

MSc Business Strategy & Consulting

September 2024 – April 2025



CODE: Tbc

Titre du cours /Course title: CENTRAL TOPICS IN STRATEGY CONSULTING

Term : FALL

Heures d'enseignement /Teaching hours: 24 hours

Crédits /Number of credits: 3

Langue d'enseignement /Teaching language: ☒English ☐French

Responsable de cours /Course leader: (Filled in by Program)

Enseignants /Speakers: Dr. SU Peiran or TBD

≡ DESCRIPTION DU COURS /COURSE DESCRIPTION

This course will equip you with knowledge and skills to actively learn and critically apply strategy concepts and theories to diagnose challenges faced by organisations, formulate and evaluate strategic options, and implement strategic changes in strategy consulting.

≡ OBJECTIFS DU COURS /COURSE OBJECTIVES

By the end of the course, you will:

- Understand the complexity of an organisation's environment in terms of strategic concepts and frameworks
- Recognise the implications of strategic decisions on an organisation's future opportunities and competition
- Gain insight into key skills and analytical frameworks for effective consulting
- Develop key skills in managing consulting projects and delivering client value

≡ CONCEPTS ENSEIGNES /TACKLED CONCEPTS

Concepts and topics covered will include:

- Central concepts in strategic management and consulting practice
- Frameworks and tools for internal and external analyses
- The relationship between strategic formulation and implementation and consulting practice

≡ METHODES PEDAGOGIQUES /LEARNING METHODS

The course maintains a balance between research-informed and business practice-informed teaching based on a student-centred approach. The course materials contain textbooks, online materials, business cases, and carefully selected academic papers. There are group work and in-class discussions to stimulate collaborative learning.

≡ TRAVAIL ATTENDU /ASSIGNMENTS

Students are expected to read course materials and business cases for their preparation.

≡ BIBLIOGRAPHIE – RESSOURCES DU COURS /BIBLIOGRAPHY – COURSE MATERIAL

For key concepts and theories in strategy, please refer to any of the following.

Johnson et al. (2017) *Exploring strategy: Text and cases* (11th ed.)

Johnson et al. (2020) *Exploring strategy: Text and cases* (12th ed.)

For broader knowledge and understanding of strategy consulting, please refer to the following in the library (i.e., Knowledge Hub).

Chapus-Gilbert (2011) *Understand the business of consulting*.

Galea (2009 or 2017) *Consulting for business sustainability*.

Schaffer (2002) *High impact consulting: how clients and consultants can work together to achieve extraordinary results*.

≡ **MODALITES D'EVALUATION /EVALUATION METHODS**

The evaluation has two components.

1. Group verbal presentation – 40% of final mark. Task: select an industry and analyse its external environment in a stage of the industry's life cycle.
2. Individual written assessment – 60% of final mark. Task: select an organization of the above industry, formulate two strategies based on analyses, and evaluate the strategies.

≡ **SEANCES /SESSIONS**

- **SESSION 1: Introduction**
 - LECTURE: 02h00
 - Main content: introduce the basic concepts in strategy.
- **SESSION 2: Evaluating External Environment**
 - LECTURE: 02h00
 - Main content: use PESTEL and Porter's five forces to analyse an organization's external environment.
 - Case study: *Alibaba: the Yangtze River Crocodile*
- **SESSION 3: Evaluating Internal Capabilities**
 - LECTURE: 02h00
 - Main content: use VRIO and SWOT to analyse an organization's internal capabilities.
 - Case study: *Rocket Internet – will the copycat be imitated?*
- **SESSION 4: Business Level Strategies**
 - LECTURE: 02h00
 - Main content: assess generic strategies of cost leadership, differentiation, focus and hybrid strategy.
 - Case study: *The IKEA approach*
- **SESSION 5: Corporate Level Strategies I: Integration and Diversification**
 - LECTURE: 02h00
 - Main content: assess strategy options, including market penetration, product development, market development and diversification
 - Case study: *Grand strategies in vision*
- **SESSION 6: Corporate Level Strategies II: Mergers, Acquisitions and Strategic Alliances**
 - LECTURE: 02h00
 - Main content: understand how to make appropriate choices between organic development, mergers and acquisitions and strategic alliances
 - Case study: *Future-proofing business? Sainsbury's acquires Argos*
- **SESSION 7: International Strategy**
 - LECTURE: 02h00

- Main content: assess internationalization drivers and potential of different markets and identify sources of competitive advantages in international strategy.
- Case study: *Walmart: International successes and failures*
- **SESSION 8: Stakeholder and Governance**
 - LECTURE: 02h00
 - Main content: undertake stakeholder analysis and understand different ownership models for an organization's strategy
 - Case study: *Petrobras and the Lizards*
- **SESSION 9: Entrepreneurship and Innovation**
 - LECTURE: 02h00
 - Main content: understand key issues facing entrepreneurs in opportunity recognition and respond to key innovation dilemmas
 - Case study: *Rovio's Angry Birds: The evolution of a global entertainment empire*
- **SESSION 10: Organizational Culture and History**
 - LECTURE: 02h00
 - Main content: analyse how an organization's culture and history influence its strategic position
 - Case study: *Uber and the ubermensch*
- **SESSION 11: Evaluating Strategies**
 - LECTURE: 02h00
 - Main content: use SAFE to assess the performance outcomes of different strategies
 - Case study: *ITV: DIY, buy or ally?*
- **SESSION 12: Group Presentations & Feedback**
 - LECTURE: 02h00

CODE: Tbc

Titre du cours /Course title: ORGANIZATION & MANAGEMENT OF CONSULTING FIRMS

Term: FALL

Heures d'enseignement /Teaching hours: 24 hours

Crédits /Number of credits: 3

Langue d'enseignement /Teaching language: ☒English ☐French

Responsable de cours /Course leader: (Filled in by Program) **Enseignants /Speakers:** Lucie Noury and external lecturer(s)

≡ DESCRIPTION DU COURS /COURSE DESCRIPTION

Working as a consultant requires understanding the principles at the heart of the organization and management of consulting firms. Based on the latest research in the field of consulting and professional services, this course aims at giving students the knowledge they need to engage in a meaningful consulting career and become reflexive practitioners. It focuses on the history of the consulting industry, the way it is regulated, the role of consultants and their impact on society at large, its dominant forms of organization and emerging new business models. As part of this course, students will be invited to write a professional article on current trends in this industry.

≡ OBJECTIFS DU COURS /COURSE OBJECTIVES

By following this course, students will be able to :

- Identify the dominant organisational forms adopted in the industry and the type of services they are associated with
- Critically analyze the role of consultants
- Develop a well-substantiated and critical opinion about current trends in the industry
- Design new business models for consulting
- Reflect on their career aspirations and on the type of consultancy they would like to work for

≡ CONCEPTS ENSEIGNES /TACKLED CONCEPTS

Professional Partnership, Managed Professional Business, Business Model, Leverage, Up-or-Out, Professionalism, Management Fashions, New Business Models

≡ METHODES PEDAGOGIQUES /LEARNING METHODS

Lectures, videos, interview with a consultant, article writing, report writing and presentation, group activities, class participation

≡ TRAVAIL ATTENDU /ASSIGNMENTS

Students are required to prepare readings/cases/exercises as indicated in class by the lecturer.

The continuous assessment relies on one assignment and the final exam comprises two reflection questions.

Assignment: article competition (in pairs)

Interview a consultant in pairs on a current trend in the industry (theme to be announced in the lecture) and use this input to write an article on the topic, aimed at a professional audience. You are expected to find an original angle, and to use the examples, anecdotes and thoughts shared by your interviewee to tell your story - feel free to use some direct quotes but don't reproduce literally what your interviewee said (in a question & answer style). Instead use it to write up your own story about the topic

Requirements:

- 5000 characters (excluding spaces), tolerance of 10%
- Record your interview so you can use direct quotes and submit the audio file via wetransfer as a proof
- Add an authorization to publish from your interviewee in an appendix (unless anonymous)
- Submit your assignment via blackboard

Assessment criteria:

- Clarity of the structure of the text
- Quality of the argumentation & analytical depth
- Originality and creativity
- Editorial quality

≡ **BIBLIOGRAPHIE – RESSOURCES DU COURS /BIBLIOGRAPHY – COURSE MATERIAL**

Bourgoin, A., & Harvey, J. F. (2018). Professional image under threat: Dealing with learning–credibility tension. *Human Relations*, 71(12), 1611-1639.

Christensen, C. M., Wang, D., & van Bever, D. (2013). Consulting on the Cusp of Disruption. *Harvard Business Review*, 91(10), 106-114.

Garcias, F., Noury, L. (2021) . What are the boundaries to the expansion of digital labour platforms? Understanding uberization through a cognitive sustainability lens, *M@n@gement*, 24 (4), 36-48

Jung, N., & Kieser, A. (2012). Consultants in the management fashion arena. In *The Oxford handbook of management consulting*.

Kipping, M. (2002). Trapped in their wave: The evolution of management consultancies. *Critical consulting: New perspectives on the management advice industry*, 28-49.

Kirkpatrick, I., Muzio, D., & Ackroyd, S. (2012). *Professions and professionalism in management consulting* (pp. 187-206). Oxford: Oxford University Press

Maister, D. (2004) The Anatomy of a Consulting Firm. In Fombrun C.J. and Nevis M.D (ed.) *The Advice Business: Essential Tools and Models for Managing Consulting*: 17-31.

≡ **MODALITES D'EVALUATION /EVALUATION METHODS**

	Type of assignment	Weight in final grade
Article competition	Group	50%
Final exam	Individual	50%

For each assignment, see detailed instructions under the assignments heading

In the individual final exam, students will be asked to answer two reflection questions on the themes discussed in class. Students will be expected to use the course material (documents will be allowed) to elaborate a well structured and well substantiated argument about key developments in the area of consulting.

