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MSC_BSC511-

ORGANIZATION & MANAGEMENT OF CONSULTING FIRMS

Number of ECTS credits : 3

Course language : English

Course leader : CLAUDE-GAUDILLAT VALERIE , NOURY Lucie

Speakers : NOURY Lucie

Term: FALL

☐ COURSE DESCRIPTION

Working as a consultant requires understanding the principles at the heart of the organization and management of consulting 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, the role of consultants, dominant forms of organization and emerging business models.

☐ COURSE OBJECTIVES

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 for a consultancy
- Reflect on their career aspirations

☐ 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 LG5 - Cooperation

C4B learning objective LO13 - Communicate and interact

Outcomes Lev. 2 - Develop oral and written communication capacities, adapt language and behaviour to the context

☐ TACKLED CONCEPTS

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

☐ LEARNING METHODS

Lectures, videos, reading, podcasts, interviewing, article writing, pitching and presenting, group activities, class participation

☐ EXPECTED WORK AND EVALUATION

Continuous assessment: article competition in groups of 2 or 3 (50%)

Final exam: open questions (50%)

☐ BIBLIOGRAPHY

tbd

☐ EVALUATION METHODS

50 % : Continuous assessment

50 % : Final exam

□ SESSIONS

1

Introduction to Consulting

LECTURE : 04h00

- Course introduction
- History of the consulting industry
- Specificities of consulting
- The professional status of consulting

2

The role of consultants

LECTURE & CASE STUDIES & EXERCISES : 04h00

- The role of consultants
- The classic business model of consulting
- Consultants & management innovations
- Brainstorming on article competition

3

The traditional business model of consulting

LECTURE : 04h00

- The professional partnership
- Leverage
- Bureaucratization
- Preparing interviews

4

A model under pressure

LECTURE : 02h00

- External and internal sources of pressure for the traditional business model of consulting
- Current opportunities

5

New business models (1/2)

LECTURE & CASE STUDIES & EXERCISES : 04h00

- New business model exercise
- New business models – asset based consulting
- New business models – sharing risks
- Analyzing interviews for the article competition

6

New Business Models (2/2)

LECTURE & CASE STUDIES : 02h00

- New business models – purpose & impact
- New business models – platforms and networks

7

Article competition workshop

INDIVIDUAL OR GROUP WORK : 02h00

- Work on article competition & peer feedback

8

Conclusion

GROUP PRESENTATION : 02h00

- Pitching articles
- Exam preparation

MSC_BSC512 - ADVANCED TOPICS IN STRATEGY CONSULTING

Number of ECTS credits : 3

Course language : English

Course leader : CLAUDE-GAUDILLAT VALERIE

Speakers : CLAUDE-GAUDILLAT VALERIE

Term: FALL

□ COURSE DESCRIPTION

The **Advanced Topics in Strategy Consulting** course will focus on a review and application of the tools of strategic analysis and strategic diagnosis. Building on knowledge from your core course in Strategy (cf. Part I and II of the Exploring Strategy textbook, cf. reference below), it will develop a more in-depth understanding of “Strategy in action (or Strategising)” by looking at the core concept of value creation and value appropriation, the strategy development process, the practice of strategy, i.e. the day-to-day activities of strategists: practice, praxis and practitioners, and the evaluation of strategy. The role of stakeholders and governance design on Strategy will be also discussed.

A focus on problem-solving and its importance for solving strategic issues will be made at the start of course. The course will use case study analysis and exercises, where class discussion around the topics is an important aspect of the learning process.

□ COURSE OBJECTIVES

The course objectives are:

- Improve your ability to mobilize in a more effective and professional way what you have learned in strategy courses, in order to tackle efficiently more complex cases
- Develop a consultant` approach to Strategy: project issues into the future and develop through skills of anticipation and reflective approaches.
- Share a consultant 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. 2 - Formulate hypotheses to understand a complex situation, in a structured way, by mobilizing disciplinary frameworks if necessary
C4B learning goal	LG4- CSR
C4B learning objective	LO10 - Identify and understand stakeholder interests
Outcomes	Lev. 2 - Categorize the relevant stakeholders and explain their interests

□ TACKLED CONCEPTS

Strategy positioning – Strategic choices – Strategy in action / The 4S method for problem-solving
Organisational purpose / Stakeholders / Governance arrangements / Value creation / Value appropriation / Deliberate Strategy / Emergent Strategy / Learning Organisation / Logical Incrementalism / Political View of Strategy Development / Strategic Planning / Hypothesis Testing Open Strategy / Strategic Issue Selling / Strategic Plan / Strategic Planners / Strategists / Strategising / Strategy Projects / Strategy Workshops / Innovative Strategies / Acceptability / Balanced Scorecard / Du Pont model / Evaluation / feasibility / Gap analysis / Returns risk / SAFE / Suitability / Triple bottom line

□ LEARNING METHODS

Lectures
Case discussions

□ EXPECTED WORK AND EVALUATION

Continuous assessment (group work: 30%, individual work/class participation: 20%)
Final assessment (exam): 50%

☐ BIBLIOGRAPHY

Whittington, R., Regnér, P., Angwin, D., Johnson, G., Scholes, K. (2020). [*Exploring strategy: text and cases*](#). (12th ed.). Pearson. + [EBOOK](#) (2023)
Garrette, B., Phelps, C., Sibony, O. (2018). [*Cracked it! : how to solve big problems and sell solutions like top strategy consultants*](#). Springer. + [EBOOK](#)

☐ EVALUATION METHODS

50 % : Continuous assessment
50 % : Final exam

MSC_BSC513 - FURTHER UNDERSTANDING ORGANIZATIONS

Number of ECTS credits : 3

Course language : English

Course leader : CLAUDE-GAUDILLAT VALERIE

Speakers : RENAUDEAU Jean-michel

Term: FALL

□ COURSE DESCRIPTION

Companies may have to be local and global at the same time, focused and innovative, specialists in exploitation and experts in exploring the future.

