



MOR 462: MANAGEMENT CONSULTING

Semester: Spring 2014; Section 16672R
Days: Tuesday & Thursday, 6 - 7:50 PM
Dates: First Class: 1/14/14; Last Class: 5/1/14
Final Exam: TBA per USC Schedule
Room: ACC 201
Professor: Michael A. Mische
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Office Phone: 213.740.0728; **Facs:** 213.740.3582
Office Hours: Tuesday & Thursday to 2:00 & 4:00 PM, anytime after class, and by appointment. Also, please feel free to email me at [anytime](mailto:mische@marshall.usc.edu) with any questions, ideas, comments or needs.

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1.0 COURSE DESCRIPTION & SYLLABUS

1.1 Course Description

Management consulting is one of the most dynamic, challenging and rewarding professions for a business student. Competitive rivalry in the industry is intense, performance standards and expectations are extremely high, and clients and firms are demanding in their pursuit of excellence. Sound interesting? Think you are one of the “best of the best?” You are up for the challenge? If so, then ***“Welcome to Professor Mische’s MOR 462!”***

This is a practical and in-depth course that addresses the overall profession of management consulting, how management consulting firms are organized and managed, consulting firm economics and professional rate setting, how consulting firms compete and secure clients, the types of services consulting firms provide, service delivery methods and practices, engagement management and progress reporting, deliverable development and content, value-added consulting services, managing client relations and expectations, and specialized consulting situations for strategy, operational improvement, acquisitions and turnarounds. The course also addresses ethics and professional responsibility in consulting and consulting as a career. In this course you will learn many aspects of management consulting and what it is to be a consultant, how consultants behave, why clients use consultants, the consulting service delivery process, and the economics and management challenges of operating a consulting firm.

KEY TOPICS & CASES

Topics

Firm Structure & Organization
Marketing Services to Clients
Effective Proposal Writing & Presentations
Your Career in Consulting
Interviewing for Consulting
Mische 3-Stage Consulting Model
Engagement Management Process
Project Staffing for Consulting
Performing Work & Delivering Results
Ethics & Standards of Conduct
Rates & Budgets

Case Simulations

Strategy Consulting Services
Operational & Reengineering Consulting Services
Takeover & M&A Consulting Services

MOR 462 is organized into four parts...each part builds on prior work to form an integrated course design:



The course design provides you with a progressive exposure to the subject matter and a progressive emersion in the content of the subject matter.

- In **Part A**, we start with a survey of the profession and definition of consulting and the attributes of a consultant and discuss to the key dynamics of the profession, structural industry costs, industry inhabitants, level of competitive rivalries and factors of differentiation.
- In **Part B** we learn the essentials of professional practice, firm economics, ethics and professional responsibilities, marketing the firm and securing clients, how rates are determined and set, types of rates, various organizational structures and consulting business models and legal issues in consulting.
- With a foundation in what consulting is, who consultants are and how consultants are organized and operate, in **Part C** we learn a robust 3-stage, 9-part consulting services model. In this part of the course, we learn the consulting life cycle from marketing (practice development) to delivering the final product to the client, engagement management processes, staffing and budgeting methods, entering and exiting the client and delivering extraordinary results to clients. Capping off Part C is a series of case simulations designed to help us apply what we learned to actual cases involving strategy, M&A, and operational improvement.
- Finally, in **Part D** we explore your career as a management consultant. In these class sessions we discuss interviewing techniques, career issues, what it means to be a “professional,” promotion paths, compensation and your “life as consultant.”

In this class, we explore and discuss the need and role of management consultants, how consultants deliver services and interact with clients, managing the consulting process and project, proposal writing, consulting deliverables, staffing for consulting projects and marketing consulting services. We explore various consulting situations related to different scenarios.

MOR 462 is oriented to contemporary consulting and business topics and students are expected to participate in class. Learning teams, individual assignments, formal cases, and a course reader are used to facilitate knowledge development and transfer.