≡ **SEANCES /SESSIONS**

- **SESSION 1: History of the consulting industry**
 - LECTURE: 02h00
 - In this first lecture, the course, its learning objectives and assignments will be presented.
 - Then, the origins of the consulting industry and its three main “waves” will be discussed, from scientific management to strategy and IT. The current consulting market and its main actors will then be introduced.
- **SESSION 2: The traditional business model of consultancies**
 - LECTURE: 02h00
 - In this lecture, students will discuss the specificities of consulting work to understand the economic model of consulting firms. They will learn to use the value proposition and business model canvas and will apply it to consulting.
 - In groups, students will start working on their new business model assignment.
- **SESSION 3: The professional partnership**
 - LECTURE: 02h00
 - In this lecture, students will learn about the dominant form of organization of the consulting industry: the professional partnership. Through the concept of leverage, students will be able to analyze further the economic model of consulting firms and understand the impact of standardization and client interaction on the organization of consultancies. The impact of a partnership form of organization on firm governance will also be discussed.
- **SESSION 4: Article competition workshop**
 - LECTURE: 02h00
 - In this session, students will work in pairs on their article assignment: they will identify several angles for their article, work on strategies to find interviewees and prepare their interview guide. The lecturer will provide advice and guidance on how to conduct an interview.
- **SESSION 5: The bureaucratization of consulting firms**
 - LECTURE: 02h00
 - In this lecture, the bureaucratization of consulting firms will be discussed and, more specifically, reasons for entering the stock market as a consultancy and the impact of such a decision on the governance and daily management of the firm.
 - Students will continue to work, in groups, on their new business model assignment.
- **SESSION 6: The impact of consulting**
 - LECTURE: 02h00

- In this session, the impact of consultants on their clients and on society at large will be discussed. More specifically, students will be invited to reflect on some critical research on the role of consultants in the creation and diffusion of management fashions, together with some examples of unethical practices.
- **SESSION 7: Regulating consulting**
 - LECTURE: 02h00
 - In this lecture, the professional status of consulting will be debated, together with its implications in terms of regulation. Students will reflect on the pros and cons of the state regulation of consulting services and discuss alternatives, from industry or company codes of ethics to individual values.
- **SESSION 8: Working as a junior consultant**
 - LECTURE: 02h00
 - In this session, students will be able to discuss what it is like to work as a consultant. More specifically, the impact of different forms of organizing on careers will be analyzed, as well as their impact on work-life balance. Some key challenges experienced by junior consultants – such as learning while remaining legitimate in the eyes of the client – will be thoroughly discussed.
- **SESSION 9: New business models (1/3)**
 - LECTURE: 02h00
 - In this lecture, students will work on developing new business models for consulting firms.
- **SESSION 10: New business models (2/3)**
 - LECTURE: 02h00
 - In this lecture, the lecturer will discuss internal and external sources of pressure for change of the business model of consulting firms and will share results of her own research regarding emerging business models in the field of consulting, from networks of firms to partnerships with clients or platforms of freelance professionals.
- **SESSION 11: New business models (2/3)**
 - LECTURE: 02h00
 - In this guest lecture, one or two consultancies will present their business model experimentations.
- **SESSION 12: Article competition workshop and exam preparation**
 - LECTURE: 02h00
 - In this final session, students will work together on their draft articles ahead of submission.
 - In the second half of the session, students will prepare for the exam and conclude the module.

≡ **INTERNAL NEEDS:**

Need to find 1 or 2 consultancies who have implemented new business models / service innovations / experiment to present and discuss their experience with students.

CODE: Tbc

Titre du cours /Course title: UNDERSTANDING ORGANIZATIONS

Term: FALL

Heures d'enseignement /Teaching hours: 24 hours

Crédits /Number of credits: 3

Langue d'enseignement /Teaching language: ☒English ☐French

Responsable de cours /Course leader: (Filled in by Program)

Enseignants /Speakers: tbc

≡ DESCRIPTION DU COURS /COURSE DESCRIPTION

Any change endeavour starts with a relevant assessment of the current situation. Yet, diagnosing organizational problems and situations is one of the harduous tasks consultants are confronted to.

There is a vast body of knowledge from the fields of organization theory, sociology, anthropology and psychology which can be leveraged to better understand organizations and their complex dynamics.

Students will discover such theories, the context in which they were produced and discuss their performative effect.

Through this course, students will discover key authors and theories of organizations and use them to conduct a critical, thorough and complex organizational diagnosis.

≡ OBJECTIFS DU COURS /COURSE OBJECTIVES

By following this course, students will be able to:

- Understand key theories in the field of Organization & Management
- Reflect critically on the underlying assumptions of such theories
- Use them to critically diagnose an organizational situation

≡ CONCEPTS ENSEIGNES /TACKLED CONCEPTS

The gap between theory and practice, bureaucracy, open systems, contingency, sensemaking, principal-agent, transaction cost, cognitive bias, groupthink, control, symbolic interactions, new forms of organization

≡ METHODES PEDAGOGIQUES /LEARNING METHODS

Lectures, class presentations and discussions, readings, case studies

≡ TRAVAIL ATTENDU /ASSIGNMENTS

Students will be asked to prepare readings, as instructed by the lecturer, as well as case studies.

They will be asked to critically discuss articles/book chapters in class and apply the theories discussed in class to a real case.

≡ BIBLIOGRAPHIE – RESSOURCES DU COURS /BIBLIOGRAPHY – COURSE MATERIAL

Harrison, M. I. (2005). Diagnosing organizations: Methods, models, and processes (Vol. 8). Sage.

Shafritz, J. M., Ott, J. S., & Jang, Y. S. (2015). *Classics of organization theory*. Cengage Learning.

≡ **MODALITES D'EVALUATION /EVALUATION METHODS**

Continuous assessment:

- Group presentation (20%)
- A final report combining learnings from each session into a relevant diagnosis of the case (30%)

Final exam (50%): case study

≡ **NEED:**

1 consultancy to share their experience of working with theory

≡ **SEANCES /SESSIONS**

- **SESSION 1: Diagnosing organizations**
 - LECTURE: 02h00
 - In this introductory session, the principles, methods, uses and challenges of organizational diagnosis are discussed. Students will also discuss the kinds of data required for a thorough diagnosis, and will draw links with the research methods and quantitative skills for consultants' courses.
- **SESSION 2: Relevance of theory for practice**
 - LECTURE: 02h00
 - In this session, consultants will share their experience of using theory in their work as well as discuss the role they play in the generation of new knowledge, methods and theories themselves.
- **SESSION 3: The case**
 - LECTURE: 02h00
 - In this session, students will be presented with the case that will be used all throughout the course. In the following sessions, students will be asked to discuss to what extent the theories presented in class can help understanding this organizational problem. A final report drawing on all these discussions to form a diagnosis will then be submitted by each team of students.
- **SESSION 4: The bureaucracy**
 - LECTURE: 02h00
 - In this session, students will discuss the classic Weberian understanding of bureaucracy, its strengths and challenges, as well as its contemporary manifestations.
- **SESSION 5: Organizations as open systems**
 - LECTURE: 02h00
 - In this session, students will discuss how organizational structures depend on both internal and external contingency factors, and how they may enable sensemaking.
- **SESSION 6: Economic theories of organizations**
 - LECTURE: 02h00

- In this session, students will discuss the theory of the firm as well as transaction cost theory, to better understand organizations as governance structures.
- **SESSION 7: Cognitive theories of organizations**
 - LECTURE: 02h00
 - In this session, students will discuss decision-making theories, cognitive biases and groupthink.
- **SESSION 8: Organizations as instruments of control**
 - LECTURE: 02h00
 - In this session, students will discuss how – from labour process theory to Foucauldian approaches – organizations are conceived as riddled with power struggles.
- **SESSION 9: The theatrics of organizations**
 - LECTURE: 02h00
 - In this session, students will discuss the work of Goffman and the role of symbolic interactions in organizations.
- **SESSION 10: Understanding new forms of organizations**
 - LECTURE: 02h00
 - In this session, students will discuss how theories of organizations apply/may be challenged by new contemporary forms of organizations such as liberated companies, cooperatives or digital platforms.
- **SESSION 11: Case study**
 - LECTURE: 02h00
 - In this session, students work in groups on their case study report, under the guidance and coaching of the lecturer.
- **SESSION 12: Wrapping up**
 - LECTURE: 02h00
 - In this session, students will get some feedback on the case study and prepare for the exam.

CODE: Tbc

Titre du cours /Course title: CONSULTING CHALLENGE & PROJECT MANAGEMENT

Term : FALL

Heures d'enseignement /Teaching hours: 24 hours

Crédits /Number of credits: 3

Langue d'enseignement /Teaching language: ☒English ☐French

Responsable de cours /Course leader: (Filled in by Program)

Enseignants /Speakers: tbd (+ corporate partnership for the actual mission)

≡ DESCRIPTION DU COURS /COURSE DESCRIPTION

This module adopts an experimental-learning approach to teach students how to deal with complex consultants' assignments. To do so, students will work on a real-life consulting mission in teams of 6 or 7 under the guidance of faculty members and in contact with a client.

The mission starts with a briefing from the client and lasts all along the semester, with an intermediate presentation and a final presentation to the client. Consulting teams benefit from feedbacks from the client at several steps of their work, as well as methodological input from the lecturer. Also, coaching sessions with a faculty member are regularly provided to each team to help them in their progression.

Students will have to deal with complex business situations and are expected to dedicate considerable extra-work to meet deadlines as consultants do.

≡ OBJECTIFS DU COURS /COURSE OBJECTIVES

Analyze a complex problem on a mission for a real client

Identify the key stakes of a project and of its management

Develop relevant solution(s) for the client, from strategic to operational dimensions

≡ CONCEPTS ENSEIGNES /TACKLED CONCEPTS

Evaluating clients' needs and expectations, researching relevant data and information, Managing projects, Meeting deadlines and milestones, Producing deliverables, Scoping and implementation.

≡ METHODES PEDAGOGIQUES /LEARNING METHODS

Simulation, coaching sessions, experiential learning

≡ TRAVAIL ATTENDU /ASSIGNMENTS

Students are evaluated on their ability to:

- develop and organize an efficient team
- to understand the client's needs
- to propose a relevant analysis and informed analysis of the situation and to formulate adequate recommendations
- to manage the project efficiently

The work unfolds in 3 main parts:

- an initial briefing with the client
- coaching sessions with the professor to help student teams to develop their proposition
- 2 presentations to the client : an intermediate and a final one

The grading is based on the final delivery.

(Detailed criteria of assessment of the final delivery are indicated on a grid available on Audencia Blackboard)

A peer evaluation complete the grading on an individual basis

≡ **BIBLIOGRAPHIE – RESSOURCES DU COURS /BIBLIOGRAPHY – COURSE MATERIAL**

Andler, N. (2016). *Tools for project management, workshops and consulting: a must-have compendium of essential tools and techniques*. John Wiley & Sons.

Heagney, J. (2016). *Fundamentals of project management*. Amacom.

≡ **MODALITES D'EVALUATION /EVALUATION METHODS**

The students will be evaluated as follows:

- Kick-off challenge (10%)
- Intermediate presentation (20%)
- Final presentation (70%)

≡ **SEANCES /SESSIONS**

- **SESSION 1: Kick-off challenge**
 - LECTURE: 02h00
 - Introduction to the course, its format and expectations
 - Teams are formed and a kick-off challenge is presented
- **SESSION 2: Kick-off challenge – presentations & feedback**
 - LECTURE: 02h00
 - Students present their work
 - Feedback is provided to all teams at the end of the session
- **SESSION 3: Consulting challenge – client briefing**
 - LECTURE: 02h00
 - In this session, the client presents their problem, its context and related needs.
 - They present their expectations for the teams. There is time for questions and answers.
- **SESSION 4: Fundamentals of project management (1/2)**
 - LECTURE: 02h00
 - In this session, students will discuss the project cycle, the project roadmap, project planning, stakeholder analysis, and risk analysis.
- **SESSION 5: Coaching session**
 - LECTURE: 02h00
 - During this online coaching session, each group meets the teacher to discuss their progress. Questions can be asked, ideas discussed etc. Students prepare for their intermediate presentation.
- **SESSION 6: Coaching session**
 - LECTURE: 02h00

- During this online coaching session, each group meets the teacher to discuss their progress. Questions can be asked, ideas discussed etc. Students prepare for their intermediate presentation.
- **SESSION 7: Intermediate presentation**
 - LECTURE: 02h00
 - Students present their work in progress.
- **SESSION 8: Fundamentals of project management (2/2)**
 - LECTURE: 02h00
 - In this session, students will discuss project control, project management roles and responsibilities, and project closure.
- **SESSION 9: Coaching session**
 - LECTURE: 02h00
 - During this online coaching session, each group meets the teacher to discuss their progress. Questions can be asked, ideas discussed etc. Students prepare for their final presentation.
- **SESSION 10: Coaching session**
 - LECTURE: 02h00
 - During this online coaching session, each group meets the teacher to discuss their progress. Questions can be asked, ideas discussed etc. Students prepare for their final presentation.
- **SESSION 11: Final presentations**
 - LECTURE: 02h00
 - Presentation to the client.
 - Students should send their presentation to the teacher before the start of the session.
- **SESSION 12: Final presentations & debrief**
 - LECTURE: 02h00
 - Presentation to the client.
 - Students should send their presentation to the teacher before the start of the session. Feedback will be provided.