Tackling this challenge of Dynamic Coherence, combining potential opposites, guides the course through selected practical cases towards a new frontier...

Alignment and Simplicity: from Business as Usual to Crisis as Usual in a demanding environment, respecting a new coherent balance between the professional life and the "personal life" for a mutually beneficial business and human model is now required.

□ COURSE OBJECTIVES

- Develop and strengthen your ability to accept complexity, maintain distance and focus on what can be controlled and improved.
- Develop a global view and understanding of how a CEO or a shareholder and more generally the leaders of a company can optimise and align the past, present and future of an organisation.
- To integrate, as future consultants, the added value of combining the Business Model, the People Model and, increasingly, the Society Model of a company in an optimal mix, as leaders do.

□ LEARNING OBJECTIVES

C4B learning goal	LG1 - Analysis
C4B learning objective	LO1 - Make use of critical analysis/critical thinking skills
Outcomes	Lev. 3 - Detect one's own biases and evaluate their impacts on the formulated opinion

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

Complexity. Simplicity. Big Picture and management. Risk management and Success Management (Serendipity). Rituals. Competition behavior. Organisation and culture. International organisation and Alignment. Maturity of teamwork. Business as usual. Crisis as usual. Borderline experience. Crossing borders. Knowledge pyramid and transmission across generations. Responsibility of being the Leader and the only and alone Decision Maker. Time performance for consultants or administrators. Coherent relationship between self/social performance and professional performance.

□ LEARNING METHODS

Lectures
Case discussions

☐ **EXPECTED WORK AND EVALUATION**

Continuous assessment (100%): 40% group work + 60% individual work

Collective case work by groups (40 %), Class participation (30%), Individual work (30 %).

☐ **BIBLIOGRAPHY**

In-clas documents

☐ **EVALUATION METHODS**

100 % : Continous assessment

MSC_BSC521 - PROBLEM-SOLVING AND DECISION-MAKING: CONSULTANT TOOLBOX

Number of ECTS credits : 3

Course language : English

Course leader : CLAUDE-GAUDILLAT VALERIE

Speakers : GUIHAUMÉ Jean-philippe

Term: FALL

□ COURSE DESCRIPTION

The course **Problem-solving and decision-making: consultant toolbox** equips students aiming for a career in strategic or management consulting with essential skills to analyze complex business issues, develop actionable solutions, and make informed decisions. By mastering structured problem-solving frameworks, data analysis techniques, and hypothesis-driven approaches, students can effectively tackle real-world challenges, drive organizational improvements, and deliver value to clients. Additionally, learning to implement solutions and manage change prepares them to lead strategic initiatives and ensure successful outcomes in dynamic business environments.

□ COURSE OBJECTIVES

- Equip students with problem-solving and decision-making frameworks and tools
- Enhance critical thinking and analytical skills
- Apply problem-solving techniques to real-world consulting scenarios
- Develop decision-making strategies in complex and uncertain environments

□ LEARNING OBJECTIVES

C4B learning goal LG1 - Analysis

C4B learning objective LO1 - Make use of critical analysis/critical thinking skills

Outcomes Lev. 1 - Select and check information

C4B learning goal LG5-Cooperation

C4B learning objective LO13 - Communicate and interact

Outcomes Lev. 2 - Develop oral and written communication capacities, adapt language and behaviour to the context

□ TACKLED CONCEPTS

Problem Solving. Decision Making. Data Collection. Data Analysis. Developing Hypotheses. Testing Hypotheses. Implementing Solutions Decision Making Techniques.

□ LEARNING METHODS

The teaching methods focus on active learning, practical application, and iterative feedback:

- Interactive Lectures: Engage students with discussions, Q&A sessions, and real-life examples
- Case Studies: Use real-world business problems to apply theoretical concepts
- Workshops and Group Work: Facilitate collaborative problem-solving exercises and peer learning
- Role-Playing and Simulations: Mimic consulting scenarios to practice decision-making and client interactions
- Assignments and Projects: Encourage individual and group projects to reinforce learning and practical application
- Presentations: Develop students' communication skills through regular presentations and feedback sessions

□ EXPECTED WORK AND EVALUATION

50% continuous assessment / 50% final exam

□ BIBLIOGRAPHY

- Garrette, B., Phelps, C., Sibony, O. (2018). *Cracked it! : how to solve big problems and sell solutions like top strategy consultants*. Springer. + [EBOOK](#)
- Rasiel, E., Friga, P-N. (2001). *The McKinsey mind : understanding and implementing the problem-solving tools and management techniques of the world's top strategic consulting firm*. McGraw-Hill.
- Kahneman, D. (2012). *Thinking, fast and slow*. Penguin Books.
- "Problem Solving 101: A Simple Book for Smart People" by Ken Watanabe
- Davenport, T-H., Harris, J-G. (2017). *Competing on analytics : the new science of winning*. Harvard Business Review Press.
- Collins, J. (2001). *Good to great : why some companies make the leap... and others don't*. Random House.
- Minto, B. (2021). *The pyramid principle*. (3rd ed.). Pearson.

