STR501
QUANTITATIVE AND QUALITATIVE SKILLS FOR CONSULTANTS

Number of ECTS credits : 4
Course language : English
Course leader : BERNARDIN EMMANUELLE
Speakers : PERIAC ELVIRA , SEDDON JONATHAN

≡COURSE DESCRIPTION

Quantitative skills

The quantitative part of this course will look at how statistics can be used to help business decisions. The focus is on what statistical tools can tell us and how they are used. For example, rather than being told what a survey means, this course will give the student the knowledge to question interpretations that are presented. Questions such as what are data, how this is prepared for analysis, how data can be presented and what analysis tools can be used are covered. A group project will look at raw data and process this to allow an interpretation of what the data tells us.

Qualitative skills

Consultants are constantly required to collect and analyze qualitative data, whether in the scoping phase of a project or during the course of their consulting assignment. The qualitative part of this course will thus look at how consultants can collect and analyze different types of qualitative data (from secondary sources to interviews or surveys) in order to diagnose a complex situation, make recommendations and present their findings both orally and in writing convincingly and rigorously.

≡ COURSE OBJECTIVES

Quantitative skills

The quantitative part of this course will provide the students with an understanding of how data can be looked at and interpreted. 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 statistics as a mathematical tool, this course is practical, hands on experience on how statistical tools can used, interpreted and presented to drive decisions.

Qualitative skills

The qualitative part of this course will provide students with the means to design and critically reflect on a methodological design aimed at understanding a complex situation. By collecting and analysing bibliographic sources, secondary documents and interviews in group, students are made aware of the different methodological choices that can be made in the course of a consulting project, of their strengths and limitations, and can thus make well-informed recommendations about the appropriate design in a given situation.

≡ LEARNING OBJECTIVES

C4B learning goal	LG1 - Analysis
C4B learning objective	LO2 - Analyse complex situations
Outcomes	Lev. 3 - Support one's conclusions and issue well-reasoned recommendations

C4B learning goal	LG4 - CSR
C4B learning objective	LO11 - Identify ethical issues and act on them from an ethical perspective
Outcomes	Lev. 2 - Identify, categorize and prioritize ethical issues concerning one's activities

≡ TACKLED CONCEPTS

Quantitative skills

The quantitative part of this course will cover concepts such as 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?

Qualitative skills

The qualitative part of this course will cover concepts such as secondary data, the reliability of sources, types of interviews (guided, semi-guided, open, etc.), interviewing skills, report writing and presenting findings

☰ LEARNING METHODS

Quantitative skills

The quantitative part of this course will allow students to have a hands on appreciation of how to collect, analyse, interpret and present the findings of statistical analysis of a data sample.

Qualitative skills

The qualitative part of this course will alternate between lectures, exercices, group work and presentations to allow students to learn from practice.

☰ EXPECTED WORK AND EVALUATION

Quantitative skills

Continuous assessment: students will be divided into teams and each lecture will require them to use different ways of processing data and to use this for a final report and group presentation.

Final exam: Individual online one-hour test. This will be a mix of multichoice questions, based on all of the session material presented by the lecturer

Qualitative skills

Continuous assessment: Group assignment. students will work in groups on a project requiring them to to elaborate a relevant methodological design to investigate this situation and address the client's problem.

Final exam: Individual assignment. Students will answer questions and problems on qualitative methodological issues.

☰ BIBLIOGRAPHY

Quantitative skills

In the quantitative part of this course, all required material will be presented.

Qualitative skills

Minto, B. (2009). The pyramid principle: logic in writing and thinking, Prentice Hall (3rd ed)

Saunders, M., Lewis, P., & Thornhill, A. (2009). Research methods for business students Pearson Education (5th ed).

☰ EVALUATION METHODS

50 % : Final exam
50 % : Continuous assessment

☰ SESSIONS

1 **Exploration of data – its dispersion and central tendency.**
LECTURE & PRACTICAL WORK : 02h00

How to use the 5 W's. Using Excel as a statistical tool. Visual errors in presentations. Introduction to goodness of fit statistics. Students download data.

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2 Standard deviation and variance.
LECTURE & PRACTICAL WORK : 02h00

Distribution and p values when used with a null hypothesis. Using XLSTAT and what it means to prepare the data for analysis – contingency and disjunctive tables. How to interpret skewness and kurtosis. Students apply methods shown to their group data.

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3 Descriptive statistics
LECTURE & PRACTICAL WORK : 02h00

Normality tests, multicolineratity and contingency. Box and QQ plots, and histograms. Use of non-parametric testing. Students apply methods shown to their group data.

4 Visualising data with scatter plots.
LECTURE & PRACTICAL WORK : 02h00

Parallel coordinate plots. Dependent and independent variables. The z-score and standardization and a populations variability. What a margin of error shows. Students apply methods shown to their group data.

5 Analysing data (I)
LECTURE & PRACTICAL WORK : 02h00

Using statistical tools, linear and multiple linear regression. Understanding r and R2. Residuals and homoscedasticyty. Students apply methods shown to their group data.

6 Analysing data (II)
LECTURE & PRACTICAL WORK : 02h00

Using correlation analysis, tests for outliers (e.g. Grubb test), factor analysis and agglomerative hierarchical clustering. Use of tests such as Cronbach's alpha, Kaiser-Meyer-Olkin and Bartlett's sphericity. Students apply methods shown to their group data.

7 Data mining
LECTURE & PRACTICAL WORK : 02h00

How to model and cluster data. Students download and apply methods shown to new data records. Students complete presentations.

8 Group presentations
GROUP PRESENTATION : 02h00

Group presentations

9 Introduction
LECTURE & PRACTICAL WORK : 02h00

Overview of qualitative methods and their purpose.
Objective : consistent data and efficient presentation of your conclusions
Focus on presentations : improving the efficiency of slides to present your ideas

10 Collecting data 1: Focus on the collection of secondary data
LECTURE & PRACTICAL WORK : 02h00

What are secondary data. Distinction from primary data.
What to use them for?
Where to find secondary data?
What is a reliable source or not?

11 Collecting data 2 : Focus on interviews
LECTURE & PRACTICAL WORK : 02h00

What to use them for?
Things to know for efficient et ethical interviews
Training

12 Collecting data 3 : Focus on qualitative surveys
LECTURE & PRACTICAL WORK : 02h00

What to use them for?
Structure of a survey
Working on the questions

13 Analyzing data
LECTURE & PRACTICAL WORK : 02h00

Identifying patterns, regularities, distinctions, categories etc.