≡ **NEED:**

Finding a corporate partnership for the client mission

CODE: Tbc

Titre du cours /Course title: DIGITAL TRANSFORMATION

Term : FALL

Heures d'enseignement /Teaching hours: 24 hours

Crédits /Number of credits: 3

Langue d'enseignement /Teaching language: ☒English ☐French

Responsable de cours /Course leader: (Filled in by Program)

Enseignants /Speakers: Redouane El Amrani + Cap Gemini

≡ DESCRIPTION DU COURS /COURSE DESCRIPTION

The 2019 Gartner digital trends study points to the changes in IT priorities and spending as enterprises continue to become more digitized and tightly connected. Therefore, digital transformation is not just an IT (Information technology) transformation: it's a real cultural revolution about vision, culture, engagement and deployment.

Information Systems & Digital Transformation consulting is a field that focuses on advising businesses on how best to use digital technologies to meet their business objectives. In addition to providing advice, information systems & digital consultants analyze, design and develop Information Technology business solutions and provide advice on a wide range of information systems issues.

In this course, emphasis will be on the management of digital transformation and Information Systems of the organization, from both process and system perspectives, as well as issues and opportunities in innovating through technology. Moreover, this course provides a foundation of management-level IS concepts relevant to using and managing IS and help to understand the strategic and operational IS contributions to companies.

Knowledge acquired in the course is directly applied in a consulting challenge, in partnership with Cap Gemini.

≡ OBJECTIFS DU COURS /COURSE OBJECTIVES

By following this course, students should be able to:

- Understand the concepts of Information Systems & Digital Transformation and apply them to business processes.
- Explore the role Digital Transformation in obtaining an organizational competitive advantage.
- Analyze and explain the role of Enterprise Systems (ERP, CRM & SCM) in developing a successful Digital Transformation.
- Understand the role of Big Data and Cloud Computing in a Digital Transformation Strategy.
- Artificial Intelligence : understand the organizational, behavioral and ethical issues surrounding the use of AI in organization.

≡ CONCEPTS ENSEIGNES /TACKLED CONCEPTS

Digital Transformation, IS Consulting, Enterprise Systems, Artificial Intelligence, Big Data, Cloud Computing, Change Management

≡ **METHODES PEDAGOGIQUES /LEARNING METHODS**

To adequately introduce and explain the challenges of Digital Transformation in consulting practices, we'll alternate between group work, lectures and question/discussion. Different speakers will share with the rest of the class their roles and responsibilities they have had in their organizations as a consultant, project manager, key user, team member, etc.

≡ **TRAVAIL ATTENDU /ASSIGNMENTS**

The grades will reflect the way in which every participant presents and supports the topics and positions in the various learning activities used in this course.

Case Study (30%):

This grade will be based on the capacity of the student to read and understand the case study, respond to the questions and bring a comprehensive solution. The presentation should be for 20 minutes. Students should use the material given to them plus additional readings of their choice to support their arguments. They may also include examples from their own company or experience that support the position they have to take.

Consulting challenge (20%)

The grade is based on the students' presentation of their work at the end of the consulting challenge, in teams.

≡ **BIBLIOGRAPHIE – RESSOURCES DU COURS /BIBLIOGRAPHY – COURSE MATERIAL**

Obligatory readings:

- Hess et al., (2016) « Options for Formulating a Digital Transformation Strategy », *MIS Quarterly Executive*, 15(2):123-139
- Sebastian, Ina M.; Ross, Jeanne W.; Beath, Cynthia; Mocker, Martin; Moloney, Kate G.; and Fonstad, Nils O. (2017) "How Big Old Companies Navigate Digital Transformation," *MIS Quarterly Executive*: Vol. 16 : Iss. 3
- Singh, Anna and Hess, Thomas (2017) "How Chief Digital Officers Promote the Digital Transformation of their Companies," *MIS Quarterly Executive*: Vol. 16 : Iss. 1.

Optional readings:

- Nicholas C. Carr (2003) «IT Doesn't Matter», *Harvard Business Review*, pp .41-49.
- Soh and Siew (2005) "The Challenges of implementing "Vanilla" versions of Enterprise Systems", *MIS Quarterly Executive*, vol.4, pp.373- 384
- Coltman T, Devinney TM, Midgley DF, (2011) Customer Relationship Management and firm performance, *Journal of Information Technology*, 26, pp. 205–219.
- Liu L, Feng Y, Hu Q and Huang X, (2011) "From transactional user to VIP: how organizational and cognitive factors affect ERP assimilation at individual level", *European Journal of Information Systems*, 20, pp.186–200.
- Klaus T, Blanton JE (2010) "User resistance determinants and the psychological contract in enterprise system implementations", *European Journal of Information Systems*, Vol. 19,pp. 625–636.
- Jarvenpaa S.L and Tuunainen V.K (2013), "How Finnair Socialized Customers for Service Co-Creation with Social Media", *MIS Quarterly Executive*, 12:3, pp.125-136.

- Lyer B and Henderson J.C (2012) "Business Value from Clouds: Learning from Users", *MIS Quarterly Executive*, Vol. 11 No. 1, pp. 51-60.
- Fosso Wamba. S, Akter S, Edwards A, Chopin G, Gnanzou D, (2014), "How 'big data' can make big impact: Findings from a systematic review and a longitudinal case study", *International Journal of Production Economics*, pp.1-13.
- Stamas PJ, Kaarst-Brown ML, Bernard S.A –(2014), "The Business Transformation Payoffs of Cloud Services at Mohawk", *MIS Quarterly Executive*, 13/4, pp. 177-192.
- Kane G.C (2015) "Enterprise Social Media: Current Capabilities and Future Possibilities", *MIS Quarterly Executive*, 14:1, pp. 1-15

≡ **MODALITES D'EVALUATION /EVALUATION METHODS**

Students will be assessed on a case study (30%), a consulting challenge (20%) and a final exam (50%).

The final exam will be a Quiz test. Duration 1h30. No material during the exam. It will be in multiple formats such as true/false, multiple-choice, essay, problem/solutions and are designed to test conceptual and procedural learning objectives of the course.

≡ **SEANCES /SESSIONS**

- **SESSION 1: Managing Businesses in the digital world**
 - LECTURE: 02h00
 - Managing Businesses in the digital world
 - Understanding the basic concepts of digital transformation strategy
 - Challenges of Operating in the Digital World
 - Digital Transformation in the front & back office of the organizations
 - Exploring the role of digital transformation in obtaining an organizational competitive advantage
- **SESSION 2: Digital Transformation Strategy Pillars & Challenges**
 - LECTURE: 02h00
 - Why Information Systems & Information Technology Matter?
 - Digital Transformation Pitfalls
 - Examples of Success and Failures
- **SESSION 3: Enterprise Systems & Digital Transformation**
 - LECTURE: 02h00
 - Case Study Assignment / Coaching
 - Enterprise Systems Market & Main Players
 - Investment perspectives on ES Systems (Proprietary, OS, Cloud)
 - Examples of Success and Failures
- **SESSION 4: Artificial Intelligence & Digital Transformation**
 - LECTURE: 02h00
 - Demystifying AI in the digital age: what happens to businesses that don't digitally Transform in the age of Robots, Cobots and AI?
 - Machine Learning & Deep Learning
 - Ethics in AI Projects
 - Examples of Success and Failures
- **SESSION 5: Big Data & Digital Transformation**
 - LECTURE: 02h00

- Big Data and Business Intelligence difference
 - Datawarehouse, Datamart, Datamining in digital world
 - Big Data Strategy : technics & tools
 - Examples of Success and Failures
- **SESSION 6: Cloud Computing in the area of Digital Transformation**
 - LECTURE: 02h00
 - Cloud Computing Market and Main players (SaaS, PaaS, IaaS)
 - New skills and expertise
 - Examples of Success and Failures
- **SESSION 7: Case Study Presentations**
 - LECTURE: 02h00
 - Case Studies Presentations
 - Discussion & Feedbacks
- **SESSION 8: Case Study Presentations (2/3)**
 - LECTURE: 02h00
 - Case Studies Presentations
 - Discussion & Feedbacks
- **SESSION 9: Case Study Presentation (3/3)**
 - LECTURE: 02h00
 - Case Studies Presentations
 - Discussion & Feedbacks
- **SESSION 10: Consulting challenge with Cap Gemini (1/3)**
 - LECTURE: 02h00
 - The course consists in a challenge in teams on a topic of digital transformation, in one day, orchestrated by a team of consultants from Cap Gemini. Before the day with Cap Gemini, students receive a specific challenge on which they have to research data and general knowledge, and send a first deliverable before the session. Then, the day starts with a presentation of the consulting firm, the tools and methods they use for this type of issue. Then, the students are divided in groups and work with the consultants of the firms on their tools and methods. The afternoon starts with coaching by consultants who read the work prepared by the team on the issue (doc sent before the session). Then each group present their work in front of a jury of 2-3 consultants. At the end of the challenge, each team receives feedback on their work.
- **SESSION 11: Consulting challenge with Cap Gemini (2/3)**
 - LECTURE: 02h00
 - The course consists in a challenge in teams on a topic of digital transformation, in one day, orchestrated by a team of consultants from Cap Gemini. Before the day with Cap Gemini, students receive a specific challenge on which they have to research data and general knowledge, and send a first deliverable before the session. Then, the day starts with a presentation of the consulting firm, the tools and methods they use for this type of issue. Then, the students are divided in groups and work with the consultants of the firms on their tools and methods.

The afternoon starts with coaching by consultants who read the work prepared by the team on the issue (doc sent before the session). Then each group present their work in front of a jury of 2-3 consultants. At the end of the challenge, each team receives feedback on their work.

○ **SESSION 12: Consulting challenge with Cap Gemini (3/3)**

- LECTURE: 02h00

- The course consists in a challenge in teams on a topic of digital transformation, in one day, orchestrated by a team of consultants from Cap Gemini.

Before the day with CapGemini, students receive a specific challenge on which they have to research data and general knowledge, and send a first deliverable before the session.

Then, the day starts with a presentation of the consulting firm, the tools and methods they use for this type of issue. Then, the students are divided in groups and work with the consultants of the firms on their tools and methods.

The afternoon starts with coaching by consultants who read the work prepared by the team on the issue (doc sent before the session). Then each group present their work in front of a jury of 2-3 consultants. At the end of the challenge, each team receives feedback on their work.

CODE: Tbc

Titre du cours /Course title: MANAGING TRANSFORMATIONS

Term : FALL

Heures d'enseignement /Teaching hours: 24 hours

Crédits /Number of credits: 3

Langue d'enseignement /Teaching language: ☒English ☐French

Responsable de cours /Course leader: (Filled in by Program)

Enseignants /Speakers: Jean-Luc Castro (Jean-Luc recently confirmed, the syllabus is likely to change)

≡ DESCRIPTION DU COURS /COURSE DESCRIPTION

Managing transformations is the essence of consulting. Whether they define an internationalization strategy, elaborate a business model, manage the merger of two organizations or help an organization transition to carbon neutrality, consultants do not only engage in diagnostic and recommendations, but also in the operational implementation of their advice.