1.2 Learning Objectives

Consulting is an exciting and rewarding profession and MOR 462 is designed to help prepare you for a successful career as a management consultant. Some of the primary objectives of this course are to: (1) Provide you with an knowledge of management consulting as profession, (2) Help you

develop fundamental knowledge of the management consulting process, (3) Help you understand the legal and ethical responsibilities of the consultant, (4) Help you develop the prerequisite skills required to prepare work plans, identify scope of services, manage consulting budgets, and prepare consulting status reports, and (5) Help further develop and expand your critical thinking and analytical skills. Some specific course objectives, include:

1. Developing a basic understanding of the need and demand for management consultants.
2. Exploring some of the ethical and legal issues associated with management consulting.
3. Developing an understanding of how consultants work.
4. Developing knowledge of the economics of management consulting and how rates are set and consultants are compensated.
5. Developing a knowledge of how to develop work plans, identify scope issues, manage scope, how to staff consulting projects and how to interact with clients.
6. Learning how to apply some of the key concepts and consulting tools to industries, companies and situations.
7. Learning how to develop consulting deliverables and outcomes.
8. Learning how to write and present consulting proposals and marketing to clients.
9. Learning how to advance and manage your career in consulting.
10. Having lots of fun learning cool stuff that you can use in your career!

1.3 Course Components

MOR 462 is organized into four components (see Section 1.1). Each component is designed to provide you with a specific set of skills, tools, analytical framework and knowledge. Collectively, the course components should provide you with a balanced and robust foundation in organizational development and change that you can reference in your careers and further education. Specifically:

1. Classroom & Team Component. This is a highly interactive class that provides you with a great opportunity to learn, challenge yourself and others and develop your critical thinking and communication skills. Come to class ready to work, participate, contribute and have some fun. My teaching style is direct and facilitative, please feel free to challenge me, ask me questions and draw upon my experience in business, as well as my subject matter expertise. **Note:** LECTURES ARE IMPORTANT...most of what you will learn is lecture based, the readings either “set the stage,” reinforce concepts, or provide a different perspective. Therefore, class attendance is critical to the learning process and your academic success.
2. Readings & Cases Component. We will discuss at least one reading and or case per week (sometimes more) to learn new concepts, explore alternative ideas, practice analysis of organizational situations, and to learn how to recommend various interventions or redesign opportunities. The readings and cases provide us the opportunity to learn, practice perception, analysis, action capability, and to learn vicariously from others’ situations (cases and research).
3. Experiential Component (Pending). I will try to schedule at least one session with the ELC. The ELC will be held during class time. Everyone is expected to attend all sessions and participate fully in these skill-building and problem-solving exercises. In the ELC, we will focus on team dynamics, interpersonal skills, and team leadership facilitation skills.

4. Intellectual Component. This component focuses more on your cognitive abilities, and includes reading, learning models of behavior, design, and leadership, discussing ideas from the readings and from other sources. Specifically, in this class we will focus on 4 dimensions of learning, knowledge transfer and skill development:
 - a. Factual Knowledge is knowledge that is basic to specific disciplines. This dimension refers to essential facts, terminology, details or elements students must know or be familiar with in order to understand a discipline or solve a problem in it.
 - b. Conceptual Knowledge is knowledge of classifications, principles, generalizations, theories, models, or structures pertinent to a particular disciplinary area.
 - c. Procedural Knowledge refers to information or knowledge that helps students to do something specific to a discipline, subject, and area of study. It also refers to methods of inquiry, very specific or finite skills, algorithms, techniques, and particular methodologies.
 - d. Metacognitive Knowledge is the awareness of one's own cognition and particular cognitive processes. It is strategic or reflective knowledge about how to go about solving problems, cognitive tasks, to include contextual and conditional knowledge and knowledge of self.
5. Team Performance Component. You will be assigned a team project that will be a functional component of your final grade. Your team will present your findings and your experience as a team to the class at the end of the semester.
6. Self-Assessment Component. You will have several opportunities to use self-assessment techniques to develop greater self-knowledge and as a basis for skill and knowledge improvement.
7. Professor Availability. I am available to help you...just call, text or visit me. I'll do my best to answer your questions, help you with the subject matter and position you for success only in the course, but also as an entry-level consultant.