Techniques and exercises

14 Writing efficient reports 1
LECTURE & PRACTICAL WORK : 02h00

Working on the structure

Working on the logic

Explanations and trainings

15 Writing efficient reports 2
LECTURE & PRACTICAL WORK : 02h00

Working on the structure
Working on the logic

Explanations and trainings

STR502
INTERNATIONAL BUSINESS FOR CONSULTANTS

Number of ECTS credits : 4
Course language : English
Course leader : BERNARDIN EMMANUELLE
Speakers : AZEVEDO GUILHERME , NOURY Lucie

≡ COURSE DESCRIPTION

For "Intercultural Analysis" with Guilherme AZEVEDO

Cultures surround and permeate organizations of all types and forms. Managers and consultants therefore need to navigate across national, organizational, industrial, and occupational cultures. This course provides some compasses to facilitate such navigation. It examines in conceptual and practical terms:

- How to define, disentangle, and address different cultural ensembles within and around organizations;
- How the concept of cultural dimensions and the notion of national organizational cultures support strategic management;
- How contemporary managers and consultants respond to the challenge of increasing cultural diversity;
- How managers experience internationalization and may envision the construction of a global organization; and
- How the current global cultural dynamics affects human development and environmental conservation.

For "Organization and Management of global consultancies" with Lucie NOURY
Working for global consultancies also requires understanding the principles at the heart of the organization and management of these firms. This course aims at giving students the knowledge they need to reflexively engage in an international consulting career by focusing on the history of this industry, its dominant forms of organization and emerging new business models. It also provides students with the opportunity to develop a new business model proposal for a consultancy of their choice.

≡ COURSE OBJECTIVES

For "Intercultural Analysis" with Guilherme AZEVEDO
By following this course, students should :
- Develop a conceptual understanding and start to master the practical application of the domains listed in the course description.
- Become more aware of their own cultural biases and gain a more attentive understanding of the cultural predispositions behind the behaviour of others.

For "Organization and Management of global consultancies" with Lucie NOURY
By following this course, students should be able to :
- Identify the dominant organisational forms adopted in the industry and the type of services they are associated with
- Develop a well-substantiated and critical opinion about current trends in the industry
- Develop a new business model proposal for a consultancy
- Reflect on your career aspirations and on the type of consultancy you would like to work for

≡ LEARNING OBJECTIVES

C4B learning goal	LG1 - Analysis
C4B learning objective	LO1 - Make use of critical analysis/critical thinking skills
Outcomes	Lev. 2 - Formulate a personal and well-informed opinion

C4B learning goal	LG1 - Analysis
C4B learning objective	LO2 - Analyse complex situations
Outcomes	Lev. 2 - Formulate hypotheses to understand a complex situation, in a structured way, by mobilizing disciplinary frameworks if necessary

☰ TACKLED CONCEPTS

For "Intercultural Analysis" with Guilherme AZEVEDO
Culture as competitive advantage and as resistance to competitive advancement; stereotyping; cultural relativism; concurrent conceptualizations of culture; levels of cultures; cultural dimensions; cultural dispositions; the notion of national organizational cultures; acculturation processes; expatriation/ repatriation; multicultural teams; cosmopolitanism; ethical implications of cultural management.

For "Organization and Management of global consultancies" with Lucie NOURY
Professional Partnership, Managed Professional Business, Business Model, Professionalism, Leverage, Up-or-Out, New Business Models

☰ LEARNING METHODS

For "Intercultural Analysis" with Guilherme AZEVEDO

Lectures, in-class activities, reading of required references, team and individual assignments, videos, preparation and discussion of case studies.

For "Organization and Management of global consultancies" with Lucie NOURY
Lectures, videos, interview with a consultant, article writing, report writing and presentation, group activities, class participation

☰ EXPECTED WORK AND EVALUATION

For "Intercultural Analysis" with Guilherme AZEVEDO

Individual participation in class (individual assessment) = 10%
Interactive presentation (group assignment) = 15%
Final exam = 25%
TOTAL = 50% of the global grade for STR502

The group assignment takes the form of an "interactive presentation" where a team of 5 or 6 students (to be confirmed depending on the size of the class). The main goal is to promote the discussion of a relevant issue in intercultural management and to connect it to appropriate models or theories. A detailed instruction will be posted on the Blackboard platform and discussed in class.

For "Organization and Management of global consultancies" with Lucie NOURY
Article competition (group assignment) = 15%
Company report (group assignment) = 10%
Final exam = 25%
TOTAL = 50% of the global grade for STR502

Assignment 1 (with Lucie NOURY) : article competition

Description

- Interview a consultant in pairs on a current trend in the industry (theme to be announced in the lecture)
- Use this input to write an article on the topic, aimed at a professional audience
- Use the stories, examples, anecdotes and thoughts shared by your interviewee and feel free to use some direct quotes but <u>don't reproduce literally</u> 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
- Submit your assignment via blackboard
- Submit the audio file from your interview as a proof

Assessment criteria

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

In Lecture 4, you will work in groups to improve your assignments before final submission.

Assignment 2 (with Lucie NOURY): company report

Description

You will develop a new business model proposal for a consultancy of your choice (you can focus on a specific business unit / service line if you

choose a large firm).

You are free to structure your presentation as you wish, but the following elements should be discussed in your presentation:

- A brief presentation of the company / business unit / line of service
- The current value proposition and business model
- Your new business model proposal
- An implementation plan (obstacles to change and how to tackle them)

You will work on the business model of your chosen firm in lecture 2 and on new business model development in lecture 3

Requirements
- Prepare and deliver a 10 min presentation (+ 5 minutes for questions) in lecture 4
- Add a reference slide at the end of the slide deck.
- You will act as the "client" for one of the other teams: your ability to challenge their proposal will be assessed
- Presence on presentation day is absolutely required

Assessment criteria

- Quality of the proposal (use of the value proposition and business model canvas, identification of the strengths and limitations of the new business model, implementation plan, realistic proposal, use of reliable sources)
- Creativity (innovative nature of the proposal)
- Quality of the delivery (slides, presentation style, interaction with the audience, time keeping)
- Reactivity (ability to answer questions during the presentation and to ask questions when acting as the client)

☰ BIBLIOGRAPHY

For "Intercultural Analysis" with Guilherme AZEVEDO

Basic reference:

- Schneider, S. C., Stahl, G. & Barsoux, J.-L. (2014). *Managing across cultures* (3rd ed.). Pearson.