Change is however a buzz word: extensively discussed in the press, the object of many conferences, widely taught in Business schools, as well as an extant field of research. Perhaps as a direct consequence: change is also very a very debated topic, giving rise to multiple – often contradictory – approaches and methods.

In close relation with the strategy consulting, understanding organization and digital transformation courses, this course will provide the students with the necessary knowledge and tools to implement consultants' recommendations as well as to take implementation into account when formulating recommendations in a reflexive way. Different approaches of change management (more or less directive or participative, in particular) will be presented, discussed and applied. Instead of advocating for a one best way to conduct change, this course takes on multiple perspectives on change, to enable you to gain a well-informed understanding of this field of research and practice, to develop critical thoughts on the conduct of change, and to become reflexive practitioners in your future careers as consultants or managers.

≡ OBJECTIFS DU COURS /COURSE OBJECTIVES

By following this course, students are able to:

- Identify change motives and readiness for change
- Design a change plan customized to a specific situation
- Understand resistance to change
- Critically reflect on different change approaches and tools and the way they are used in practice, as well as one's role as a change agent

≡ CONCEPTS ENSEIGNES /TACKLED CONCEPTS

Change motives, change readiness, resistance to change, directive approaches, participative approaches, systemic change, change agent, implementation plans.

≡ METHODES PEDAGOGIQUES /LEARNING METHODS

Lectures, case studies, discussions, role-play, presentations

≡ TRAVAIL ATTENDU /ASSIGNMENTS

Students are expected to do the relevant preparatory readings and work on case studies before class, as instructed by the lecturer.

As a follow-up to the 'understanding organization' class, they will design an implementation plan aimed at operationalizing the recommendations developed in this class.

≡ **BIBLIOGRAPHIE – RESSOURCES DU COURS /BIBLIOGRAPHY – COURSE MATERIAL**

Palmer, I., Dunford, R., & Buchanan, D. (2016). *EBOOK: Managing Organizational Change: A Multiple Perspectives Approach (ISE)*. McGraw Hill.

≡ **MODALITES D'EVALUATION /EVALUATION METHODS**

Students will be assessed through continuous assessment (implementation plan design in teams: 50%) as well as through a final exam (50%).
The final exam will be a case study.

≡ **NEED:**

Need to find 1 consulting firm for a 2h experience sharing session + 1 consulting firm for the assignment.

≡ **SEANCES /SESSIONS**

- **SESSION 1: Introduction to managing transformations**
 - LECTURE: 02h00
 - In this session, students will be introduced to the topic of change, why it is so complex and difficult to manage and how there are many, competing, approaches to it.
- **SESSION 2: Readiness to change**
 - LECTURE: 02h00
 - In this session, students will discuss the different possible motives behind a change initiative and the multiple – at times opposing – forces driving the change.
- **SESSION 3: Resistance to change**
 - LECTURE: 02h00
 - Resistance is often viewed as a dysfunctional response to change initiatives. In this lecture students move beyond this understanding of change and discuss the multifaceted nature of resistance, why and how it becomes apparent, as well as its important albeit contested role in change initiatives.
- **SESSION 4: Assignment kick-off**
 - LECTURE: 02h00
 - In this session, a consultancy will present students with a given change situation and explain what they expect from students in the design of their change implementation plan.
- **SESSION 5: Directive approaches to change**
 - LECTURE: 02h00
 - In this session, directive approaches to change will be presented and discussed (step-approaches, check-list approaches, etc.)
- **SESSION 6: Participative approaches to change**
 - LECTURE: 02h00

- In this session, participative approaches to change will be presented and discussed (from Lewin's early work to organization development and other bottom-up approaches).
- **SESSION 7: Planned vs. flexible approaches to change**
 - LECTURE: 02h00
 - In this session, students will reflect on the possibility to achieve change objectives as initially planned and reasons which may lead to adapting plans.
- **SESSION 8: The role of the change agent**
 - LECTURE: 02h00
 - In this session, students will analyse a given change plan through a case study and reflect on the role of the (internal and external) change agent in designing, implementing and influencing change.
- **SESSION 9: Sustaining change**
 - LECTURE: 02h00
 - In this session, students will reflect on how to make change 'stick' over time. We will discuss the inherent uncertainties related to any change initiative and how change agents can strike a balance between stability and change.
- **SESSION 10: An illustration – testimony from a consulting firm**
 - LECTURE: 02h00
 - In this session, students will analyze and discuss a concrete change project as presented by the consulting team who intervened.
- **SESSION 11: Feedback on the assignment**
 - LECTURE: 02h00
 - In this session, the lecturer will provide some feedback on students' work and the partner consultancy will tell the students about what really happened in the case.
- **SESSION 12: Wrapping up**
 - LECTURE: 02h00
 - In this session, the course will be concluded and students will prepare for the exam.

CODE: Tbc

Titre du cours /Course title: COMMUNICATION & FACILITATION SKILLS

Term : FALL

Heures d'enseignement /Teaching hours: 24 hours

Crédits /Number of credits: 3

Langue d'enseignement /Teaching language: ☒English ☐French

Responsable de cours /Course leader: (filled in by Program)

Enseignants /Speakers: external teachers (corporate partnerships tbd)

≡ DESCRIPTION DU COURS /COURSE DESCRIPTION

Communication and facilitation skills are at the heart of consulting practice: from the ability to actively listen to clients and reformulate their needs, to the ability to work in multicultural teams, under pressure, to behave professionally or to facilitate client meetings.

In this course, through multiple exercises and role-plays, students have the opportunity to experience, first-hand, what this means to be a consultant in their day-to-day interactions with clients and colleagues.

≡ OBJECTIFS DU COURS /COURSE OBJECTIVES

By following this course, students are able to:

- Engage in active-listening
- Interact efficiently with each other and with a client
- Acquire a client posture
- Reflect on their own communication skills
- Facilitate meetings

≡ CONCEPTS ENSEIGNES /TACKLED CONCEPTS

Active listening, non-violent communication, client posture, rhetorics, facilitation techniques

≡ METHODES PEDAGOGIQUES /LEARNING METHODS

Lectures, discussions, role-play, simulations, exercises

≡ TRAVAIL ATTENDU /ASSIGNMENTS

The course will involve a range of exercises, self assessments and simulations designed to provide students with the opportunity to learn and apply course concepts.

Students will be expected to engage in relevant readings and self-reflections before/after the lectures, as per the lecturer's request.

≡ BIBLIOGRAPHIE – RESSOURCES DU COURS /BIBLIOGRAPHY – COURSE MATERIAL

Schein, E. H. (2016). *Humble consulting: How to provide real help faster*. Berrett-Koehler Publishers.

≡ MODALITES D'EVALUATION /EVALUATION METHODS

The continuous assessment will be based on the analysis of in-class exercises and role-plays (50%). The final exam will comprise a self-reflection question (50%).

≡ **NEED:**

Find several consulting firms willing to teach some of the sessions with their hands-on experience, cases and approaches

Altios has already agreed to participate

≡ **SEANCES /SESSIONS**

- **SESSION 1: The role of soft-skills in consulting**
 - LECTURE: 02h00
 - In this session, several guest speakers (professional consultants) will share their experience and students will collectively reflect on the importance of soft-skills in the consulting process and the difficulty of acquiring them.
- **SESSION 2: Active listening (1/2)**
 - LECTURE: 02h00
 - In this session, students will discover the principles of active learning and implement them through role-play exercises.
- **SESSION 3: Active listening (2/2)**
 - LECTURE: 02h00
 - In this session, students will discover the principles of active learning and implement them through role-play exercises.
- **SESSION 4: Client posture (1/2)**
 - LECTURE: 02h00
 - In this session, students will reflect on what it means to adopt a 'client posture' and will be confronted to different challenging client demands and discuss ways to handle them.
- **SESSION 5: Client posture (2/2)**
 - LECTURE: 02h00
 - In this session, students will reflect on what it means to adopt a 'client posture' and will be confronted to different challenging client demands and discuss ways to handle them.
- **SESSION 6: Non-violent communication (1/2)**
 - LECTURE: 02h00
 - In this session, students will learn to reflect on their own emotions in a professional setting and to use this as a lever when interacting with colleagues and clients. Role-play exercises will be used to apply this knowledge in practice.
- **SESSION 7: Non-violent communication (2/2)**
 - LECTURE: 02h00
 - In this session, students will learn to reflect on their own emotions in a professional setting and to use this as a lever when interacting with colleagues and clients. Role-play exercises will be used to apply this knowledge in practice.

- **SESSION 8: Working across cultures (1/2)**
 - LECTURE: 02h00
 - In this session, students will discuss how to lead high performing teams across different cultures.
- **SESSION 9: Working across cultures (2/2)**
 - LECTURE: 02h00
 - In this session, students will discuss how to lead high performing teams across different cultures.
- **SESSION 10: Designing workshops**
 - LECTURE: 02h00
 - In this session, students will be presented with different types of workshops and learn to take expected outcomes into account when designing a workshop
- **SESSION 11: Facilitating meetings (1/2)**
 - LECTURE: 02h00
 - In this session, students will acquire the required tools and methods to facilitate client meetings efficiently. They will then apply this knowledge in practice through simulations.
- **SESSION 12: Facilitating meetings (2/2)**
 - LECTURE: 02h00
 - In this session, students will acquire the required tools and methods to facilitate client meetings efficiently. They will then apply this knowledge in practice through simulations.

CODE: Tbc

Titre du cours /Course title: QUANTITATIVE RESEARCH SKILLS FOR CONSULTANTS

Term : FALL

Heures d'enseignement /Teaching hours: 24 hours

Crédits /Number of credits: 3

Langue d'enseignement /Teaching language: ☒English ☐French

Responsable de cours /Course leader: (Filled in by Program)

Enseignants /Speakers: Jonathan Seddon

≡ DESCRIPTION DU COURS /COURSE DESCRIPTION

This course will look at how statistics can be used to help develop business decisions. The focus is on what statistical tools can tell us, and how they should be used. For example, rather than being told what a survey means, this course will give the student the necessary knowledge to question survey interpretations. The group project looks at raw data and using the techniques covered, allow an interpretation of what the data tells us.

≡ OBJECTIFS DU COURS /COURSE OBJECTIVES

This course will provide the students with an understanding of how data can be visually interpreted and statistically analysed. By collecting and processing data with tools such as Excel and XLSTAT, the student will be able to objectively question what this data shows. Rather than learning the mathematical theory behind each statistical measure, software tools will instead be used to calculate associated values. The student will understand what has been calculated, why and what the value means. This course is practical, hands on experience on how statistical tools can be used, interpreted and presented to drive decisions.

≡ COMPETENCES VISEES /LEARNING GOALS

LG01. Analysis

LO1 Make use of critical analysis/critical thinking skills

Lev.2 Formulate a personal and well-informed opinion

LG02. Action

LO6 Communicate in a foreign language in a professional context

Lev.3 Write in a professional and technical manner on one's disciplinary field(s) in a foreign language

≡ CONCEPTS ENSEIGNES /TACKLED CONCEPTS

- What is data quality and validity?
- What does it mean for a test to be statistically significant?
- How can a null hypothesis be used to address whether a situation is significant?
- Parametric versus non-parametric tests ?