1.4 Required Materials

This course uses a number of different materials. Frankly, there is not a very good textbook on the subject. Most of the texts tend to be informal or casual cases and “war stories” and few really capture the essence of consulting. MOR 462 uses, as its primary text, a **USC Custom Course Reader**. The course reader contains the formal business cases, research and articles that we will use throughout the semester. The course reader is updated each semester for new articles and readings that are more “on point” and or appropriate for the evolving needs of the course. It is essential that you obtain the Course Reader and or the assigned cases and articles. Please note that I will be posting on Blackboard “Class Packets” that are specific to the cases and learning topics that will be addressing.

Required Primary Text:
USC CUSTOM COURSE READER: MOR 462 - SPRING 2014

1.5 Prerequisites and/or Recommended Preparation

Please make an effort to stay current with business issues by accessing CNBC, Bloomberg and other business news services. Also, please take a few minutes to thoroughly review this syllabus!

1.6 Course Expectations

1. Preparation: You are expected to prepare for each class and come prepared to participate, contribute and learn. For classes that are assignments, you are expected to come to that class prepared.
2. Participation: This is a highly interactive course. Given the nature of the course and my teaching style, it will be relatively easy to participate. I encourage you to explore various ways to express yourself and your ideas. However, we are all different in how we express our participation, so a wide range of participation activities is expected, but performance must be demonstrated individually, and within the teams and in the class. Each person will be subjectively evaluated by the team and by the instructor as to his or her preparation for the sessions in addition to his or her contribution to the team performance. Peer evaluation will be completed at the end of the semester within each team, and will affect your team project grades.
3. Focus: During class time and during your team meetings and research, it is critical to be focused on the task, topic, case, etc, that is assigned. This would include not reading the DT, engaging in side conversations, working for another class, checking your texts, etc. Focusing requires energy, concentration, and your intention to carry your share of the responsibility to make your team and the class effective for everyone. **Be in the moment, be engaged** and please close your laptops, tablets and e-readers during class, and turn off other electronic devices and cell phones.
4. Attendance: Everyone at some time might miss a class. I expect you to be responsible and let me know in advance when you will miss a class wherever possible, or to follow-up when it is not possible. Attendance will be recorded every day and is considered in the final evaluation of performance. Showing up for your team and for the class is part of your responsibility. **Excessive absences (more than three) will negatively affect your final grade in the course.** The attendance expectation also applies to being fully present the entire class, not coming late, or leaving early, or leaving and returning to class. Please let me know if you have a systematic problem that would affect your prompt attendance in this class. **Again, LECTURES ARE IMPORTANT...**most of what you will learn is lecture based, the readings either “set the stage,” reinforce concepts, or provide a different perspective. Therefore, class attendance is critical to the learning process and your academic success.

1.7 Course Notes

I’m a big user of BLACKBOARD. Generally, I post lecture documents, “Class Packets,” my teaching notes, articles, and supplemental course documents on Blackboard weekly. Also, I use BB for communicating with you and major announcements. Please check your BB class folder frequently!

1.8 Grading Policies

I recognize that your work is reflective of many factors. Please be assured that I take grading very seriously and will work hard to grade you as thoroughly and as accurately as I possibly can. For this course your grade will be based on a combination of four criteria: (1) quizzes, (2) midterm, (3) final, and (4) team performance (presentation(s)). Accordingly, your final grade will be reflective of both individual and team performance.

Final grades represent how you perform in the class relative to other students. Your grade will not be based on a mandated target, but on your performance. Historically, the average grade for this class is about a “B+.” Three primary criteria are considered when assigning final grades:

1. Your average weighted score as a percentage of the available points for all assignments (the points you receive divided by the number of points possible).
2. The overall average percentage score within the class.
3. Your ranking among all students in the class.