Additional references:

- Azevedo, G. (2011). "Intercultural Integration in Sino-Brazilian Joint Ventures," in: Primecz, H., L. Romani, & S. Sackmann (Eds.), Cross-cultural management in practice: Culture and negotiated meanings. Cheltenham: Edward Elgar.
- Azevedo, G. (2019). "Does organizational nonsense make sense? laughing and learning from French corporate cultures" Journal of Management Inquiry. (OnlineFirst)
- Barmeyer, C. & Franklin, P. (2016) (Eds.) Intercultural management: A case-based approach to achieving complementarity and synergy. London: Palgrave Macmillan.
- d'Iribarne, P. (1989). La logique de l'honneur: gestion des entreprises et traditions nationales: Seuil.
- Gannon, M. J., & Pillai, R. (2012) Understanding Global Cultures: Metaphorical Journeys through 31 Nations, Clusters of Nations, Continents, and Diversity (5th ed.): SAGE.
- Hofstede, G., Hofstede, G. J., & Minkov, M. (2010). *Cultures and Organizations: Software of the Mind* (3rd ed.): McGraw-Hill Education.
- Primecz, H., L. Romani, & S. Sackmann (Eds.), *Cross-cultural management in practice: Culture and negotiated meanings*. Cheltenham: Edward Elgar.
- Steers, R. M., Sanchez-Runde, C. J., & Nardon, L. (2010). *Management Across Cultures: Challenges and Strategies*: Cambridge University Press.
- Trompenaar, F., & Hampden-Turner, C. (2012). *Riding the waves of culture: Understanding diversity in global business* (3rd ed.): McGraw-Hill/Nicholas Brealey.

For "Organization and Management of global consultancies" with Lucie NOURY

Lecture 2:

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.

This article can be downloaded here: https://davidmaister.com/wp-content/themes/davidmaister/pdf/TheAnatomyofaConsultingFirm.pdf

Lecture 3:

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

This article can be downloaded here: https://hbr.org/2013/10/consulting-on-the-cusp-of-disruption

☰ EVALUATION METHODS

50 % : Final exam
50 % : Continuous assessment

☰ SESSIONS

1 Intercultural analysis - G AZEVEDO - Session 1
SEMINAR : 03h00

To read before the class:

- O'Toole (2015) Irish students' crisis of confidence poses a problem

Key content: Views of culture; intercultural management in context; the convergence theory; stereotyping; concurrent conceptualizations of culture; levels of cultures; cultural dimensions.

2 Intercultural analysis - G AZEVEDO - Session 2
SEMINAR : 03h00

Key content: cultural relativism; emic and etic approaches; cultural dispositions; the notion of national organizational cultures; acculturation processes.

3 | **Intercultural analysis - G AZEVEDO - Session 3**
SEMINAR : 03h00

To read before the class:

- Azevedo (2011) "Intercultural Integration in Sino-Brazilian Joint Ventures"
- Burkeman (2014) Are you wasting your warmth (on Lewin's "Peach cultures" and "coconut cultures")

Key content: Expatriation/ repatriation; multiculturalism; clusters of national organizational cultures; managing diversity and multicultural teams.

4 | **Intercultural analysis - G AZEVEDO - Session 4**
SEMINAR : 03h00

Key content: Cultures and Languages; non-verbal communication across cultures.

Groups presentations.

5 | **Intercultural analysis - G AZEVEDO - Session 5**
SEMINAR : 03h00

Key content: Globalism and cosmopolitanism; ethical implications of cultural management; promises and possibilities of renewed global cultures.

Groups presentations.

6 | **Organization and management consultancies - L NOURY - Session 1**
LECTURE & CASE STUDIES & EXERCISES : 04h00

History and panorama of the consulting industry

Overview of the lecture:
- Introduction of the course
- History of the consulting industry
- The professional status of consultants
- Panorama of the industry and its actors

7 | **Organization and management consultancies - L NOURY - Session 2**
LECTURE & CASE STUDIES & EXERCISES : 04h00

The traditional organization of consulting firms

Overview of the lecture:
- Specificities of consultancies and their business model
- The professional partnership & the up-or-out career model
- The leverage
- The bureaucratization of consulting firms

8 | **Organization and management consultancies - L NOURY - Session 3**
LECTURE & CASE STUDIES & EXERCISES : 04h00

New Business Models

Overview of the lecture:
- Internal and external sources of pressure
- New Business Model
- Group work on the new business model assignment

9 | **Organization and management consultancies - L NOURY - Session 4**
GROUP PRESENTATION : 04h00

All groups present their new business model proposals

Work on article competition
Exam preparation

STR503
IS AND DIGITAL TRANSFORMATION FOR CONSULTANTS

Number of ECTS credits : 4
Course language : English
Course leader : BERNARDIN EMMANUELLE
Speakers : DOVE Sylvain , EL AMRANI REDOUANE , LEROY
Constance

☰ COURSE DESCRIPTION

For the part of the course with Redouane EL AMRANI:

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.

For the part of the course with SOPRA STERIA (Sylvain DOVE):
The course presents the evolution in which consulting firms are engaged to address digital transformation for the clients. It then highlights how the consulting firms themselves use digital transformation solutions to optimize their performance and helps students to grasp the difficulties and necessary adaptations.

For the part of the course with Cap Gemini:
The course in itself is a coaching and challenge in groups on a problematic in digital transformation.

☰ COURSE OBJECTIVES

For the part of the course with Redouane EL AMRANI:
Upon completion of this course, students will be able to:

- Understand the basic concepts of Information Systems & Digital Transformation and apply them to business processes.
- Explore the role IS Information Systems in obtaining an organizational competitive advantage.
- Analyze Information Systems use in back-office and the strategic role of ERP integration.
- Explain Information Systems use in front-office and the need of integration of e-business, CRM and Social Network.
- Understand the role of Big Data and Cloud Computing in Information Systems performance.
- Understand the organizational, behavioral and political issues surrounding Information Systems in organization.

For the part of the course with SOPRA STERIA (Sylvain DOVE):

The course's objectives is to allow students to better understand how consulting firms adapt to digital transformation

For the part of the course with Cap Gemini:
The course objective is that students develop their ability to work in team, as consultants, on a problematic of digital transformation.

≡ LEARNING OBJECTIVES

C4B learning goal	LG1 - Analysis
C4B learning objective	LO2 - Analyse complex situations
Outcomes	Lev. 1 - Identify and examine the various components of a complex situation

C4B learning goal	LG2 - Action
C4B learning objective	LO5 - Evaluate, prevent and manage short, medium and long-term risks
Outcomes	Lev. 1 - Locate and state overall risks characterizing a situation

C4B learning goal	LG3 - Entrepreneurship and Innovation
C4B learning objective	LO9 - Develop innovative solutions and test them
Outcomes	Lev. 2 - Think "out of the box" to imagine and submit new ideas. Arbitrate between innovative ideas

C4B learning goal	LG5 - Cooperation
C4B learning objective	LO15 - Act with flexibility, adaptability and intellectual curiosity
Outcomes	Lev. 1 - Recognize and accept criticism

≡ TACKLED CONCEPTS

For the part of the course with Redouane EL AMRANI:
Digital Transformation, IS Consulting, Enterprise Systems, CRM & SCRM, Big Data, Cloud Computing, Change Management

For the part of the course with SOPRA STERIA (Sylvain DOVE):
Applied data science, integrating multiple skill teams, consulting client offers, digital transformation, consulting methods and tools

≡ LEARNING METHODS

For the part of the course with Redouane EL AMRANI:
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 manger, key user, team member, etc.