≡ METHODES PEDAGOGIQUES /LEARNING METHODS

Lectures will be a mixture of presentations of different quantitative methods, explanation of their application and hands-on practical work to understand how these methods are executed. There will be a mixture of individual and team work

≡ TRAVAIL ATTENDU /ASSIGNMENTS

Continuous assessment (50% of final mark): students will be divided into teams and each lecture where they will practice the methods presented in the lecture. These techniques will also be used in the group report and presentation.

Final exam (50% of final mark): Individual online 90 minute test. This will be a mix of multiple choice questions, based on all of the session material presented by the lecturer

≡ BIBLIOGRAPHIE – RESSOURCES DU COURS /BIBLIOGRAPHY – COURSE MATERIAL

All necessary course material will be handed out during lectures

≡ MODALITES D'EVALUATION /EVALUATION METHODS

Team work – 50%

Individual exam – 50%

≡ NEEDS

Teaching this course requires for students to be able to practice directly on the computer. Today, a shorter version of this course is taught with less than one computer for each student, which creates learning difficulties (visible both in the results of the course, and in the evaluations), all the more that students have a very heterogeneous level when they start this class.

Several options are possible:

- Increase the number of computers in the room?
- Booking two computer rooms at once, with a screen allowing students to follow the teacher
- Splitting the group in 2
- Having a temporary license for the software (which would need to be installed by the IT department)

≡ SEANCES /SESSIONS

- **SESSION 1: Preparing data**
 - LECTURE: 02h00
 - Data Collection
 - Learn about the different sampling techniques
 - Questionnaires and Questionnaire Design
 - Running a survey
 - Review and use of statistical functions
- **SESSION 2: Describing data 1**
 - LECTURE: 02h00
 - Types of data analytic
 - Conditions of validity
 - Display issues - avoid error when presenting
 - Excel data analysis tools
- **SESSION 3: Describing data 2**
 - LECTURE: 02h00
 - Descriptive statistics
 - Exponential smoothing

- Covariance
- Excel 101 on graphical solutions
- Excel ToolPak
- **SESSION 4: Data Measures**
 - LECTURE: 02h00
 - How to calculate statistic measures
 - Reliability versus validity
 - Cronbach's Alpha and how to calculate
 - Hypotheses testing and why do we use this
 - Normality tests and how to select
 - p-value calculations and interpretation
- **SESSION 5: Visualising Data**
 - LECTURE: 02h00
 - Pivot tables (Excel and XLSTAT)
 - Data distributions
 - k-means and Agglomerative Hierarchical data clustering
- **SESSION 6: Analysing Data**
 - LECTURE: 02h00
 - Principal component and Factor analysis
 - Bartlett sphericity test
 - Use of a Correlation matrix
 - Kaiser-Meyer-Olkin measure of sampling adequacy
 - Varimax rotation and eigenvalues
- **SESSION 7: Parametric and Non-Parametric tests**
 - LECTURE: 02h00
 - Determination of data distribution and fitting
 - Testing for outliers and distribution
 - One and two sample t-test and z-tests
- **SESSION 8: Modelling data**
 - LECTURE: 02h00
 - Correlation
 - Distribution fitting
 - Linear regression
 - ANOVA
 - ANCOVA
 - *Team work using XLSTAT*
- **SESSION 9: Review of recent research paper**
 - LECTURE: 02h00
 - Interpretation of statistical research paper presented in 2022, using methods that have already been presented. This paper is given to students at start of this course.
 - *Team work using XLSTAT*
- **SESSION 10: Big Data**
 - LECTURE: 02h00
 - What is big data
 - How is it collected

- Data analytics and mining
- Excel example
- *Team work using XLSTAT*
- **SESSION 11: Group Presentation a**
 - LECTURE: 02h00
 - 30 minute presentation by each group on a different data set's analysis
- **SESSION 12: Group Presentation b**
 - LECTURE: 02h00
 - 30 minute presentation by each group on a different data set's analysis

CODE: Tbc

Titre du cours /Course title: ACTING AS A PROFESSIONAL

Term : FALL

Heures d'enseignement /Teaching hours: 24 hours

Crédits /Number of credits: 3

Langue d'enseignement /Teaching language: ☒English ☐French

Responsable de cours /Course leader: (Filled in by Program)

Enseignants /Speakers: Bertrand Vénard, Heidi Reed

≡ DESCRIPTION DU COURS /COURSE DESCRIPTION

Writing a consulting proposal

Consulting is a demanding profession that requires intellectual agility, ability to work fast, capacity to cope with stressful situations, and technical knowledge in various disciplines such as strategy, organization, marketing or HR. In addition, a top consultant should demonstrate creativity, innovation, intellectual energy and social skills to build high-level relationships. For example, a consultant should have the willingness, ability and mindset to produce strong personal relationships with the potential clients and actual customers. With such high-level qualities, it is necessary for potential consultants to be prepared for future challenges.

To discover the world of consulting, we will focus on the first step of the consulting process: the consulting proposal writing and the oral presentation. Indeed, a key aspect in the consulting business is the ability of the consultant to transform a call from a potential customer into a long-term beneficial contract. The writing of consulting proposals is the key moment where the consulting firm offers its services to their prospective clients.

A consulting proposal is a document from a consultant to a prospective client describing:

- work they wish to take on,
- the process to do it,
- the conditions under which they will do so.

Therefore, this course aims at training future consultants in writing consulting proposals.

Business Ethics for Consultants

This course will help you to analyze moral dilemmas and better understand your own values and views on ethics. We will discuss both small scale moral dilemmas that you might face in the workplace as well as large scale ethics related scandals in the consulting industry. My goal is that you leave the class feeling better prepared for how to respond to situations you may find yourself in where it might not be clear what the right thing to do is.

≡ OBJECTIFS DU COURS /COURSE OBJECTIVES

Writing a consulting proposal

This course is important for future consultants willing to start their career in this highly demanding profession. The aim is to learn about the consulting process by focussing on the consulting proposal. Therefore, in this course, students will:

1. be introduced to management consulting as a practice
2. develop their cognitive skills by explaining concepts related to the consulting process
3. experience the consulting process from the entry phase to the oral presentation of the proposal
4. practice consulting skills several times by developing different consulting proposals in various contexts

5. reflect on various aspects of management consulting
6. understand the key factors of success of a consulting proposal

Business ethics for consultants

Identify and explain ethical issues that might arise in consulting

Understand why decision makers might choose certain actions over others in a moral dilemma

Compare different ethical theories and how they would impact decision-making

Reflect on your own values and how they influence your decisions

≡ CONCEPTS ENSEIGNES /TACKLED CONCEPTS

Writing a consulting proposal

- Consulting service quality,
- Consulting service delivery,
- Client / consultant relationship,
- Initial meeting,
- Hypotheses development,
- Mapping,
- Managing Team
- Team Performance,
- Successful proposals.

Business ethics for consultants

- Descriptive, analytical, & normative ethics
- The role of values in ethical decisions
- Conflicts of interest
- Whistleblowing
- Rationalizing

≡ METHODES PEDAGOGIQUES /LEARNING METHODS

Writing a consulting proposal

Case studies, class discussions, team work

Business ethics for consultants

Role plays, constructive activities, reading, presentations, discussions, lecture

≡ TRAVAIL ATTENDU /ASSIGNMENTS

Writing a consulting proposal

- Case study preparation
- Participations to oral debates
- Case study report. Students will be evaluated on the competence « Make proposal, take initiatives» by this work.

Business ethics for consultants

Students will be given reading assignments to be completed before each class.

≡ BIBLIOGRAPHIE – RESSOURCES DU COURS /BIBLIOGRAPHY – COURSE MATERIAL

Writing a consulting proposal

Armbrüster, T. (2010). *The Economics and Sociology of Management Consulting*. UK: Cambridge University Press, 268 p.

Block, P. (2011). *Flawless Consulting*. Jossey Wiley, 370p.

Brassard, M. and Ritter, D (2010) The memory jogger 2- tools for continuous improvement and effective planning. GOAL/QPC.

Buono, A. (2001). *Current Trends in Management Consulting*. USA : Information Age Publishing, 228p.

Kipping, M., Clark, T. (2012). *The Oxford Handbook of Management Consulting*. UK: Oxford University Press, 592p.

Sturdy, A., Handley, K., Clark, T., Fincham, R. (2009). *Management Consultancy: Boundaries and Knowledge in Action*. Oxford University Press, 224p.

Wickham, P. (2004). *Management Consulting*. USA : Prentice Hall, 302p.

Business ethics for consultants

Fisher, C., Lovell, A., Valero-Silva, A. (2013). *Business ethics and values*. Pearson.

Stanwick, P. A., & Stanwick, S. D. (2021). *Absolute essentials of business ethics*. Routledge.

≡ MODALITES D'EVALUATION /EVALUATION METHODS

Writing a consulting proposal

Continuous assessment: consulting proposal case studies

Business ethics for consultants

Final exam

≡ SEANCES /SESSIONS

○ SESSION 1: Introduction to consulting proposals

- LECTURE: 02h00
- This part deals with the main methods to prepare and present successful consulting proposals

○ SESSION 2: Case study A

- LECTURE: 02h00

- During the case study A, students write in group a consulting proposal concerning a company after interviewing its Human Resource Management Vice-President.
- **SESSION 3: Case study B**
 - LECTURE: 02h00
 - During the case study B, students write in group a consulting proposal concerning a company after receiving a written report about the actual situation of the potential client.
- **SESSION 4: Case study C**
 - LECTURE: 02h00
 - During the case study c, students write in group a consulting proposal after receiving a short brief concerning the key problem of a company. Students should perform a desk research to know about their potential client. The various student groups have different potential clients.
- **SESSION 5: Presentations (1/2)**
 - LECTURE: 02h00
 - Students present their proposal focusing on the original methodology that they have selected to resolve their potential client problem(s).
- **SESSION 6: Presentations (2/2)**
 - LECTURE: 02h00
 - Students present their proposal focusing on the original methodology that they have selected to resolve their potential client problem(s). A debriefing is given to all students.
- **SESSION 7: Analysing ethical dilemmas**
 - LECTURE: 02h00
 - Students will be given an overview of the course structure. We will learn the basics of how to analyse ethical dilemmas. Students will have time to reflect on and share their own experiences with ethical issues in the workplace.
- **SESSION 8: Linking ethics to values**
 - LECTURE: 02h00
 - Students will discover and reflect on their own values and consider the role of personal, organizational, and societal values to ethics in the workplace and the consulting industry more broadly.
- **SESSION 9: Whistleblowing**
 - LECTURE: 02h00
 - Students will learn why, when, and to whom they should “blow the whistle” when they see unethical behavior or practices in the workplace.
- **SESSION 10: Rationalizing unethical behavior**
 - LECTURE: 02h00
 - Students will learn how we rationalize unethical behaviour in part by analysing the influence of cognitive biases. We will discuss techniques for recognizing and reducing these biases in our own ethical decision-making as well as organizational practices to accomplish the same.

- **SESSION 11: Creating ethical workplaces**
 - LECTURE: 02h00
 - Students will discover and share their own experiences with the common “tools” to create ethical workplaces such as ethical codes, whistle blower hotlines, or treatment of others policies while critically assessing their value.
- **SESSION 12: Scandals in the industry**
 - LECTURE: 02h00
 - In small groups, students will analyse an ethics related scandal in the consulting industry by applying the concepts learned during the course.