Below please find the grading composition for this class.

MOR 462 - SPRING 2014: GRADING COMPOSITION:	
Grade Event	Weighting
Quiz 1	10% (Individual based grade)
Mid-term	25% (Individual based grade)
Quiz 2	10% (Individual based grade)
Team Status or Quiz 3	10% (Individual or Team based grade)
Team Presentations	15% (Team based grade)
Final	30% (Individual based grade)
Total:	<u>100%</u>

The final exam will be scheduled as per the USC calendar for finals for May 7-14.

1.9 Assignments

The assignments for this class involve a combination of readings, cases and a team project.

For readings and cases: please see **Section 3.0, “Course Calendar”** for a description of class session topics, reading assignments and other information (Excel spreadsheet).

Team Project: Please organize yourselves into teams of five students. This will be your “learning team” for the entire semester, so select wisely and carefully. The team performance component is 15-25% of your final grade (see Section 1.8 herein).

1.10 Assignment Submission Policy

Assignments must be turned in on the due date/time electronically via Blackboard. Any assignment turned in late, even if by only a few minutes, will receive an automatic grade deduction (for example, if your work is a B+ grade, you will be given a C+ grade). If your Internet breaks down on the due date, you must deliver a hard copy at the beginning of class on that day. If you are unable to attend class on that day, make arrangements for your assignment to be delivered to the classroom or to my mailbox in the MOR Dept. by the start of class. Late or not, however, you must complete all required assignments to pass this course.

1.11 Evaluation of Your Work

You may regard your team performance and each of your submissions as an “exam” in which you apply what you’ve learned according to the assignment. I will do my best to make my expectations for the various assignments clear and to evaluate them as fairly and objectively as I can. If you feel that an error has occurred in the grading of any assignment, you may, within one week of the date the assignment is returned to you, write me a memo in which you request that I re-evaluate the assignment. Attach the original assignment to the memo and explain fully and

carefully why you think the assignment should be re-graded. Be aware that the re-evaluation process can result in three types of grade adjustments: positive, none, or negative.

1.12 Some Helpful Hints

This class is about learning certain fundamental knowledge of change and change theory and providing a foundation for developing your management talent and business acumen for change. In this class I encourage you, no...challenge you, to *express* yourself, think *critically*, test your talent, and think and act like a young executive. I encourage you to challenge me, challenge the theories and methods and learn how they apply to cases and practices.

Finally, the classroom and USC are the greatest place on earth to learn and grow...use it!

HELPFUL HINTS & TIPS

1. Use of key words and signals for the major points and ideas.
2. Provide a clear and concise analysis.
3. Use analytical frameworks and course concepts.
4. Link course ideas, cases, and content.
5. Present well-developed content, analysis and logic.
6. Direct answers to questions...each question clearly addressed.
7. Demonstrate proof of/or use of causality in your analysis and answers.
8. Present an easy to read, logical structure and good organization.
9. Use of charts, illustrations and exhibits that are relevant and support your analysis in a value-added way.
10. Finally, I am here to help...if at any time you have questions about the class, comments about the class, need assistance or require clarification on subject matters and material...CONTACT ME!

2.0 MARSHALL GUIDELINES

2.1 Add/Drop Process. If you are absent six or more times prior to the “Drop Date” (**Please Contact MOR office**) for the last day to withdraw from a course with a grade of “W”), at any time I may ask you to withdraw from the class by that date. These policies maintain professionalism and ensure a system that is fair to all students.

2.2 Retention of Graded Coursework. Final exams and all other graded work, which affected the course grade, will be retained for one year after the end of the course *if* the graded work has not been returned to the student (i.e., if I returned a graded paper to you, it is your responsibility to file it, not mine).