□ EVALUATION METHODS

- 50 % : Continuous assessment
- 50 % : Final exam

MSC_BSC522

MANAGING TRANSFORMATIONS

Number of ECTS credits : 3

Course language : English

Course leader : CLAUDE-GAUDILLAT VALERIE

Speakers : CLAVÉ Christophe claudé , MAHE Charles-Yves , MALAVE Andrés

Term: FALL

□ COURSE DESCRIPTION

Course description

- Managing transformations is the essence of consulting. Whether they are defining an internationalisation strategy, developing a business model, managing the merger of two organisations or helping an organisation to become carbon neutral, consultants are involved not only in diagnosing and recommending, but also in the operational implementation of their advice. Change is a highly controversial topic, which gives rise to multiple - often conflicting - approaches and methodologies.
- Rather than advocating a 'one best way' of managing change, this course takes multiple perspectives on change to enable you to gain an informed understanding of this area of research and practice, to develop critical thinking about managing change and to become reflexive practitioners. The course will be based on best practices to date, as well as common knowledge of behavioural science and sociodynamic principles, to better define the most effective approach for successful transformations.
- The first part of the course will discuss the traditional change management theories (McKinsey 7-S Model, Nudge Theory, Satir Change Model, Lewin's Change Management Model, Kotter's 8-Step Change Model, ADKAR Change Management Model (starts with awareness). A special focus will be made on defining the Integral Framework, a big picture philosophy based on Ken Wilber's Integral Theory, which models an expanded vision of complex situations.
- The second part of the course, supervised by CGI, is aimed at sharing consulting experiences to understand the complexity of realising ambitions, organising the transition (project) phase in agile mode, integrating the human, managerial and organisational complexities of transformation, helping students to project themselves in a consulting approach from design to delivery.
- The third part of the course will focus on the extent to which managing transformations is conditioned by the organisation and culture of the firm. The peculiarities of hybrid, idiosyncratic organisations (e.g. ecosystems) will be discussed.

□ COURSE OBJECTIVES

- Review most current change models used today
- Examine the 4 components of the Integral Approach. Apply these in your own individual career paths. Apply these to companies that have successfully used them.
- Understand different change management practices regarding the ecosystem of the team / company and motivations behind change
- Understand requirement for change management approach to be successful in their adaptation to complex ecosystems
- Be able to design basic transformation approaches
- Understand the impact of the organization and of the culture

□ 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	LO5 - Evaluate, prevent and manage short, medium and long-term risks
Outcomes	Lev. 1 - Locate and state overall risks characterizing a situation

☐ **TACKLED CONCEPTS**

- McKinsey 7-S Model
- Nudge Theory
- SatirChangeModel
- Lewin's Change Management Model,
- Kotter's 8-Step Change Model,
- ADKAR Change Management Model
- Integral Framework
- Change management
- Sociodynamics
- Behavioral science
- Collective intelligence
- Influence
- Organizational structure
- Change management tools and basic approaches
- Transformation
- Digital transformation
- Global performance
- Operational strategy
- Program management
- Agile mode
- Hybrid structures

☐ **LEARNING METHODS**

The teaching methods focus on active learning, practical applications, and iterative feedback.

☐ **EXPECTED WORK AND EVALUATION**

Exam (100%, individual assessment)

☐ **BIBLIOGRAPHY**

HBR's 10 Must Reads on Change Management (including featured article "Leading Change," by John P. Kotter)

☐ **EVALUATION METHODS**

100 % : Final exam

Number of ECTS credits : 3

Course language : English

Course leader : CLAUDE-GAUDILLAT VALERIE , MOUTOT JEAN MICHEL

Speakers : MOUTOT JEAN MICHEL

TERM: FALL

≡ COURSE DESCRIPTION

The module consists in carrying out a real consulting assignment. Students will go through the process of taking a brief, structuring their approach to resolving the request, then conducting interviews with customers, and finally producing a full report on the study. The module ends with a final presentation.

≡ COURSE OBJECTIVES

Solve a given problem through a genuine consulting mission.

≡ 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

≡ TACKLED CONCEPTS

Problem solving
interviews

≡ LEARNING METHODS

Initial briefing
customer interviews
coaching working meetings
final presentation

≡ EXPECTED WORK AND EVALUATION

final presentation
consulting study report

≡ BIBLIOGRAPHY

Autissier, D., Moutot, J-M., Baculard, H. (2014). [*Consulting au quotidien*](#). Dunod.

≡ EVALUATION METHODS

100 % : Continuous assessment

MSC_BSC531

COMMUNICATION & FACILITATION SKILLS

Number of ECTS credits : 3

Course language : English

Course leader : CLAUDE-GAUDILLAT VALERIE

Speakers : ALIX Laurent

Term: FALL

□ COURSE DESCRIPTION

Communication, as the foundation of human relationships, plays a crucial role in understanding, collaboration, and managing interactions within organizations, and maybe even more especially in the Consulting world.

Beyond the mere exchange of information, it encompasses a complex set of verbal and non-verbal processes that influence our perception of others and our ability to establish authentic and efficient connections.

In this course, we will explore contemporary theories and practices of interpersonal communication, with a focus on the skills needed to navigate effectively in diverse and dynamic environments.

Also, the approach on the matter will be both conceptual and (essentially) practical, dealing with case studies and examples to try to provide you Human Resources & Management operational tools, as well as professional life “hacks”.