For the part of the course with SOPRA STERIA (Sylvain DOVE):
To explore how consulting firms address digital transformations for their clients in different sectors, the course will begin with presentations, discussions and exercises on how consulting firms build their messages to their clients on Digital transformation. Then, a more operationnal part will be based on case studies, in which students will alternate group works, presentations and debriefings.

For the part of the course with Cap Gemini:
The course is based on active interactions between a large team of consultants 'senior and junior) and the students. This specific organisation of the course makes the students able to discover tools and approaches of a consultant on digital topics, through a pedagogic active loop in 3 main steps:
- direct interactions with consultants who present their approaches,
- direct use of the tools and methods by the students on a specific topic,
- direct and specific feedback from the consultants on their work.

☰ EXPECTED WORK AND EVALUATION

For the part of the course with Redouane EL AMRANI:

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

Class participation (--%):

This grade will be based on the quality and quantity of student comments and responses in the various activities.

Reading and presentation of IS topics (--%):

This grade will be based on the capacity of the student to read the assigned papers and write a comprehensive presentation. The presentation should be for 15 minutes. Student should use the articles given to him plus additional readings of his choice to support his argument. They may also include examples from their own company or experience that support the position they have to take.

Final Exam (--%):

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.

For the part of the course with SOPRA STERIA (Sylvain DOVE):
The grade for this part is exclusively on the final exam : an case study in 1h, akin to the case studies done in class, with open questions. This exam tests the students' ability to understand a client's problematic, to assess the needs and to propose a mission and a solution as if they were consultants in a firm.

For the part of the course with Cap Gemini:
The grade is based on the students' presentation of their work at the end of the day of challenge in teams on a problematic in digital transformation.

☰ BIBLIOGRAPHY

For the part of the course with Redouane EL AMRANI:

- · 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.
- · Iyer 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.

For the part of the course with SOPRA STERIA (Sylvain DOVE):

- *Consulting of the Crusp of disruption*, par C. M. Christensen, D. Wand & D. van Bever, in *Harvard Business Review*
- *Impact of Digitalization in Business World,* par *M. A Ilcus, in Review of International comparative Management*
- *Data Scientist à l'Ecole de la Stratégie, par B. Polle, in Consultor*

☰ EVALUATION METHODS

50 % : Continuous assessment
50 % : Final exam

☰ SESSIONS

1 **Session 1 with Redouane EL AMRANI - Managing Businesses in the digital world (1/2)**
LECTURE : 03h00

Challenges of Operating in the Digital World
What's Information Systems Consulting ?
What's Digital transformation strategy?
Digital Transformation pillars

2 **Session 2 with Redouane EL AMRANI - Managing Businesses in the digital world (2/2**
LECTURE : 03h00

Explore the role of digital transformation in obtaining an organizational competitive advantage
Why Information Systems & Information Technology Matter
Enterprise IS definition: data, information, knowledge, hardware, software.
Articles Presentation Coaching

3 **Session 3 with Redouane EL AMRANI - Digital Transformation through Enterprise Systems Integration**
LECTURE & CASE STUDIES : 03h00

ERP Components, benefits and limitations
ERP Market: Software and Vendor Selection / ERP Sage demo presentation
ERP : Implementation strategies / Operations and Post-Implementation
ERP Competency Centers People and Organization
Students Article Presentation

4 **Session 4 with Redouane EL AMRANI - Digital Transformation & Front-Office of the organizations**
LECTURE & CASE STUDIES : 03h00

E-business Strategies
CRM components, benefits and limitations
Developing a CRM Strategy Social CRM Strategy
Salesforce demo presentation
Students Article Presentation

5 **Session 5 with Redouane EL AMRANI - Cloud Computing & Digital Transformation**
LECTURE & CASE STUDIES : 03h00

Understand the role of CC in supporting business
Cloud types & Characteristics
SaaS / PaaS / IaaS
Identify added value/limits of Cloud
Students Article Presentation

6 **Session 6 with Redouane EL AMRANI - Big Data & Digital Transformation**
LECTURE & CASE STUDIES : 03h00

Why Organizations need Big Data & Analytics?
Business Analytics to Support Decision Making
Big Data strategy, technics and tools
Students Article Presentation

7 **Session 1 with SOPRA STERIA (Sylvain DOVE) - Digital Transformation and consulting firms**
LECTURE & CASE STUDIES & EXERCISES : 03h00

(1/2 - the content below unfolds in 2 sessions)

The course will begin with a quick reminder of the evolution of consulting since 1930 and open up towards the clients' new needs. There will be a first moment of 'fun' interaction to show the students that most consulting firms, whatever their history and field, tend to unify their message towards digital transformation. The course will resume to explain what it entails for both the client's needs and the firms' organization, tools and methods. The course will then pivot to the more operational aspects of the evolution of consulting. A first class exercice (class devided in between 5 or 6 groups) will focus on a first case study (digitalization and automation of the distribution of army apparel) that will highlight the need for collaboration between consulting, UX designers and data scientist to bring the best solution to a complex problem. The groups will answer a serie of questions, one group will present its answer to the class per question. The course will then give additional information on the interaction between data science and business consulting. The course will end with another semi directed case study that will push those concepts further (the subject : how to better position speed radars in France). The groups will reform to find solutions to the first introducery questions. All groups will then work on a working solution. One of the groups will be selected to present its solution.

8

Session 2 with SOPRA STERIA (Sylvain DOVE) - Digital Transformation, an additional tool for the consultant
LECTURE & CASE STUDIES & EXERCISES : 03h00

(2/2 - the content below unfolds in 2 sessions)

The course will begin with a quick reminder of the evolution of consulting since 1930 and open up towards the clients' new needs. There will be a first moment of 'fun' interaction to show the students that most consulting firms, whatever their history and field, tend to unify their message towards digital transformation. The course will resume to explain what it entails for both the client's needs and the firms' organization, tools and methods. The course will then pivot to the more operational aspects of the evolution of consulting. A first class exercice (class devided in between 5 or 6 groups) will focus on a first case study (digitalization and automation of the distribution of army apparel) that will highlight the need for collaboration between consulting, UX designers and data scientist to bring the best solution to a complex problem. The groups will answer a serie of questions, one group will present its answer to the class per question. The course will then give additional information on the interaction between data science and business consulting. The course will end with another semi directed case study that will push those concepts further (the subject : how to better position speed radars in France). The groups will reform to find solutions to the first introducery questions. All groups will then work on a working solution. One of the groups will be selected to present its solution.

