, report) and overall success
Teaching methods	- Theoretical contributions - Co-development forums - Case studies - Practical work - Work placement (alternating 3 days a week during the course) - Digital watch
Content	The initial phase of the work-study program is scheduled from November to May, covering the first and second quarters (Q1–Q2). It is structured around two main missions within the host company. During this phase, students are expected to become familiar with the fundamental theories of business and organizational transformation, and to understand the structure and context of the organization. Each topic involves the study of academic theories, which are then contextualized through professional practices. Subsequently, students conduct analyses tailored to their specific immersion context. Regular seminars provide opportunities for dialogue with faculty and professionals, fostering students' ability to reflect critically and gain perspective. Seminars are organized around themes related to the digital transformation of organizations, which are defined annually. For each theme, academic theories are examined and contrasted with professional practices. The first seminar focuses on skills assessment and career planning. Students then apply their analytical skills to the specific context of their internship. Regular seminars help them further develop their ability to take a step back and gain perspective through dialogue with instructors and professionals. The seminar also ensures ongoing support for interns within their professional environment. This collective tutoring links the various company missions and contributes to the development of students' competencies.
Inline resources	MOODLE
Bibliography	Guérin, J.,#Kermarrec, G. &#Péoc'h, J. (2010). Conception et mobilisation d'une boussole pédagogique dans le cadre d'un dispositif de formation par alternance : Analyse du développement professionnel d'une enseignante stagiaire en EPS.#Éducation & didactique, 4, 21-40.# https://doi.org/10.4000/educationdidactique.783
Other infos	The use of artificial intelligence tools must remain measured and responsible: under no circumstances should they replace personal work or be relied upon uncritically to ensure the scientific rigor expected in academic outputs. Any breach of academic standards, including inappropriate or excessive use of AI tools, will be subject to disciplinary measures.
Faculty or entity in charge	CLSM

Programmes containing this learning unit (UE)				
Program title	Acronym	Credits	Prerequisite	Learning outcomes
Master [120] in Management (with work-linked-training)	GESA2M	8		