□ COURSE OBJECTIVES

- Formulate hypotheses to understand a complex situation, in a structured way, involving various disciplinary frameworks if necessary
- Identify, understand and integrate stakeholders' position in your actions
- Develop oral and written communication skills, adapt behavior and language to the context

□ LEARNING OBJECTIVES

C4B learning goal	LG2 - Action
C4B learning objective	LO6 - Communicate in a foreign language in a professional context
Outcomes	Lev. 3 - Write in a professional and technical manner on one's disciplinary field(s) in a foreign language

C4B learning goal	LG5 - Cooperation
C4B learning objective	LO13 - Communicate and interact
Outcomes	Lev. 2 - Develop oral and written communication capacities, adapt language and behaviour to the context

□ TACKLED CONCEPTS

- Active Listening
- Behavioral Profiling
- Cognitive Biases
- Power Postures
- Verbal/Non-Verbal/Para-Verbal Communication
- Co-development
- Reformulation techniques
- Smart Brevity
- 6 Dimensions Model
- Agile Meetings
- BATNA

☐ **LEARNING METHODS**

Lectures
Case discussions
Video analysis
Role play/simulations

☐ **EXPECTED WORK AND EVALUATION**

Continuous assessment (group work: 40%, class participation: 10%)
Final assessment (individual exam): 50%

☐ **BIBLIOGRAPHY**

- *Sound Business, Treasure* (2006)
- Fisher, R., Ury, W., Patton, B. (2012). [*Getting to yes : negotiating agreement without giving in*](#) . (3e éd.). Random House.
- *Agile at Work: Driving Productive Agile Meetings*, Rose (2015)

☐ **EVALUATION METHODS**

50 % : Continuous assessment
50 % : Final exam

MSC_BSC532

CONSULTING PROPOSALS & ETHICS

Number of ECTS credits : 3

Course language : English

Course leader : AZEVEDO GUILHERME , CLAUDE-GAUDILLAT VALERIE , VENARD BERTRAND

Speakers : AZEVEDO GUILHERME , VENARD BERTRAND

Term: FALL

□ COURSE DESCRIPTION

Consulting Proposals

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:

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

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

Ethics

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.

□ COURSE OBJECTIVES

Consulting Proposals

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 elaboration and writing of the consulting proposals. 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.

Ethics

- Identify and explain ethical issues that might arise in consulting
- Compare different ethical theories/concepts and how they impact decision-making
- Analyze why decision makers might choose certain actions over others in a moral dilemma
- Reflect on your own values and how they influence your decisions

□ 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
Details	100 % individual assessment (the individual assessment is based on the group work assessment adapted according to the individual input). • 100 % continuous assessment / 0% final exam

Non-acquired (< 50% of total score)	Developing (50% ≥ 60% of total score)	Acquired (60% ≥ 70% of total score)	Advanced (70% ≥ 80% of total score)	Expertise (80% ≥ 100% of total score)
-------------------------------------	---------------------------------------	-------------------------------------	-------------------------------------	---------------------------------------

Students will elaborate 3 consulting proposals during the course and they will be evaluated on the quality of the proposals

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
Details	100 % individual assessment (the individual assessment is based on the group work assessment adapted according to the individual input). • 100 % continuous assessment / 0% final exam

Non-acquired (< 50% of total score)	Developing (50% ≥ 60% of total score)	Acquired (60% ≥ 70% of total score)	Advanced (70% ≥ 80% of total score)	Expertise (80% ≥ 100% of total score)
-------------------------------------	---------------------------------------	-------------------------------------	-------------------------------------	---------------------------------------

Students will elaborate 3 consulting proposals during the course and they will be evaluated on the quality of the proposals

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
Details	Students will be given an in class quiz at the end of the session in which they will need to apply the relevant theories/concepts to a given set of moral dilemmas.

Non-acquired (< 50% of total score)	Developing (50% ≥ 60% of total score)	Acquired (60% ≥ 70% of total score)	Advanced (70% ≥ 80% of total score)	Expertise (80% ≥ 100% of total score)
-------------------------------------	---------------------------------------	-------------------------------------	-------------------------------------	---------------------------------------

Quiz scores
 Developing: 10 or below
 Acquired: 11-13
 Advanced: 14-16
 Expertise: 17-20

□ TACKLED CONCEPTS

Consulting Proposals

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

Ethics

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

□ LEARNING METHODS

Consulting Proposals

Case studies,

Class discussions,

Team work about 3 different consulting proposals.

Ethics

Discussions,
constructive activities,
case analysis

□ EXPECTED WORK AND EVALUATION

Consulting Proposals (75%)

100 % individual assessment (the individual assessment is based on the group work assessment adapted according to the individual input).

100 % continuous assessment / 0% final exam

Ethics (25%)

Individual continuous assessment: quiz given in class

□ BIBLIOGRAPHY

Consulting Proposals

Armbruster, T. (2010). [*The economics and sociology of management consulting*](#). Cambridge University Press.

Block, P., Nowlan, J. (2023). [*Flawless Consulting : a guide to getting your expertise used*](#). (4th ed.). Wiley.

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*](#). Oxford University Press (OUP).

Sturdy, A., Handley, K., Clark, T., Fincham, R. (2010). [*Management Consultancy : Boundaries and Knowledge in Action*](#). Oxford University Press (OUP).

Venard, B. (2001). "Transforming consulting knowledge into business fads" in A.F. Buono (Ed.), *Current trends in management consulting*, Information Age Publishing, Greenwich, pp. 171-188

Wickham, L., Wilcock, J. (2020). [*Business and management consulting : delivering an effective project*](#). (6th ed.). Pearson. [EBOOK](#)

Ethics

Ethics Unwrapped (2024). Ethics Defined (Glossary). Available at <https://ethicsunwrapped.utexas.edu/ethics-defined>.

□ EVALUATION METHODS

75 % : Continuous assessment

25 % : Final exam

□ SESSIONS

1 Introduction to consulting proposals

LECTURE : 02h00

With lecture and class discussion, this session will present the main methods to prepare and elaborate successful consulting proposals.

2 Case study A

LECTURE : 04h00

During the case study A session, students write in team a consulting proposal concerning a company after interviewing its Human Resource Management Vice-President.

3 Case study B

LECTURE : 04h00

The session starts with a debriefing of the previous A proposal done in order for the students to understand the strengths and weaknesses of the diverse proposals. Before the session, the students received a written case study. During the case study B session, students write in team a consulting proposal concerning a company after receiving a written report about the actual situation of the potential client.