9

Session 1 with Cap Gemini
LECTURE & CASE STUDIES & EXERCISES : 03h00

(1/2 - The content below unfolds in 2 sessions, one in the morning, the other in the afternoon)
The course consists in a coaching, and challenge in groups 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 from them a specific problematic 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 problematic. Then, the students are divided in groups and work with the consultants of the firms on their tools and methods.
The afternoon starts with a coaching per groups with consultants who read the preparation of the group on the problematic (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, the students receive from the consultants a feedback per group on their work.

10

Session 2 with Cap Gemini
LECTURE & CASE STUDIES & EXERCISES : 03h00

(2/2 - The content below unfolds in 2 sessions, one in the morning, the other in the afternoon)
The course consists in a coaching, and challenge in groups 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 from them a specific problematic 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 problematic. Then, the students are divided in groups and work with the consultants of the firms on their tools and methods.
The afternoon starts with a coaching per groups with consultants who read the preparation of the group on the problematic (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, the students receive from the consultants a feedback per group on their work.

STR504
STRATEGY AND CHANGE MANAGEMENT FOR CONSULTANTS

Number of ECTS credits : 4
Course language : English
Course leader : BERNARDIN EMMANUELLE
Speakers : HUCHARD Valentine , KRUPSKY David , MOUTOT JEAN MICHEL , THOMAS LISA

☰ COURSE DESCRIPTION

This course provides both a conceptual and an experiential perspective of strategy and change management. Combining the two approaches, this class focus on tools / techniques, methodologies, postures and situations encountered during consulting missions

☰ COURSE OBJECTIVES

- Improve your ability to mobilize in a more effective and professional way what you have learned in strategy and change management programs, in order to tackle efficiently more complex cases
- Develop a consultants` approach to Strategy and change management : project issues into the future and develop through skills of anticipation and reflective apporaches
- Share a consultants perspective on the daily missions/ activities and approaches to consulting in practice

☰ LEARNING OBJECTIVES

C4B learning goal	LG1 - Analysis
C4B learning objective	LO2 - Analyse complex situations
Outcomes	Lev. 3 - Support one's conclusions and issue well-reasoned recommendations

C4B learning goal	LG2 - Action
C4B learning objective	LO4 - Make proposals, take initiatives
Outcomes	Lev. 2 - Construct unexpected proposals with high responsiveness

☰ TACKLED CONCEPTS

Fundamental concepts for the course with Lisa Thomas:

Part 1: The Strategy part of the course will focus on a review and application of the tools of strategic analysis and strategic diagnosis. It will develop a more in depth understanding of the role and application of scenario planning, business modelling, and strategizing, i.e the day to day activities of strategists: practice, praxis and practitioners. The course will use case study analysis and exercises, where class disucsison around the topics is an important aspect of the learning process.

Fundamental concepts for the course with Jean-Michel Moutot:
Change management theories in Psychology and Sociology. Change management consulting methodology presentation. Case study based on a real client demand and facilitated with HR Path Consulting firm.

☰ LEARNING METHODS

Lectures, reading required references, reading indicated case studies in advance and preparing quesitons for class discussion, individual and/or group presentations

☰ EXPECTED WORK AND EVALUATION

Overall course assessment
50% Final Exam (50% strategy, 50% change management)

50% Case Study oral presentations in class (50% strategy, 50% change management)

For the strategy part:
Continuous assessment
25% (of overall course assessment)-Group project presentation

Group assignments help train you to apply concepts and tools on complex situations, in order to analyze them and to be able to develop, on this basis, original proposals. More details will be given in class on the specific exercises.

Final exam
25% (of overall course assessment) - Exam

The final exam tests your overall ability, at the end of the course, to effectively present clearly key concepts, apply them to complex situations and, on the basis of your analysis, provide arguments and subsequent recommandations (Open questions on concepts and situations - 1h30).

TOTAL For this part of the course = 50% of the global grade for the course

Continous ass**Part of the course with Mazars**
Continuous assessment (Group assignment) = 25%
*Final exam = 25%*essment : 25% of the grade. Come from a team project during the class : teams will need to chose a company they want to work on and hand over during the last session a written paper + 20min group presentation applying the tools seen during classes to their company.
Final exam : 25% of the grade. Come from a final exam (Open question on a case study - 1h30)

☰ BIBLIOGRAPHY

For the part of the course with Lisa THOMAS :

Johnson G, Whittington R, Regner P, Angwin D., *Exploring Strategy, Text and Cases,* Pearson, 12th edition

☰ EVALUATION METHODS

50 % : Continuous assessment
50 % : Final exam

☰ SESSIONS

1 | **L.THOMAS - Session 1 : Strategy Analysis- Tools, Frameworks (Revision). STRATEGIZING PRACTICE**
LECTURE & CASE STUDIES & EXERCISES : 04h00

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2 | **Lisa THOMAS- Session 2 - Scenarion Planning**
LECTURE & CASE STUDIES & EXERCISES : 04h00

The role of scenarion planning in strategy making
The 8 step scenarion planning process
Introduction to group project

Case study: Siemens strategic foresight programme
Case study: Uber

3

Lisa THOMAS - Business Model development and evaluation
LECTURE & CASE STUDIES & EXERCISES : 04h00

Value propositions, value creation and value capture
Business Model types
Evaluating business models for sustainability

Case study: Sturm, Ruger & Company

4

Lisa THOMAS Session 4 - Strategy Methodologies
LECTURE & CASE STUDIES & EXERCISES : 04h00

Workshops
Business Cases
Strateguc Plans

Group presentations
Scenario planning exercise - 20 min per presentation

5

Mazars - session 1 - Strategic basis - Strategic diagnosis
LECTURE & PRACTICAL WORK : 03h00

In this session, we will go through Strategy basics and focus on the strategic diagnosis (internal and external) and how it can impact your recommendations as a Consultant.

6

Mazars - session 2 - Company's fundamental purpose - Shared vision
LECTURE & PRACTICAL WORK : 03h00

In this session, we will see how to identify and define a company's fundamental purpose (reason why) and how to share a vision giving it meaning.

7

Mazars - session 3 - Building business models
LECTURE & PRACTICAL WORK : 03h00

In this session, we will focus on how to build a strategic business model for start-ups or mid-caps businesses, applying LEAN methodologies used in incubators or accelerators.

8

Mazars - session 4 - Change management plan
LECTURE & PRACTICAL WORK : 03h00

In this session, we will see how can a consultant help transformations succeed thanks to Change Management, and how to create an effective Change Management plan.

9

Mazars - session 5 - Stakeholders' implication in a transformation
GROUP PRESENTATION : 03h00

In this session, we will discover tools to maximize stakeholders' implication in a transformation (1h), and all teams will present their work during a20min group presentation.