CODE: Tbc

Titre du cours /Course title: CHALLENGES OF STRATEGY CONSULTING

Term: SPRING

Heures d'enseignement /Teaching hours: 16 hours

Crédits /Number of credits: 2

Langue d'enseignement /Teaching language: ☒English ☐French

Responsable de cours /Course leader: (Filled in by Program)

Enseignants /Speakers: TBC

≡ DESCRIPTION DU COURS /COURSE DESCRIPTION

In this course we will discuss grand challenges facing strategy consulting. The course will equip you with knowledge to critically analyse strategy contexts, diagnose challenges faced by organisations, and formulate strategic options.

≡ OBJECTIFS DU COURS /COURSE OBJECTIVES

By the end of the course, you will:

- Understand grand challenges facing the consulting industry
- Gain insight into key skills and analytical frameworks for effective consulting

≡ CONCEPTS ENSEIGNES /TACKLED CONCEPTS

Grand challenges facing strategy consulting include, for instance:

- Climate change
- Ecological transition, etc.

≡ METHODES PEDAGOGIQUES /LEARNING METHODS

The course maintains a balance between research-informed and business practice-informed teaching based on a student-centred approach. The course materials contain textbooks, online materials, business cases, and carefully selected academic papers. There are group work and in-class discussions to stimulate collaborative learning.

≡ TRAVAIL ATTENDU /ASSIGNMENTS

Students are expected to read course materials and business cases for their preparation.

≡ BIBLIOGRAPHIE – RESSOURCES DU COURS /BIBLIOGRAPHY – COURSE MATERIAL

For key concepts and theories in strategy, please refer to any of the following.

Johnson et al. (2017) *Exploring strategy: Text and cases* (11th ed.)

Johnson et al. (2020) *Exploring strategy: Text and cases* (12th ed.)

For broader knowledge and understanding of strategy consulting and its challenges, please refer to the following in the library (i.e., Knowledge Hub).

Chapus-Gilbert (2011) *Understand the business of consulting.*

Cusumano et al (2019) *The business of platforms: strategy in the age of digital competition, innovation, and power.*

Galea (2009 or 2017) *Consulting for business sustainability.*

Ladley (2020) *Data governance: how to design, deploy, and sustain an effective data governance program.*

Liedtka et al (2019) *The designing for growth field book: a step-by-step project guide*.
Mann (2021) *The new climate war: the fight to take back our planet*.
Schaffer (2002) High impact consulting: how clients and consultants can work together to achieve extraordinary results.
Wunder (2019) *Rethinking strategic management: sustainable strategizing for positive impact*.

≡ **MODALITES D'EVALUATION /EVALUATION METHODS**

The evaluation has one component.

3. Individual written assessment – 100% of final mark. Task: select a consulting company and study how it has diagnosed and responded to a major challenge.
4. Can have a collective component to lighten

≡ **SEANCES /SESSIONS**

- **SESSION 1: Climate Change**
 - LECTURE: 02h00
 - According to the UN, over 120 countries had reported the adoption of national disaster risk reduction strategies by the end of 2021. The coronavirus pandemic highlighted a further accelerated global effort to disaster risk reduction strategies. Emissions, which should be cut urgently to limit global warming, are set to increase in the 2020s. We will discuss consulting for sustainability and beyond.
- **SESSION 2: Ecological Transition**
 - LECTURE: 02h00
 - Ecological challenges require new social and economic models to reduce our environmental impact. This process of ecological transition enables us to adopt a sustainable development approach by various means, such as renewable energies and waste recycle. Ecological transition in organizations allows the adoption of new schemes without slowing down the activity. We will discuss how organizations respond to ecological transition.
- **SESSION 3: Changing Client Behaviour**
 - LECTURE: 02h00
 - Corporate buyers of the consulting industry have become increasingly demanding. Clients expect more value, a higher quality of work, and a faster delivery of solutions and services. We will discuss the relationships between consulting providers and buyers and how consulting companies respond to changing client behaviour.
- **SESSION 4: New Competition**
 - LECTURE: 02h00
 - The last decade witnessed increasing competition in the consulting industry. Addressing the competition has been a major business priority. We will discuss major competitive forces, such as independent consultants or freelance workers. Automation that allows corporate buyers to manage their problems in-house also challenges the professional services sector.
- **SESSION 5: Project Complexity**
 - LECTURE: 02h00

- The macro-environment becomes more complex, clients more sophisticated, technologies more advanced, and profitability more unpredictable. This is the situation facing consulting firms, whose projects become more complex.
- **SESSION 6: Data Protection**
 - LECTURE: 02h00
 - Consulting firms manage an enormous volume of confidential information, ranging from organization strategies to commercial and personal data. The European Union introduced the General Data Protection Regulation (GDPR) in 2016, the toughest privacy and security law ever in the world. We will discuss the role of data protection in the consulting industry.
- **SESSION 7: Profitability**
 - LECTURE: 02h00
 - Profitability has been a traditional and important challenge factor to business consulting. We will discuss healthy profitability, business longevity, productivity and efficiency, and factors impacting them.
- **SESSION 8: Work-Life Balance**
 - LECTURE: 02h00
 - Consultants may work long hours and travel nationally and internationally frequently on projects. We will discuss what challenges this work-life pattern brings to strategy consulting.

CODE: Tbc

Titre du cours /Course title: EXPERIENCING & NETWORKING

Term: SPRING

Heures d'enseignement /Teaching hours: 8 hours

Crédits /Number of credits: 1

Langue d'enseignement /Teaching language: ☒English ☐French

Responsable de cours /Course leader: (Filled in by Program)

Enseignants /Speakers: TBD

≡ DESCRIPTION DU COURS /COURSE DESCRIPTION

This course will present opportunities for students to create an event for strategy consulting ecosystem. Students can use various media to achieve the learning goals, such as podcasts and conferences. There are opportunities to network with alumni in the consulting industry.

≡ OBJECTIFS DU COURS /COURSE OBJECTIVES

By the end of the course, you will

- Gain understanding of working in the consulting industry
- Start expanding your network in the consulting industry

≡ CONCEPTS ENSEIGNES /TACKLED CONCEPTS

The course focuses on experiencing the practical side of strategy consulting and networking.

≡ METHODES PEDAGOGIQUES /LEARNING METHODS

The course applies a mix of strategy workshops and social media to help students learn from consultants' experience and network with alumni in the consulting industry.

≡ TRAVAIL ATTENDU /ASSIGNMENTS

Students are expected to understand key concepts and theories in previous courses for their preparation.

≡ BIBLIOGRAPHIE – RESSOURCES DU COURS /BIBLIOGRAPHY – COURSE MATERIAL

For key concepts and theories in strategy, please refer to any of the following.

Johnson et al. (2017) *Exploring strategy: Text and cases* (11th ed.)

Johnson et al. (2020) *Exploring strategy: Text and cases* (12th ed.)

For broader knowledge and understanding of strategy consulting, please refer to the following in the library (i.e., Knowledge Hub).

Chapus-Gilbert (2011) Understand the business of consulting.

Galea (2009 or 2017) Consulting for business sustainability.

Schaffer (2002) High impact consulting: how clients and consultants can work together to achieve extraordinary results.

≡ MODALITES D'EVALUATION /EVALUATION METHODS

The evaluation has one component.

5. Individual written assessment – 100% of final mark. Task: reflect on your experience and achievements.
6. Think to align with the first part of this course (Challenges)

≡ **SEANCES /SESSIONS**

- **SESSION 1: Strategy Consulting Ecosystem**
 - LECTURE: 02h00
 - Introduce the course objectives, review key concepts, theories, and tools in strategy, and plan activities with students for the rest of the course.
- **SESSION 2: Experiencing**
 - LECTURE: 02h00
 - Consultants share their experience of consulting practices in different industries and sectors and in different roles of consulting projects.
- **SESSION 3: Networking**
 - LECTURE: 02h00
 - This is the networking event with alumni consultants.
- **SESSION 4: Review & Outlook**
 - LECTURE: 02h00
 - Following the networking event, students discuss their views of consulting practice with consultants.

CODE: Tbc

Titre du cours /Course title: NEW TRANDS IN STRATEGY

Term : SPRING

Heures d'enseignement /Teaching hours: 24 hours

Crédits /Number of credits: 3

Langue d'enseignement /Teaching language: ☒English ☐French

Responsable de cours /Course leader: (Filled in by Program)

Enseignants /Speakers: Dr. SU Peiran or TBD

≡ DESCRIPTION DU COURS /COURSE DESCRIPTION

What is your 2020s business strategy? The dynamic environment in the past years means that organizations across all industries are experiencing radical and/or incremental changes and various uncertainties. To succeed the dynamic environment, organizations need to capture significant trends in their strategic formulation and implementation. This course will open the discussion on new trends to equip you with knowledge and insight to prepare for changes and to make informed decisions.

≡ OBJECTIFS DU COURS /COURSE OBJECTIVES

By the end of the course, you will:

- Understand new trends faced an organisation in its strategic decisions in 2020s
- Recognise the implications of new trends on an organisation's future opportunities and competition
- Gain insight into key social, economic, and environmental phenomena and analytical frameworks for effective consulting
- Develop key skills in analysing industry and sector environments and delivering client value

≡ CONCEPTS ENSEIGNES /TACKLED CONCEPTS

Concepts and topics covered will include:

- Contemporary trends and challenges faced by organizations in 2020s
- Frameworks and tools for industry and sector analyses
- The relationship between contemporary trends and consulting practice

≡ METHODES PEDAGOGIQUES /LEARNING METHODS

The course maintains a balance between research-informed and business practice-informed teaching based on a student-centred approach. The course materials contain textbooks, online materials, business cases, and carefully selected academic papers. There are group work and in-class discussions to stimulate collaborative learning.

≡ TRAVAIL ATTENDU /ASSIGNMENTS

Students are expected to read course materials and business cases for their preparation.

≡ BIBLIOGRAPHIE – RESSOURCES DU COURS /BIBLIOGRAPHY – COURSE MATERIAL

For key concepts and theories in strategy, please refer to any of the following.

Johnson et al. (2017) *Exploring strategy: Text and cases* (11th ed.)

Johnson et al. (2020) *Exploring strategy: Text and cases* (12th ed.)

For broader knowledge and understanding of contemporary trends and challenges faced by organizations, please refer to the readings in the sessions.

≡ **MODALITES D'EVALUATION /EVALUATION METHODS**

The evaluation has two components.

7. Group verbal presentation – 40% of final mark. Task: select an industry, report its historical development with a focus on the last ten years, and explain which stage of the industry life cycle the industry is.
8. Individual written assessment – 60% of final mark. Task: select a new trend in the above industry, use an organization of the industry to illustrate how the new trend has affected the organization and how the organization has reacted to the new trend.

≡ **SEANCES /SESSIONS**

- **SESSION 1: Introduction**
 - LECTURE: 02h00
 - Main content: review central topics in strategy and introduce contemporary trends
 - For concepts and theories, please refer to: Johnson et al. (2020) *Exploring strategy: Text and cases* (12th ed.). Chapters 1, 4, 7, 8 & 11.
- **SESSION 2: New Normal**
 - LECTURE: 02h00
 - A New Normal environment for business emerged after the 2008 financial crisis. There have been numerous economic, technological, and socio-political changes in the world. This New Normal environment has significant implications for managers, strategists, and entrepreneurs alike.
 - For broader knowledge and understanding Ahlstrom et al (2020) "Managing Technological, Sociopolitical, and Institutional Change in the New Normal" *Journal of Management Studies*, 57(3):411-437
- **SESSION 3: Artificial Intelligence**
 - LECTURE: 02h00
 - Artificial intelligence has been impacting business and society in ways that technologists and futurists have long predicted. Computing science experts consider machine learning to be a more accurate term for artificial intelligence. We will discuss how technologies with learning/adaptive capacity impacts modern organizations.
 - For broader knowledge and understanding Chishti et al. (2020) *The AI book: the artificial intelligence handbook for investors, entrepreneurs and fintech visionaries*.
- **SESSION 4: Corporate Social Responsibility**
 - LECTURE: 02h00
 - Corporate social responsibility (CSR) includes various components, such as diversity, equity, and inclusion (DE&I), which is a no-brainer business proposition, according to McKinsey. As organizations across industries make a priority to allocate more budget and resources to DE&I in the past years, DE&I can make companies more robust and profitable. We will also discuss other components of CSR.