4 Case study C

LECTURE : 04h00

The session starts with a debriefing of the previous B proposal done in order for the students to understand the strengths and weaknesses of the diverse proposals. During the case study C session, students write in team a consulting proposal after receiving a short brief concerning the key problem of a real organization / client. Students should perform desk research to know about their potential client. The various student groups have different potential clients, and therefore different consulting proposals to build.

5 Oral Presentation of the Final Consulting Proposals - Conclusion

LECTURE : 04h00

Each team of students will present orally their proposal focusing on the original methodology that they have built to resolve the client problem(s). A Q/A session will allow to test the quality of the proposal. The professor will give feedbacks to the students.

In the conclusion, the professor and the students will elaborate on the learning outcomes of the course.

Number of ECTS credits : 3

Course language : English

Course leader : CLAUDE-GAUDILLAT VALERIE

Term: FALL

□ COURSE DESCRIPTION

The recruitment of consultants requires a deep understanding of the mechanisms and practices of the field. What are the main trajectories? How to reach the next level? How to transition to other industries? How to become an expert? These questions will be at the heart of this module. Students will also be specifically prepared for case interviews at consulting companies.

□ COURSE OBJECTIVES

At the end of this module, participants will be ready to:

- successfully interview with consulting companies
- show their ability to solve business problems
- demonstrate skills valued in the consulting field
- ready their own career plan
- understand potential upcoming changes in the consulting recruitment process.

□ LEARNING OBJECTIVES

C4B learning goal	LG1 - Analysis
C4B learning objective	LO1 - Make use of critical analysis/critical thinking skills
Outcomes	Lev. 3 - Detect one's own biases and evaluate their impacts on the formulated opinion
C4B learning goal	LG5 - Cooperation
C4B learning objective	LO13 - Communicate and interact
Outcomes	Lev. 2 - Develop oral and written communication capacities, adapt language and behaviour to the context

□ TACKLED CONCEPTS

Numerical Agility
Problem-Driven structure
Communication
Issue Trees
Hypothesis trees
Pyramid Principle

□ LEARNING METHODS

The learning methods will be practice-oriented and rely upon testimonies and workshops.

□ EXPECTED WORK AND EVALUATION

Participants will be asked to prepare and ace interviews cases (25% group work, 25% individual work) and to produce an individual reflection memo outlining their key learnings as well as their job search and career plan. Participants will have to engage with consultants to prepare this course.

□ BIBLIOGRAPHY

- Cosentino, M-P. (2020). [Case in point 11 : complete case interview preparation](#). (11th ed.). Burgee Press.
- Hacking the Case Interview: Your Shortcut Guide to Mastering Consulting Interviews, Taylor Warfield, 2017
- Cheng, V. (2012). [Case interview secrets : a former McKinsey interviewer reveals how to get multiple job offers in consulting](#). Innovation Press.

☐ EVALUATION METHODS

100 % : Continuous assessment

MSC_BSC541

CASES OF STRATEGIC MANAGEMENT CONSULTING

Number of ECTS credits : 3

Course language : English

Course leader : CLAUDE-GAUDILLAT VALERIE

Term: SRPING

☐ COURSE DESCRIPTION

The course will equip you with knowledge to critically analyse and diagnose strategy contexts and formulate strategic options. Specific case studies will be devoted to frequent missions of strategic management consulting companies (e.g., 3/5-year strategic plan, growth strategy, M&A, synergies, turnaround ...) while specifically considering related climate change issues.

☐ COURSE OBJECTIVES

With the help of consulting companies, this course will allow participants to experience examples of missions carried out by consulting companies and to build upon other courses with a transversal perspective. The course approach is therefore mostly integrative and practice-oriented.

☐ 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 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

- strategic plan
- growth strategy
- M&A
- synergies
- turnaround
- stakeholders
- non-profit
- triple bottom performance

☐ LEARNING METHODS

The course combines practical cases and workshops.

☐ EXPECTED WORK AND EVALUATION

Each case study is evaluated as a team work (50% of final grade) or individual work (50% of final grade).

☐ BIBLIOGRAPHY

Specific academic and business press articles related to each specific case will be provided to students.

☐ EVALUATION METHODS

50 % : Continuous assessment

50 % : Final exam

Number of ECTS credits : 3

Course language : English

Course leader : CLAUDE-GAUDILLAT VALERIE , EL AMRANI

REDOUANE Speakers : EL AMRANI REDOUANE

Term: SPRING

□ COURSE DESCRIPTION

Digital Disruption is shaking up the status quo of every industry and redefining the way consumers engage and companies compete. However, many firms, large & SMEs, try to transform their business without changing their “business as usual” culture, process, and capabilities. Digital transformation is no longer a question of ‘if’ but rather ‘how fast?’

Digital Transformation is the profound change of business and organizational models to fully leverage the changes and opportunities brought by digital technologies. Therefore, companies need to establish a digital transformation strategy to govern and manage these complex challenges and changes. In this course, emphasis will be on the management of digital transformation, from both process and system perspectives, as well as issues and opportunities in innovating through technology.

□ COURSE OBJECTIVES

The aim is to understand the digital disruption, to analyze how digital transformation is impacting industries and business models and to build a unique digital strategy for your company. Upon completion of this course, participants will be able to:

- Clarify and precise basic concepts of Digital disruption, Digital Economy, Digital Transformation and apply them to business processes.
- Define main pillars and blocks Digital Transformation Strategy and explore the role digital technologies have in obtaining a strategic competitive advantage.
- Analyze Digital Technologies use in back-office and front office of organizations (IA, Big Data, Blockchain and Cloud Computing) and explore their role in obtaining a strategic competitive advantage.
- Understand the organizational, behavioral, and political issues surrounding digital transformation in organization.