STR505
SOFT SKILLS FOR CONSULTANTS

Number of ECTS credits : 4
Course language : English
Course leader : BERNARDIN EMMANUELLE
Speakers : BANAHAN Eoin , BUI Dominique

≡ COURSE DESCRIPTION

Part of the course with Professor B. Venard

Being a consultant requires a specific mind-set built on developing a strong relationship with the customers. Consulting is a demanding profession this module helps those new to consulting to get all the soft skills and the business attitude to carve out a successful career.
Soft skills are interpersonal qualities and abilities that everyone possesses. These skills define a person's ability to successfully interact with those around them. Soft skills assist people in excelling in all aspects of life, not just business. Oftentimes an employer will hire a person who has excellent soft skills even though they may lack specific job related talents because they see potential in the person. Fortunately, everyone can take advantage of the benefits of improved soft skills at any time through focus and training. This course aims to help students in better understanding the role of soft skills for themselves and others.

In the sessions about writing a consulting proposal, 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.

Part of the course with Professor Banahan

In today's complex business environment, success increasingly depends on the ability to work in partnership with others. There is considerable evidence that high-performance organizations are comprised of high-performance teams. Therefore, the managers and business leaders of the future need to develop the ability to build and motivate groups of people toward achieving common goals. In a networked world where we are increasingly interdependent and interconnected, teams increasingly operate in virtual space, a factor which has given rise to new challenges for those responsible for ensuring team goals are achieved.

This course will focus on exploring some of the key practical tools and techniques used by high-performance teams in todays business environment to ensure students are prepared for the challenges of working in partnership with others in both co-located and distributed environments.

≡ COURSE OBJECTIVES

Specific course objectives of the course with Professor B. Venard
Learning objectives for the course Consulting Proposals:
. Understand the key factors of success of a consulting proposal
. Practice the exercise of writing consulting proposals
. Be able to apply the knowledge regarding consulting proposal writing to different contexts

Learning objectives for the course Team Work:
Explore the basic concepts and methods of approach to building high performance teams
Learn how to identify key characteristics and key success factors to building and motivating high performance teams in both co-located and distributed environments
Acquire practical methods to enable them to achieve success by leveraging the talents of those within the team

Specific course objectives of the course with Professor Banahan

The objective of this course is to provide students with practical guidelines, which they can use to build and develop high performance teams. Specifically, participants will:

- Explore the basic concepts and methods of approach to building high performance teams.
- Learn how to identify the key characteristics and key success factors to building and motivating high performance teams in both collocated and distributed environments.
- Acquire practical methods and tools to enable them to achieve success by leveraging the talents of those within the team.

☰ LEARNING OBJECTIVES

C4B learning goal	LG2 - Action
C4B learning objective	LO4 - Make proposals, take initiatives
Outcomes	Lev. 3 - Support and argue new proposals in a context where they were not envisaged

C4B learning goal	LG3 - Entrepreneurship and Innovation
C4B learning objective	LO9 - Develop innovative solutions and test them
Outcomes	Lev. 3 - Design an experimental protocol. Organize feedback to improve the process/product/service

C4B learning goal	LG5 - Cooperation
C4B learning objective	LO14 - Work effectively in a team
Outcomes	Lev. 3 - Demonstrate a commitment to group work, encourage partners and create involvement and adherence

☰ TACKLED CONCEPTS

Tackled concepts of the course with Professor B. Venard

Consulting, Competitive Advantage Entry phase, Generic Strategy, International Development, Initial meeting, Managing Team, Strategic Capabilities, Successful proposals, Team Effectiveness, Team Leadership, Team Performance, Virtual team

Tackled concepts of the course with Professor Banahan

The Experiential Learning Cycle

The Analysis to Context and challenges for high-performance teams in complex systems

The Power of Assumptions as the Foundation for Understanding Individual Cultural Differences

The Fundamental Values Driving Behaviour in the Workplace

Understanding Ambiguity and the Impact on Behaviour

Team Leadership Styles in Managing Risk and Competence within the Team

Determinants of Team Effectiveness

Team Skills for High-Performance Teams

Team Projeect Planning

Managing Performance in Teams

Motivation

Decision Making in High-Performance Teams

☰ LEARNING METHODS

Learning methods with Professor Venard

Case studies

Class discussion

Team work

Learning Methods with Professor Banahan

This course adopts an experiential approach based on the concept of double-loop learning. The assumption is that to be successful in a continually changing business environment, future business leaders/managers must have the ability to "learn how to learn".

Students will explore state-of-the-art models and techniques through experiential exercises and simulations from which they will reflect on what they did and how they did it. They will then draw conclusions and generate actionable key learnings for future performance improvement.

☰ EXPECTED WORK AND EVALUATION

Evaluation with Professor Venard

Participation to class discussion

Report regarding case studies

Oral presentation of case studies

Evaluation with Professor Banahan

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

☰ BIBLIOGRAPHY

Bibliography of the course with Professor B. Venard

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.

Bibliography of the course with Professor Banahan

The Motivation Myth, Haden, J., Portfolio, 2018.

Effective Teambuilding, Adair, J., Pan Books, 2015.

Team of Teams : New Rules of Engagement for a Complex World, McCrystal, S., Penguin, 2015.

A Manager's Guide to Virtual Teams, Zofi, Y., Amacom, 2012.

Teaming : How Organisations Learn, Innovate and Compete in the Knowledge Economy, Edmondson, A., Wiley, 2012

Team Roles At Work, Belbin, M., Routledge, 2010.

X-Teams, Ancona, D. & Bresman, H., HBS, 2007.

Beyond Teams : Building the Collaborative Organisation, Bayerline, M., et al., Jossey-Bass, 2003.

The 5 Dysfuntions of a Team, Lencioni, P., Jossey-Bass, 2002.

☰ EVALUATION METHODS

50 % : Continuous assessment
50 % : Final exam

☰ SESSIONS

1 **Context within which Virtual Teams operate**
LECTURE & PRACTICAL WORK : 03h00

Eoin BANAHAN

This session is divided into the following 3 sub-sections:

1. Introduction – Seminar set up and pedagogical approach.
2. Context – Contextual Model highlighting challanges and key success factors for High-Performance Teams.
3. The Power of Assumptions – Conceptual Model to understand cultural differences at the level of the individual.

2 **Team Leadership Styles**
LECTURE & PRACTICAL WORK : 03h00

Eoin BANAHAN

This session is divided into the following 3 sub-sections :

1. Behavioural Drivers and Mindsets – Model of team-member behaviours and mindsets.
2. Workshop to explore the impact on behaviour when different behavioural drivers come into conflict.
3. Team Leadership Styles – Model of different styles depending on level of risk in the business situation and level of competence in the team

3 **Managing Team Performance**
LECTURE & PRACTICAL WORK : 03h00

Eoin BANAHAN

This session which focuses on the the issue of Team Effectiveness is divided into the following sub-sections :

1. Team Effectiveness and Types – Model of determinants of team effectiveness
2. High-Performance Team Composition – Model of Team Skills and exercise on analysing team composition
3. Team Planning – Experiential exercise in project planning and performance analysis process

4 **Team Effectiveness**
SIMULATION/ SERIOUS GAMES : 03h00

Eoin BANAHAN

This session which focuses on the the issue of Team Effectiveness is divided into the following sub-sections :

1. Team Effectiveness and Types – Model of determinants of team effectiveness
2. High-Performance Team Composition – Model of Team Skills and exercise on analysing team composition
3. Team Planning – Experiential exercise in project planning and performance analysis process

5 **The Challenge of Virtual Teams**
LECTURE & PRACTICAL WORK : 03h00

Eoin BANAHAN

This session which focuses on the Virutal Team context is divided into the following 3 sub-sections :

1. Motivation – Model of fundamental motivations
2. The Virtual Team Context – Definition and Workshop
3. Decision-making in Virtual Teams – Experientail exercise and Model of decision Making.