- For broader knowledge and understanding
Rasche et al. (2017) *Corporate social responsibility: strategy, communication, governance*.
- **SESSION 5: Hybrid**
 - LECTURE: 02h00
 - “Work from home” during the coronavirus pandemic proved that employees could work productively and profitably at home. Hybrid or virtual offices after the pandemic requires asset expenses, technology planning and facility coordination, such as cloud and digital transformation. There are also hybrid or virtual models for industry and marketing events.
 - For broader knowledge and understanding
Hagar (2019) *How to be human in the digital economy*
- **SESSION 6: Economic Dynamism**
 - LECTURE: 02h00
 - The economy has been forced to move away from its previous equilibrium in the past years. Strong inflationary pressures have persisted through 2022. What can we learn from inflations in the past? What can we expect in the future?
 - For broader knowledge and understanding
Alesina et al. (1997) *Political cycles and the macroeconomics*.
- **SESSION 7: Deglobalization**
 - LECTURE: 02h00
 - Deglobalization is used to describe developments that make economic exchange across borders harder than was previously the case. It is the opposite of globalization, economic liberalization and movement towards a borderless world economy.
 - For broader knowledge and understanding
Joshi & Klein (2021) *Global business in the age of transformation*.
- **SESSION 8: Platform Ecosystems**
 - LECTURE: 02h00
 - Platform ecosystems have spurred new products and services and improved economic efficiency in various industries and sectors.
 - For broader knowledge and understanding
Kretschmer et al. (2022) “Platform ecosystems as meta-organizations: Implications for platform strategies” *Strategic Management Journal*, 43(3):405-424
- **SESSION 9: Sustainable Energy**
 - LECTURE: 02h00
 - Energy should be clean, affordable, and sustainable. The 2021–2022 global energy crisis has made many industries face shortages and increased prices in oil, gas, and electricity markets, which have subsequently resulted in an increase in food prices.
 - For broader knowledge and understanding
Apostol et al. (2017) *The renewable energy landscape: preserving scenic values in our sustainable future*.
- **SESSION 10: Gender Equality**
 - LECTURE: 02h00

- The world is not on track to achieve gender equality by 2030. The process has been further disrupted by the socioeconomic fallout of the coronavirus pandemic. Socio-economic recovery from the COVID-19 pandemic requires effective and gender-responsive public finance management systems.
 - For broader knowledge and understanding
Fotaki & Harding (2018) *Gender and the organization: women at work in the 21st century*.
- **SESSION 11: UN Sustainable Development Goals**
 - LECTURE: 02h00
 - The United Nations have 17 Sustainable Development Goals. They are at the heart of the 2030 Agenda for Sustainable Development, adopted by all United Nations Member States in 2015, providing a shared blueprint for peace and prosperity for people and the planet now and into the future.
 - For broader knowledge and understanding
<https://sdgs.un.org/goals>
- **SESSION 12: Group Presentations & Feedback**
 - LECTURE: 02h00

CODE: Tbc

Titre du cours /Course title: STRATEGY IN ACTION

Term : SPRING

Heures d'enseignement /Teaching hours: 24 hours

Crédits /Number of credits: 3

Langue d'enseignement /Teaching language: ☒English ☐French

Responsable de cours /Course leader: (Filled in by Program)

Enseignants /Speakers: Peiran Su & TBC

≡ DESCRIPTION DU COURS /COURSE DESCRIPTION

This course will equip you with criteria to evaluate different approaches to strategizing activity, knowledge to identify possible trends and future scenarios, perspectives to change societal life in significant, sustainable, and durable ways. The course will also offer you some of the most useful and value-adding tools used by strategy consultants to improve organizational effectiveness.

≡ OBJECTIFS DU COURS /COURSE OBJECTIVES

By the end of the course, you will:

- Understand strategy analysis and communication in strategizing
- Understand trends, scenarios, and practices of strategic foresight
- Understand processes and consequences of strategic entrepreneurship
- Develop skills in applying consultant tools to diagnose problems and evaluate strategies

≡ CONCEPTS ENSEIGNES /TACKLED CONCEPTS

Concepts and topics covered include strategizing, strategic foresight, strategic entrepreneurship, and key consultant tools.

≡ METHODES PEDAGOGIQUES /LEARNING METHODS

The course maintains a balance between research-informed and business practice-informed teaching based on a student-centred approach. The course materials contain books, online materials, business cases, and carefully selected academic papers. There are group work and in-class discussions to stimulate collaborative learning.

≡ TRAVAIL ATTENDU /ASSIGNMENTS

Students are expected to read course materials and business cases for their preparation.

≡ BIBLIOGRAPHIE – RESSOURCES DU COURS /BIBLIOGRAPHY – COURSE MATERIAL

For key concepts and theories in strategy, please refer to the textbooks.

Johnson et al. (2017) *Exploring strategy: Text and cases* (11th ed.)

Johnson et al. (2020) *Exploring strategy: Text and cases* (12th ed.)

For broader knowledge and understanding of strategy consultant tools, please refer to the following in the library (i.e., Knowledge Hub).

Garrette et al. (2018) *Cracked it! how to solve big problems and sell solutions like top strategy consultants*.

Rasiel and Friga (2001) *The McKinsey mind: understanding and implementing the problem-solving tools and management techniques of the world's top strategic consulting firm*.
Schaffer (2002) *High impact consulting: how clients and consultants can work together to achieve extraordinary results*.
Schoettl and Stern (2012) *The consultant's toolbox*.

Additional readings from academic journals include:

Entrepreneurship & Regional Development

Strategic Entrepreneurship Journal

P. Jarzabkowski, J. Balogun and D. Seidl, 'Strategizing: the challenges of a practice perspective', *Human Relations*, vol. 60, no. 1 (2007), pp. 5–27.

R. Vecchiato, and C. Roveda 'Strategic foresight in corporate organizations: handling the effect and response uncertainty of technology and social drivers of change', *Technological Forecasting and Social Change*, vol. 77, no. 9 (2010), pp. 1527–39.

R. Whittington, E. Molloy, M. Mayer and A. Smith, 'Practices of strategizing/organizing: broadening strategy work and skills', *Long Range Planning*, vol. 39 (2006), pp. 615–29.

≡ **MODALITES D'EVALUATION /EVALUATION METHODS**

The evaluation has two components.

9. Group verbal presentation – 40% of final mark. Task: analyse a case in strategic entrepreneurship, using knowledge gained in strategic foresight.
10. Individual written assessment – 60% of final mark. Task: reflect on the case and evaluate its strategies.

≡ **SEANCES /SESSIONS**

- **SESSION 1: Introduction**
 - LECTURE: 02h00
 - We will introduce the key contents of the course as well as key concepts and theories in strategy in action.
- **SESSION 2: Strategizing I – Strategy Analysis & Issue-Selling**
 - LECTURE: 02h00
 - Strategy analysis is an important input into strategy making. The different purposes of strategy analysis have implications for managers. Consultant tools may offer dangerous oversimplifications because tools themselves contain content and methods for structuring thinking, which facilitates and constrains managers. Strategic issue-selling is the process of gaining the attention and support of top management and other important stakeholders.
- **SESSION 3: Strategizing II – Strategy Decision Making & Communication**
 - LECTURE: 02h00
 - Strategic decision making is not always rational. Decision making biases include confirmation bias, anchoring bias, saliency bias, affect bias, and risk bias. It is important that strategies are behaviourally rational. Strategic decisions need to be communicated.
- **SESSION 4: Strategic Foresight I – Trends & Scenarios**
 - LECTURE: 02h00
 - Strategic foresight is a structured and systematic way of using ideas about the future to anticipate and better prepare for change. Trend identification and scenario thinking are important to strategic foresight.

- **SESSION 5: Strategic Foresight II – Implementation**
 - LECTURE: 02h00
 - Strategic foresight can impact our perspectives in the present and can be used to explore unknowns.
- **SESSION 6: Strategic Entrepreneurship I – Practices**
 - LECTURE: 02h00
 - Strategic entrepreneurship involves innovation and subsequent changes which add value to society and which change societal life in ways which have significant, sustainable, and durable consequences (defined by *Strategic Entrepreneurship Journal*). We will look at its practices and processes.
- **SESSION 7: Strategic Entrepreneurship II – Consequences**
 - LECTURE: 02h00
 - We will discuss the impact of strategic entrepreneurship on organizations and societies.
- **SESSION 8: Consultant Tools – SAFE**
 - LECTURE: 02h00
 - SAFE is used to assess the performance outcomes of different strategies. SAFE criteria contain suitability, acceptability, feasibility and evaluation.
- **SESSION 9: Consultant Tools - Benchmarking & Strategy Clock**
 - LECTURE: 02h00
 - Benchmarking is used to compare the organization with others. Strategy clock compares alternative generic strategies.
- **SESSION 10: Consultant Tools - Power/Attention Matrix & Gap Analysis**
 - LECTURE: 02h00
 - Power/Attention Matrix is used to analyse stakeholders' influence. Gap analysis is used to understand the scope of strategic initiatives required to close the gap between actual and desired levels of performance.
- **SESSION 11: Consultant Tools - Design Thinking**
 - LECTURE: 02h00
 - Design thinking consultant improve products through analysing and understanding the end user. We will discuss how all aspects of the client's needs are identified and how problems are defined and solved in this session.
- **SESSION 12: Group Presentations & Feedback**
 - LECTURE: 02h00

CODE: Tbc

Titre du cours /Course title: ALUMNI CHALLENGE - JOB OPPORTUNITIES AND CAREERS

Term: SPRING

Heures d'enseignement /Teaching hours: 24 hours

Crédits /Number of credits: 3

Langue d'enseignement /Teaching language: ☒English ☐French

Responsable de cours /Course leader: Peiran Su / Alex Wright / New Recruitment (Filled in by Program)

Enseignants /Speakers: (Name of teachers)

- HR specialist -
- Alumni
- Career Center

≡ DESCRIPTION DU COURS /COURSE DESCRIPTION

The recruitment of business strategy consultants is demanding and requires a deep understanding of the mechanisms and practices of the field in order to be able to reach a first position and further evolve as an expert.

First position is the starting point of a career: what are the main trajectories, how to reach the next level? These questions will be at the heart of this module.

Students will be offered the opportunity to address an "Alumni case study Challenge", proposed and evaluated by Audencia Alumni.

≡ OBJECTIFS DU COURS /COURSE OBJECTIVES

Students will be able to:

- Identify job opportunities and regulatory context
- Adopt a recruiter perspective
- Manage their career trajectory
- Perform case study interview method to apply to a job position
- Mobilize knowledge resources and create an industry overview and understanding

≡ CONCEPTS ENSEIGNES /TACKLED CONCEPTS

- Social law and recruitment regulatory constraints
- Case study method
- Industry knowledge

≡ METHODES PEDAGOGIQUES /LEARNING METHODS

This course is based on active pedagogy in relation with external stakeholders.