□ LEARNING OBJECTIVES

C4B learning goal	LG1 - Analysis
C4B learning objective	LO1 - Make use of critical analysis/critical thinking skills
Outcomes	Lev. 1 - Select and check information
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

Digital Transformation, Digital Transformation Consulting, Digital Ecosystem and Platform, Artificial Intelligence, Big Data, Blockchain, Cloud Computing, Change Management

□ LEARNING METHODS

This course will combine discussions of current digital transformation concepts, principles and practices in use in the organization and its environment. Each session is designed to explore practical issues in the use of digital technologies to influence or implement corporate and competitive strategy of an enterprise. In order to gain maximum benefit from the course, course participants are expected to:

- Complete all assigned reading prior to the designated class
- Prepare assigned activities in advance of the class for which they are assigned.
- All class sessions are designed to augment, rather than repeat/duplicate assigned reading.

□ EXPECTED WORK AND EVALUATION

Participant's grade will reflect the way in which they present and support their topics and positions in the various learning activities used in this course.

- Class Participation : 10%
- Case Study : 40%
- Final Exam : 50%

□ BIBLIOGRAPHY

- Nicholas C. Carr (2003) «IT Doesn't Matter», *HarvardBusinessReview*, 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 Band 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.
- *Consulting of the Crisp 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

Number of ECTS credits : 3
Course language : English
Course leader : CLAUDE-GAUDILLAT VALERIE , SEDDON JONATHAN
Speakers : SEDDON JONATHAN
Term: SPRING

COURSE DESCRIPTION

This quantitative 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.

COURSE OBJECTIVES

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, Power BI and XLSTAT, the student will be able to objectively question what data shows. Rather than learning statistics as a mathematical tool, this course is practical, hands on experience on how statistical tools can be used, interpreted and presented to drive decisions.

LEARNING OBJECTIVES

C4B learning goal	LG1 - Analysis				
C4B learning objective	LO1 - Make use of critical analysis/critical thinking skills				
Outcomes	Lev. 3 - Detect one's own biases and evaluate their impacts on the formulated opinion				
Details	From data, information will be developed. This will look at international data and will structure an analysis based on a given topic. This work is reflected in the individual's exam mark where knowledge of this process will be tested.				
Non-acquired (< 50% of total score)	Developing (50% ≥ 60% of total score)	Acquired (60% ≥ 70% of total score)	Advanced (70% ≥ 80% of total score)	Expertise (80% ≥ 100% of total score)	
Limited interpretation and analysis from some of the tools and techniques that have been presented	Interpretation and analysis from most of the tools and techniques that have been presented	Good interpretation and analysis from most of the tools and techniques that have been presented	High interpretation and analysis from all of the tools and techniques that have been presented	Full interpretation and detailed analysis from all of the tools and techniques that have been presented	

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				
Details	Half of the course mark awarded to presentation of the analysis of a large data set to argue a position on what is shown.				
Non-acquired (< 50% of total score)	Developing (50% ≥ 60% of total score)	Acquired (60% ≥ 70% of total score)	Advanced (70% ≥ 80% of total score)	Expertise (80% ≥ 100% of total score)	
Team presentation will only offer some analysis on how the data has been gathered, processed and then interpreted. Not all individuals will contribute to this presentation.	Team presentation will offer some analysis on how the data has been gathered, processed and then interpreted. Most individuals will contribute to this presentation.	Team presentation will discuss how the data has been gathered, processed and then interpreted. Most individuals will contribute to this presentation.	Team presentation will adequately discuss how the data has been gathered, processed and then interpreted. Individuals will all contribute to this presentation.	Team presentation will expertly discuss how the data has been gathered, processed and then interpreted. Individuals will all contribute to this presentation.	

TACKLED CONCEPTS

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? How are data collected and interpreted?

□ LEARNING METHODS

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.

□ EXPECTED WORK AND EVALUATION

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 two-hour test. This will be a mix of multiple choice questions, based on all of the session material presented by the lecturer.

□ BIBLIOGRAPHY

In this course, all required material will be presented.

□ EVALUATION METHODS

50 % : Continuous assessment

50 % : Final exam

□ SESSIONS

1 Exploration of data – its dispersion and central tendency.

BRIEFING : 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.

2 Standard deviation and variance

BRIEFING : 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.

3 Descriptive statistics

BRIEFING : 02h00

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

4 Analysing data (I)

BRIEFING : 02h00

Use of PowerBI and DAX

5 Analysing data (II)

BRIEFING : 02h00

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

6 Data mining

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

7

Qualitative skills 1: Synthesizing and presenting efficient slides

BRIEFING : 02h00

Keys for an efficient structure
Keystoconveyyourmessage

The need for solid data and studies to produce good presentations

8

Qualitative skills 2: Designing a study

BRIEFING : 02h00

Scope of qualitative studies : when will you need qualitative studies?

Elements to design your qualitative study:

- Typesandpurposeof studies
 - Types of collection of data
-

9

Qualitative skills 3: Collecting qualitative data, focus on secondary data and interviews

BRIEFING : 02h00

Secondary data:

What are secondary data. Distinction from primary data and literature.

What to use them for?

What is a reliable source or not?