6 **Introduction to Consulting Proposals**
LECTURE : 03h00

Bertrand VENARD describes the art of writing a consulting proposal and engages students in group discussion about it.

7 **Case A**
LECTURE : 03h00

Bertrand VENARD
Students work on their consulting proposals.

8 **Case B**
LECTURE : 03h00

Bertrand VENARD
Students work on their consulting proposals.

9 **Case C part 1**
LECTURE : 03h00

Bertrand VENARD
Students work on their consulting proposals.

10 **Case C part 2**
LECTURE : 04h00

Bertrand Venard :
Students present orally their consulting proposals for the final case.

STR506
PROJECT AND KNOWLEDGE MANAGEMENT FOR CONSULTANTS

Number of ECTS credits : 4
Course language : English
Course leader : BERNARDIN EMMANUELLE
Speakers : BANSE Arthur , BARDON THIBAUT , BERBEN Ief , FOURNIER Bérénice , MAHE Charles-Yves

☰COURSE DESCRIPTION
Part of the course with T. Bardon

Although we have entered a 'knowledge economy', only a few firms properly manage knowledge. All too often, knowledge management is apprehended as a buzzword that describe a transcient fad or, at best, as being about accumulating knowledge.

Beyond these limited views, this course shows that knowledge management is key for firms to build a sustainable competitive advantage but also that it raises a number of strategic, organizational, technological and operational challenges. To cope with these challenges, we will demonstrate that it is not enough to introduce new IT tools; managers need to (sometimes radically) transform their organization by adopting management innovations.

Discussing how to best manage knowledge by relying on management innovations is key for future consultants since consulting firms' inputs and outputs are knowledge-based.

Part of the course with Weave

This course will present project management stakes for companies, as a tool to implement a strategy, and why is it important to secure the three main components of a project: scope, planning and budget

It deals with both pre-project phases (scoping) and implementation phases and the hard skills and soft skills needed to ensure project success.

Finally, the course will briefly present new types of organizational models and the impact on project management

Students will learn tools ands tip to be able to work efficiently in a project environment as consultants.

Part of the course with CGI

Operational Strategy & Transformation

How consulting contributes and support its clients in designing the targets and models, delivering the project and engaging management and collaborators in changing.

☰ COURSE OBJECTIVES

Part of the course with T. Bardon

This lecture aims to discuss how to best manage knowledge with management innovations within and outside organizational boundaries. By the end of the term, participants are expected to:

- Understand the impact of the increasing significance of knowledge on stakeholders, organizational design and processes, as well as on organizational culture.
- Identify the main strategies, concepts and initiatives of knowledge management.
- Grasp the main management innovations that support knowledge management

Part of the course with Weave

Identify the actions needed to ensure a project success

Operate efficiently in a project environment

Create typical project deliverables such as scoping notes, steering committee support, risk analysis…

Part of the course with CGI

Share consulting experiences in order to

- Appreciate the complexity of making ideas (ambition) happen

- Organize the transition (project) phase + more and more in agile mode

- Integrate the human, managerial and organizational complexities in transforming

- Help them to project in a consulting approach from design to deliver

☰ LEARNING OBJECTIVES

C4B learning goal	LG1 - Analysis
C4B learning objective	LO2 - Analyse complex situations
Outcomes	Lev. 2 - Formulate hypotheses to understand a complex situation, in a structured way, by mobilizing disciplinary frameworks if necessary

C4B learning goal	LG3 - Entrepreneurship and Innovation
C4B learning objective	LO8 - Take the initiative for projects
Outcomes	Lev. 1 - Identify scenario typologies, projects and existing situations.

C4B learning goal	LG5 - Cooperation
C4B learning objective	LO14 - Work effectively in a team
Outcomes	Lev. 2 - Contribute to the development of a collective production

TACKLED CONCEPTS

Part of the course with T. Bardon

Knowledge, Tacit/Explicit Knowledge, Constructivisim, Positivism, Human capital, Structural capital, Relational capital, Data, Information, Competencies, Knowledge economy, Knowledge-Based View, Knowledge-Intensive Firms, Knowledge Acquisition, Preservation, Diffusion and Acquisition, Bureaucracy, Post-bureaucracy, Biocracy, Communities of practice

Part of the course with Weave

Description of a project and its main componants, typical project phases, the skills needed to successfully manage a project (hard skills and soft skills), introduction to new operational models

Part of the course with CGI

Transformation , Digital transformation, Global performance, Operational strategy, Program management, Agile mode, Change Management

LEARNING METHODS

Part of the course with T. Bardon

This course adopts interactive pedagogical methods based on discussions and group presentations around articles, cases studies as well as practical examples. Participants are expected to actively participate to the class.

Part of the course with Weave

Lectures to dispense theorical content, stimulating goup discussion with the students

Illustration with a use case

Case studies on which students will work in 5-8 people groups between the sessions

Oral presentation of the students case studies (scoping note and steering committee)

Part of the course with CGI

Plenary, work group sessions, exercice, gamification

EXPECTED WORK AND EVALUATION

Part of the course with T. Bardon

For Managing Knowledge with Management Innovations : 50% continuous assessment based on group presentation and individual participation (+/- 2 points) and 50% final exam

Part of the course with Weave

Students will have to prepare project deliverables for their case studies

- A scoping note between session 1 and 2

  - A steering committee support between session 2 and 3

Exam preparation

BIBLIOGRAPHY

Part of the course with T. Bardon

Hislop, D., Bosua, R., & Helms, R. (2018). *Knowledge management in organizations: A critical introduction*. Oxford University Press.

☰ EVALUATION METHODS

50 % : Continuous assessment
50 % : Final exam

☰ SESSIONS

1

LECTURE & CASE STUDIES & EXERCISES : 03h00

T. Bardon

Key notions:

- Knowledge

- Knowledge economy

- Knowledge-Based View

- Knowledge Acquisition, Preservation, Diffusion and Acquisition

This session is an introduction to knowledge management in organizations. After an introduction of the characteristics of the knowledge economy and a definition of the main concepts related with knowledge management, students will gain an understanding of the main challenges associated with the creation, diffusion, retention and exploitation of knowledge in organizations.