Learners will experience a real recruitment process by facing a challenge created by alumni with positions. To get through the challenge, learners will first have lectures on recruitment process and legal content and methodology. Then they will have practice oriented session with coaching sessions.

≡ TRAVAIL ATTENDU /ASSIGNMENTS

Collective: industry knowledge assignment. Group work on presentation of the key factors and challenges in specific industry.

Individual: Case study interview.

≡ BIBLIOGRAPHIE – RESSOURCES DU COURS /BIBLIOGRAPHY – COURSE MATERIAL

- Chereau, P. and Meschi, P.-X. (2018), *Strategic Consulting: Tools and Methods for Successful Strategy Missions*, 1st ed. 2018., Springer International Publishing : Imprint: Palgrave Macmillan, Cham, available at:<https://doi.org/10.1007/978-3-319-64422-6>.
- Cosentino, M.P. (2018), *Case in Point10: Complete Case Interview Preparation: Special Section on Government and Nonprofit Cases*, 10th edition., Burgee Press, Santa Barbara, CA.
- Lund, S., Manyika, J. and Robinson, K. (n.d.). “Managing talent in a digital age”, p. 8.
- O’Mahoney, J. and Markham, C. (2013), *Management Consultancy*, 2. ed., Oxford Univ. Press, Oxford.
- “The Algorithmic Governance of Data driven-Processing Employment: Evidence-based Management Practices, Artificial Intelligence Recruiting Software, and Automated Hiring Decisions Social Sciences, Sociology, Management and complex organizations”. (2019), *Psychosociological Issues in Human Resource Management*, Vol. 7 No. 2, p. 25.
- Tom, V.R. (1971), “The role of personality and organizational images in the recruiting process”, *Organizational Behavior and Human Performance*, Vol. 6 No. 5, pp. 573–592.
- Yakubovich, V. and Lup, D. (2006), “Stages of the Recruitment Process and the Referrer’s Performance Effect”, *Organization Science*, INFORMS, Vol. 17 No. 6, pp. 710–723.

≡ MODALITES D’EVALUATION /EVALUATION METHODS

The evaluation will be individual for the case study interview using video presentation. No final exam.

≡ SEANCES /SESSIONS

- **SESSION 1: Course Introduction**
 - LECTURE: 02h00
 - Presentation of the different parts of the course and the assignments.
 - Introduction of the challenges.
- **SESSION 2: Human Resources – Recruiting process**
 - LECTURE: 02h00
 - Overview of the recruiting process in general and specifically for the Consulting job positions.
- **SESSION 3: Human Resources – Law**
 - LECTURE: 02h00
 - The regulatory context of recruitment is a key factor to understand the recruiter perspective.
- **SESSION 4: Case Study Interview method**
 - LECTURE: 02h00
 - Fundamentals
- **SESSION 5: Case Study Interview method**
 - LECTURE: 02h00
 - Exercices
- **SESSION 6: Building an industry knowledge**
 - LECTURE: 02h00
 - Managing data bases and performing good research.

- **SESSION 7: Building an industry knowledge**
 - LECTURE: 02h00
 - Creation of a short report using lots of data sources.
- **SESSION 8: Case study Interview Challenge based on Alumni propositions**
 - LECTURE: 02h00
 - Individually, students will record a video presenting their case study.
 - Alumni, working in the industry will propose each year a case study.
- **SESSION 9: Collective Coaching Session on Business Case Resolution**
 - LECTURE: 02h00
- **SESSION 10: Collective Coaching Session on Business Case Resolution**
 - LECTURE: 02h00
- **SESSION 11: Presenting results – how to perform your presentation**
 - LECTURE: 02h00
 - Developing my communication skills: content, tone...
- **SESSION 12: Feedback on the challenge from Alumni**
 - LECTURE: 02h00
 - Students evaluate the videos.
 - The five best are shared to the alumni.
 - The alumni give feedbacks on the videos and select the 3 best.

CODE: Tbc

Titre du cours /Course title: IMPLEMENTING STRATEGY CONSULTING PROCESS

Term: SPRING

Heures d'enseignement /Teaching hours: 24 hours

Crédits /Number of credits: 3

Langue d'enseignement /Teaching language: ☒English ☐French

Responsable de cours /Course leader: (Filled in by Program)

Enseignants /Speakers: TBC

≡ DESCRIPTION DU COURS /COURSE DESCRIPTION

This course introduces key elements in the implantation process of strategy consulting. Excellence in implementation and execution is a major challenge facing corporate leaders. Many companies fall short when it comes to achieving their strategic priorities. A traditional view of implementing strategy consulting plans involves setting a direction, manipulating levers of control, assigning objectives, measuring progress, and rewarding performance. However, to succeed dynamic macro-environment and industries, companies nowadays need to have agility and resilient while implementing and executing strategy consulting plans.

≡ OBJECTIFS DU COURS /COURSE OBJECTIVES

By the end of the course, you will:

- Understand the complexity of how an organisation's teams adjust to market conditions
- Understand key elements in the process of strategic implementation
- Understand how to evaluate strategic options
- Understand structures and systems relating to strategic agility and resilience

≡ CONCEPTS ENSEIGNES /TACKLED CONCEPTS

Concepts and topics covered will include strategic implementation, strategic agility, resilience, organizational structure, and systems.

≡ METHODES PEDAGOGIQUES /LEARNING METHODS

The course maintains a balance between research-informed and business practice-informed teaching based on a student-centred approach. The course materials contain textbooks, online materials, business cases, and carefully selected academic papers. There are group work and in-class discussions to stimulate collaborative learning.

≡ TRAVAIL ATTENDU /ASSIGNMENTS

Students are expected to read course materials and business cases for their preparation.

≡ BIBLIOGRAPHIE – RESSOURCES DU COURS /BIBLIOGRAPHY – COURSE MATERIAL

For key concepts and theories in strategy, please refer to any of the following.

Johnson et al. (2017) *Exploring strategy: Text and cases* (11th ed.)

Johnson et al. (2020) *Exploring strategy: Text and cases* (12th ed.)

For broader knowledge and understanding of the course, please refer to the following in the library (i.e., Knowledge Hub).

Amit & Zott (2021) *Business model innovation strategy: transformational concepts and tools for entrepreneurial leaders*

Cornelissen (2020) *Corporate communication: a guide to theory and practice*.

Henry (2019) *Business Cultures Across the World: A Practical Guide*.

Pettigrew (2003) *Innovative forms of organizing*

Rumelt (2012) *Good strategy bad strategy: the difference and why it matters*

Schaffer (2002) *High impact consulting: how clients and consultants can work together to achieve extraordinary results*.

Additional information from McKinsey's website

<https://www.mckinsey.com/capabilities/strategy-and-corporate-finance/our-insights/the-perils-of-bad-strategy>

≡ MODALITES D'EVALUATION /EVALUATION METHODS

The evaluation has two components.

11. Group verbal presentation – 40% of final mark. Task: select a case, evaluate its strategic options, design the process of implementation.
12. Individual written assessment – 60% of final mark. Task: evaluate the strengths and weaknesses of the strategy process in the group task and offer your recommendations.

≡ SEANCES /SESSIONS

- **SESSION 1: Introduction**
 - LECTURE: 02h00
 - Review key concepts, tools, and frameworks in strategy.
- **SESSION 2: Organizational Culture**
 - LECTURE: 02h00
 - Main content: analyse how an organization's culture influences its strategy implementation
 - Case study: *Uber and the ubermensch*
- **SESSION 3: Evaluating Strategies**
 - LECTURE: 02h00
 - Main content: use SAFE to assess the performance outcomes of different strategies
 - Case study: *ITV: DIY, buy or ally?*
- **SESSION 4: Communication**
 - LECTURE: 02h00
 - Sell & present an offer for a strategy consulting mission. Communicate your case to stakeholders and let them understand your vision.
- **SESSION 5: Strategy Development**
 - LECTURE: 02h00
 - Strategy development can be deliberate and emergent. Deliberate processes of strategy development include the role of strategic leadership, strategic planning systems and externally imposed strategy. Emergent processes of strategy development include logical incrementalism, political processes and organisational structures and systems.
 - Case study: *The influence of strategic leaders*

- **SESSION 6: Organizing and Re-Organizing**
 - LECTURE: 02h00
 - Different organisational structural types may fit with particular strategies. Understand structures and systems relating to strategic agility and resilience is important for designing organisational control systems. Strategy, structure and systems reinforce each other in organisational configurations.
 - Case study: *Alphabet's \$29bn new structure*
- **SESSION 7: Innovation**
 - LECTURE: 02h00
 - Innovation involves the conversion of new knowledge into a new product, process, or service and their actual commercial use. Strategy implementation should facilitate innovation.
- **SESSION 8: Bad Strategy**
 - LECTURE: 02h00
 - We will discuss the hallmarks of bad strategy and bad strategic objectives and, more importantly, how to change the situation.
 - Case study: *Has Teva been saved? Responding to challenges and problems in generic pharmaceuticals*
- **SESSION 9: Leadership & Strategic Change**
 - LECTURE: 02h00
 - Strategic change may require different leadership styles in different organizational contexts. The change kaleidoscope and forcefield analysis can help analyse how organizational context affects strategic change.
 - Case study: *Challenges of change in Indian banking*
- **SESSION 10: Strategy Methodologies**
 - LECTURE: 02h00
 - Strategists have a range of standard methodologies to organise and guide their strategizing activity. The methodologies are not analytical tools but widely used approaches to managing aspects of strategy work. Typical examples of strategy methodologies are strategy workshops and strategy projects.
 - Case study: *A tale of two workshops*
- **SESSION 11: Group Presentations & Feedback**
 - LECTURE: 02h00
- **SESSION 12: Emerging Debates**
 - LECTURE: 02h00
 - We will introduce emerging debates in strategy implementation and review the key contents of the course.

ELECTIVES

Course title: THE ECONOMICS OF CONTEMPORARY GEOPOLITICS

Teaching hours: 24 hours

Number of credits: 3

Teaching language: ☒English

COURSE DESCRIPTION

Proposing a general introduction to geopolitics, this course will discuss some of the most prominent frameworks in the field (clash of civilizations, "flat world" hypothesis, cultural imperialism, geopolitics of the anthropocene, systemic approaches, etc.), enabling students to reflexively make sense of the many global challenges they are facing. In particular, this course will question the impact of contemporary geopolitical trends on the new economy and on the changing ways of living, with a focus on the geopolitical trends associated with global warming.

Course title: Creative Writing

Teaching hours: 24 hours

Number of credits: 3

Teaching language: ☒English

COURSE DESCRIPTION

Creative Writing is a hands-on creative writing course, with a "tools, not rules" approach to jumpstart creative process, hone skills as a writer and storyteller, and help you make your words leap off the page. Through this class, students will benefit from coaching from a writer and will acquire skills as a writer and editor, with a number of strategies under your belt to grab (and keep!) a reader's attention. Through a fun and interactive course, students will develop rare mad writing skills. Drawing inspiration from successful pieces from contemporary writers, including James Baldwin, Jamaica Kincaid, Mary Oliver, David Sedaris, Lynda Barry, and others, students will work with guided observations, writing prompts and individually tailored feedback to complete, revise and finalize a short story