Interviews -> workshop

Choose the right type of interview, depending on your purpose

Prepare yourinterview

Develop your ability to question efficiently

10

Qualitative skills 4: Analyzing qualitative data

BRIEFING : 02h00

Focus on methods to analyze your interviews:

- Key learnings
 - Training on your own data (previously collected)
-

11

Group presentations

BRIEFING : 02h00

Group presentations

12

Group presentations

BRIEFING : 02h00

Group presentations

MSC_BSC543- FORESIGHT & INNOVATIVE STRATEGIES

Number of ECTS credits : 3

Course language : English

Course leader : CLAUDE-GAUDILLAT VALERIE

Speakers : CLAUDE-GAUDILLAT VALERIE

Term: SPRING

☐ COURSE DESCRIPTION

Organizations across all industries are experiencing radical and/or incremental changes and various uncertainties. More and more companies are systematically looking into the future to change their current offerings and make them more “future-prepared”, with varying degrees of success. To succeed, organizations need to capture new trends in their strategic formulation and implementation. Taking into account the future and mobilizing innovation will be central in this course. Topics of value-based deal, data/AI, sustainable value creation among others will be addressed.

☐ COURSE OBJECTIVES

At the end of the course, participants will be able to

- Identify new strategic options and business models
- Explore and test innovative methods
- Discover key strategic uncertainties
- Identify and interpret signals of change
- Create compelling future scenarios
- Make recommendations to ensure a sustainable future

☐ LEARNING OBJECTIVES

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	LG4 - CSR
C4B learning objective	LO12 - Take a decision from economic, social and environmental perspectives
Outcomes	Lev. 3 - Make choices and arbitrate according to sustainability criteria

☐ TACKLED CONCEPTS

Strategic foresight
VUCA
Business model innovation
Weak signals and trends
Trend receiver
Delphi method
Design thinking
Open strategy
Value creation

☐ LEARNING METHODS

Learning methods are a combinations of lectures, case studies and workshops.

☐ EXPECTED WORK AND EVALUATION

Continuous assessment (group work: Futures): 50%
Final exam (individual work): 50%

☐ BIBLIOGRAPHY

Strategic Foresight: Knowledge, Tools, and Methods for the Future

SCHWARZ, J-O. (2023). [Strategic Foresight : An Introductory Guide to Practice](#). Routledge. EBOOK

Fernani, A. (2022). Corporate Foresight: A New Frontier for Strategy and Management. *Academy of Management Perspectives*, 36(2), 820–844.
<https://doi-org.audenciagroup.idm.oclc.org/10.5465/amp.2018.0178>

Kohler, K. (2021) [Strategic Foresight: Knowledge, Tools, and Methods for the Future](#) . Center for Security Studies, ETH Zurich

☐ EVALUATION METHODS

50 % : Continuous assessment

50 % : Final exam

MSC_BSC551- IMPLEMENTING THE CONSULTING PROCESS

Number of ECTS credits : 3

Course language : English

Course leader : CLAUDE-GAUDILLAT VALERIE

Speakers : PELTIER Léa

Term: SPRING

□ COURSE DESCRIPTION

Implementing the consulting process is an essential course to shift from student to consultant. This course will teach you all the key concepts and provide you with all the tools to deliver a real client's digital transformation project.

Through lectures, a case study, workshops and feedback from Capgemini Invent consultants, you will learn how to interact with a client, how to deliver to your client and you will be able to ask all your questions to dedicated consultants from different backgrounds.

Think of this course as a masterclass on how to become a top consultant and increase your chances of joining a consulting firm.

□ COURSE OBJECTIVES

Implementing the Consulting Process aims to make consulting a tangible reality. The aim of this course is to provide students with all the keys to delivering a consulting project tomorrow. The course will be considered a success if, at the end of the 24 hours of instruction, they feel confident in delivering, in a group and/or independently, a methodology to meet any client's digital transformation requirements.

□ LEARNING OBJECTIVES

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	LO14 - Work effectively in a team
Outcomes	Lev. 3 - Demonstrate a commitment to group work, encourage partners and create involvement and adherence

□ TACKLED CONCEPTS

Benchmarking
Design Thinking
Change & knowledge management
Prioritization methods
Experience principles
Communication plan
Training plan
Dashboarding
Oral presentation skills

□ LEARNING METHODS

Lecture, workshops, participation, returns on experience, ...

☐ EXPECTED WORK AND EVALUATION

Students are expected to work in groups of 6 on a digital transformation case study based on a previous company project delivered by Capgemini. They will have to benchmark the chosen topic, identify the challenges faced by the company and write a vision. During this design phase, they will prioritise initiatives and create a digital transformation map in a workshop. Finally, they'll work in groups during several workshops to create a dashboard and a training and communication plan.

The overall participation will be based on their oral presentations in groups and their individual participation.

The grading will be based on these criteria:

- Overall understanding of the case
- Relevance of context & findings
- Correct use of methodology
- Presentation skills & quality of storytelling
- Innovation in content

☐ BIBLIOGRAPHY

Internal Ressources – Capgemini

☐ EVALUATION METHODS

50 % : Continuous assessment

50 % : Final exam

MSC_BSC562_SS

CREATIVE WRITING - ELECTIVE COURSE

Number of ECTS credits : 3

Course language : English

Course leader : BURLAT CLAIRE , TAYLOR ANDREW

Speakers : TAYLOR ANDREW

Term: SPRING

□ COURSE DESCRIPTION

The course introduces students to the main principles and methods of creative writing. This is done via presentation of the key literary techniques, analysis of certain literary variations (poems, short stories, point-of-view, etc) and regular writing. All through the course, students will keep a writing journal. This will contain a final, more significant piece of writing as well as the other literary exercises that will count towards the final grade.

In this course, we will examine our own life experiences, as well as those of others, in order to further explore what life is and the many ways it can be portrayed and kept through writing.

Specifically, we will learn how to use fiction, poetry, and other writing techniques as tools for self-expression.

□ COURSE OBJECTIVES

This course is designed to allow students to develop their creative writing skills with the aim of boosting creativity, communication, critical thinking and empathy.