2

LECTURE & CASE STUDIES : 03h00

T. Bardon

Key notions:

- Content Management Systems

- Groupwares

- Project Management Systems

- Enterprise Resource Planning

In this session, students will learn how to describe and analyze knowledge management initiatives. We will also discuss the implementation process of such initiatives.

3

LECTURE & CASE STUDIES : 03h00

T. Bardon

Key notions:

- Knowledge-intensive company

- Codification

- Personalization

- Business model

- Knowledge managers

In this session, we will discuss about the main strategies used in contemporary organizations for managing knowledge. Specifically, the strategies of codification and personnalization will be discussed in details, in the case of consulting firms.

4

LECTURE & CASE STUDIES : 03h00

T. Bardon

Key notions:

- Communities of practice

- Best Practices

- CoP's paradox

- Social network analysis

In this session, we will discuss how communities of practices (CoP) can constitute privilegied management innovation for managing knowledge. In this respect, we will notably define the concept of CoP, distinguish the different types of CoPs, characterize their dynamics and discuss how they should be managed.

5

LECTURE & CASE STUDIES & EXERCISES : 03h00

T. Bardon

Key Notions:

- Ambidexterity

- Information panopticon

- Biocracy

In this session, we will discuss emerging ways for managing knowledge in organizations. We will demonstrate that they offer new potentialities but also pose new risks and challenges.

6

LECTURE & CASE STUDIES : 03h00

Weave

In this session, we will introduce Project management, as a way to secure the execution of a company strategy. We well then have a focus on the scoping phase of projects, using a use case to illustrate it. We will finish the course presenting the assessment for next session (2 different case studies)

7

LECTURE & CASE STUDIES : 03h00

Weave

This second theorical session will focus on the implementation phase of projects, explaining why this is essential to have both hard skills (methods and tools) and soft skills (human factor) to ensure that the project is a success

8

LECTURE : 01h30

Weave

The project management course will finish with an introduction to new operational models (F-form companies, Opal model)

9

Session 9
LECTURE & PRACTICAL WORK : 03h00

CGI

Operational Strategy and transformation – concepts and key definitions / what is performance / How to analyze performance ("As Is") / How to project ambition and build targets ("To Be")

Illustrations based on Consulting approaches and methedologies

10 Session 10
LECTURE & CASE STUDIES & EXERCISES : 03h00

CGI

Defining the transformation project

Operating project in agile mode

Illustrations based on Consulting approaches and methedologies

11 Session 11
LECTURE & CASE STUDIES & EXERCISES : 01h30

CGI

Understanding the Human, Managerial and Organizational complexities

Illustrations based on Consulting approaches and methodologies

Global Wrap-up : Banque de France's case study

STR507
CONSULTING MISSION

Number of ECTS credits : 4
Course language : English
Course leader : BERNARDIN EMMANUELLE
Speakers : HUCHARD Valentine , KRUPSKY David , MOUTOT JEAN
MICHEL

☰ COURSE DESCRIPTION

This modules adopts an experimental-learning approach to teach students how to deal with complex consultants' assignments. To do so, students will work on a real-time 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. 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.

☰ COURSE OBJECTIVES

Analyze a complex problematic on a mission for a real client
Identify the key issues of a project and of its management
Develop relevant solution(s) for the client, from strategic to operational dimensions

☰ LEARNING OBJECTIVES

C4B learning goal	LG1 - Analysis
C4B learning objective	LO2 - Analyse complex situations
Outcomes	Lev. 3 - Support one's conclusions and issue well-reasoned recommendations

C4B learning goal	LG3 - Entrepreneurship and Innovation
C4B learning objective	LO7 - Identify needs and draw up an appropriate offer
Outcomes	Lev. 3 - Construct and formulate a new offer

☰ TACKLED CONCEPTS

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

☰ LEARNING METHODS

Simulation, coaching sessions, experiential learning

☰ EXPECTED WORK AND EVALUATION

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 recommandations

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

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

☰ BIBLIOGRAPHY

Recommended readings include:
Kipping, M., Clark, T. (2012). The Oxford Handbook of Management Consulting. UK: Oxford University Press.
Baaij, M. (2014) An Introduction to Management Consultancy. SAGE

☰ EVALUATION METHODS

100 % : Consulting mission

☰ SESSIONS

1 **Kick off session - Introduction and initial brief**
LECTURE : 01h30

Kick-off session :
Presentation of the Consulting major (Courses, Global program, requirements etc.)
Searching for data

At the end of the kick off session, students discover a case study and a team. They have to produce a relevant work in limited time on this case study

2 **Initial case - Presentations**
GROUP PRESENTATION : 04h00

Challenge (1/1)
- Students present their teamwork on the case study

3 **Initial case - Debriefing**
LECTURE : 02h00

Challenge (2/2):
- Debriefing
- And the winner is...

4 **Consulting mission - Initial Briefing**
BRIEFING : 01h30

The client comes and brief the students on the mission:
- He/She presents the context, the stakeholders, the problematic etc.
- He/She presents what is expected from the consultants teams in the mission to come
- Questions and answer

After the initial briefing (precise agenda is indicated each semester) :

-> Students propose their teams and (if relevant) indicate their preference in terms of theme for the mission
Deliverable: Proposition to your profesor via e-mail
-> Each team actively searches for information on their theme. The objective of this phase is that each member of each team develops a good knowledge on the sector and the issues raised by the theme of the mission
Deliverable: Written synthesis of 2 to 4 pages, sent by email to your profesor

5 **Consulting mission - Coaching 1**
EXERCICES : 04h00

Before the coaching session:
Development of proposition - 1st phase
- Teamwork (autonomy to organize)
- Development of leads/ideas for the mission

Coaching session :
First session of coaching with the professor in preparation of each team's mid term presentation : Open session based on students' needs (presentation and discussion of leads, structure of work, questions etc.)

6 | **Consulting mission - Mid term presentation**
GROUP PRESENTATION : 08h00

Before the mid-term report out:

Deliverable: PPT for the oral presentation to send via email to your professor and your project owner

Mid-term report out (2/2)

Oral presentations and feedbacks (profesor and project owner)

7 | **Consulting mission - Coaching 2**
EXERCICES : 04h00

Before the coaching session:
- Teamwork (up to teams to organize!)

Coaching session:
Second session of coaching with the professor in preparation of each team's mid term presentation : Open session based on students' needs (presentation and discussion of their envisaged analysis and/or recommandations, structure of work, questions etc.)

8 | **Consulting mission - Final presentations**
GROUP PRESENTATION : 05h45

Before the final presentation:

Deliverable: PPT for the oral presentation to send via email to your professor and to your project owner in the mission

Final presentations:
Oral presentations and feedback