It should therefore help you to do the following:

- Gain advanced literacy skills through exposure to modern and contemporary texts
- Hone analysis and critical thinking skills through close reading and discussion of texts
- Increase writing skills through generative exercises both in class and at home
- Provide high-quality, constructive feedback in peer review process
- Become the best editor for your own work based on feedback discussions
- Boost confidence in writing and the creative process

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

C4B learning goal	LG5 - Cooperation
C4B learning objective	LO13 - Communicate and interact
Outcomes	Lev. 2 - Develop oral and written communication capacities, adapt language and behaviour to the context

C4B learning goal	LG5 - Cooperation
C4B learning objective	LO15 - Act with flexibility, adaptability and intellectual curiosity
Outcomes	Lev. 3 - Confront several points of view and incorporate external opinions

□ TACKLED CONCEPTS

- Voice and tone
- Point-of-view and perspective
- Characterization and character motivation
- Figurative vs. literal imagery, abstraction vs. concrete language
- Narrative strategies: scene vs. summary
- Literary forms such as the hermit-crab essay, haiku, villanelle

□ LEARNING METHODS

- Individual and group writing exercises led by the instructor in class
- Small group discussions of selected readings
- Brief craft lectures applying key concepts to the assigned texts
- Student-led workshops of peer work
- Individual revision and reflection on work generated in class
- Quizzes

□ EXPECTED WORK AND EVALUATION

Students will not be graded on the perceived quality of the creative writing assignments, but rather on the ability to follow directions, and the thoughtful completion thereof. There is no final exam for this course.

Final grade will be comprised of the following:

- Course notebook with evidence of engagement in class activities (30%)
- Final portfolio (30%)
- Participation (20%)
- Workshop submission (20%)
- Workshop contributions (10%)

□ BIBLIOGRAPHY

There is no textbook for this course. All readings will be provided by the instructor. However, the works below could complement the course:

- 642 Things to Write About: (Guided Journal, Creative Writing, Writing Prompt Journal), San Francisco Writers' Grotto, 2012
- What it is, Lynda Barry, 2008
- The Unreal and the Real: The Selected Short Stories of Ursula K Le Guin, Ursula K le Guin, 2012

□ EVALUATION METHODS

100 % : Continuous assessment

□ SESSIONS

1

Voice and Uncovering New Material.

LECTURE : 02h00

Reading : Jamaica Kincaid, Girl

2

Point-of-View and Imaginative Empathy

LECTURE : 02h00

Reading : Ursula K. Leguin, The Wife's Story ; Sylvia Plath, Mushrooms ; G.E. Patterson, The Natural World

3

Language and Honing the Attention.

LECTURE : 02h00

Reading: Ellen Bass, Looking at Diadegma Insulare Wasp Under a Microscope
Excerpts from Basho, The Complete Haiku.

4

Shapely Writing : Form

LECTURE : 02h00

Reading : A. E. Stallings, First Love : A Quiz ; Gwendolyn Wallace, Math 1619

5

Bad Behavior : Characters and Conflict

LECTURE : 02h00

Reading : Flannery O'Connor, Everything That Rises Must Converge

6

Feedback workshop

LECTURE : 02h00

Sessions 6-10 will be held as student-led feedback workshops

7

Feedback workshop

LECTURE : 02h00

Sessions 6-10 will be held as student-led feedback workshops

8

Feedback workshop

LECTURE : 02h00

Sessions 6-10 will be held as student-led feedback workshops

9

Feedback workshop

LECTURE : 02h00

Sessions 6-10 will be held as student-led feedback workshops

10

Feedback workshop

LECTURE : 02h00

Sessions 6-10 will be held as student-led feedback workshops

11

The Art of Revision

LECTURE : 02h00

Reading : Raymond Queneau, Exercises in Style (excerpts) ; Alice Lamott, Shitty First Drafts.

12

Escalation

LECTURE : 02h00

Reading : Excerpt from George Saunders, A Swim in the Pond in the Rain.

Number of ECTS credits : 3

Course language : English

Course leader : BURLAT CLAIRE , TRUDEL Dominique

Speakers : TRUDEL Dominique

Term: FALL

☐ **COURSE DESCRIPTION**

Positioning itself as a general introduction to geopolitics, this course will discuss some of the most prominent frameworks in the field (clash of civilisations, '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 OBJECTIVES**

The students will gain a better understanding of geopolitics and geoeconomics and will be able to use some of the main concepts developed in these fields to assess complex situations and make decisions.

☐ **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

☐ **TACKLED CONCEPTS**

civilization, empire, national interest, realism, soft power, cultural diplomacy, sovereignty, etc.

☐ **LEARNING METHODS**

The course is based on lectures, readings and research, in-class discussions, case studies, and team projects (including oral presentations).

☐ **EXPECTED WORK AND EVALUATION**

50% individual evaluation (final exam, in class); 50% collective evaluation (oral presentation with supporting written documents and/or presentations)

☐ **BIBLIOGRAPHY**

Dodds, K. (2015). Geopolitics: A Very Short Introduction. Oxford University Press.
Huntington, S. P. (1996). The Clash of Civilizations and the Remaking of World Order. New York: Simon and Schuster.
Miller, C. (2022) Chip War: The Fight for the World's Most Critical Technology. New York: Simon and Schuster.
Sassen, S. (2001) The Global City: New York, London, Tokyo. Second Edition. Princeton: Princeton University Press.
Solberg Soilen, K. (2012). Geoeconomics. London: Bookbon.
Taylor, P. And Derudder, B. (2015) World City Network: A Global Urban Analysis. London: Routledge.

Additionally, we refer to articles and excerpts from major media outlets such as Foreign Affairs, Economist, Bloomberg, and Le Monde Diplomatique.

☐ **EVALUATION METHODS**

100 % : Continuous assessment