2.3 Technology Policy and In-class Use of Laptops and Other Devices. Laptop and Internet usage is not permitted during academic or professional sessions unless otherwise stated. Use of other personal communication devices, such as cell phones, is considered unprofessional and is not permitted during academic or professional sessions. ANY e-devices (cell phones, PDAs, I-Phones, Blackberries, other texting devices, laptops, I-pods) must be completely turned off during class time. Upon request, you must comply and put your device on the table in off mode and FACE DOWN. You might also be asked to deposit your devices in a designated area in the classroom. Videotaping faculty lectures is not permitted due to copyright infringement

regulations. Audiotaping may be permitted if approved by the professor. Use of any recorded or distributed material is reserved exclusively for the USC students registered in this class.

2.4 Statement for Students with Disabilities. Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to your TA) as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. For more information visit www.usc.edu/disability.

2.5 Statement on Academic Integrity. USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. *SCampus*, the Student Guidebook, (www.usc.edu/scampus or <http://scampus.usc.edu>) contains the University Student Conduct Code (see University Governance, Section 11.00), while the recommended sanctions are located in Appendix A.

Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: <http://www.usc.edu/student-affairs/SJACS/>. Failure to adhere to the academic conduct standards set forth by these guidelines and our programs will not be tolerated by the USC Marshall community and can lead to dismissal.

2.6 Emergency Preparedness/Course Continuity. In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies. Please activate your course in Blackboard with access to the course syllabus. Whether or not you use Blackboard regularly, these preparations will be crucial in an emergency. USC's Blackboard learning management system and support information is available at blackboard.usc.edu.

3.0 COURSE CALENDAR/READINGS/CLASS SESSIONS

3.1 Course Reading List By Article & Assigned Class Session

3.2 Course Syllabus By Topic, Class Session & Assignments

See next page(s). (Note: BB refers to "Blackboard.")

3.1 Course Reading List By Article & Assigned Class Session

MOR 462: PROF. MICHAEL MISCHE - SPRING 2014				
CLASS SESSION	TITLE	HB PRODUCT NUMBER	DATE	AUTHOR
2	Consulting is More Than Giving Advice	82510	1982	Turner, Arthur
2	Essence of Professionalism	903120	2003	Nanda, Ashish
3	Consulting on the Cusp of Disruption	R1310F	2013	Christensen, Wang & van Berger
4	McKinsey & Co.	413109	2013	Lorsch & Durante
4	Booz, Allen & Hamilton	396031	1996	Loveman & O'Connell
5	Innovation at Boston Consulting Group	313137	2013	Eccles, Narayandaris, Rossano
5	Ownership Structure in Professional Serv Firms	905038	2006	Nanda, Ashish
6	Ethics: A Basic Lesson	307059	2007	Paine, Lynn
7	KPMG Near Death Experience	408073	2009	Eccels, Robert
7	KPMG Risk & Reform	409075	2009	Eccles, Robert
10	Profitability Drivers in PSF	904064	2004	Nanda, Ashish
11	Staffing in Professional Services Firms	905026	2006	Nanda, Ashish
11	Making Star Teams Out of Star Players	R1301E	2013	Mankins, Bird & Root
13	Marketing of Bain	M290	1997	Sarvay & Pedrero
14	Organizational Alignment, Perf & Chng in PSF	908416	2010	Gabarro, John
15	Frameworks for Gen Management & Ops Consult.	UV1456	2006	Weiss, Elliott
15	Deloitte & Touche Consulting	696096	1996	Upton, David
16	Lies, Damned Lies & Project Plans	BH561	2013	Pinto, Jeffrey
16	An ERP Story: Choosing a Project Mgr. (B)	HEC007	2006	Bemier, Carman
19	Mittal Steel in 2006: Changing the Steel Ga	PG0002	2011	Ghemauat, Pankaj
21	Harley Davidson	292082	1992	Kester, W., Carl
22	Harley Davidson	W12318	2012	Jagadeesh, Kumar
25	Elan Corporation	KEL507	2010	Shein, James; Anstey, Robert, & Lang, Nathan
26	Elan Corporation	KEL507	2010	Shein, James; Anstey, Robert, & Lang, Nathan
27	Compensation in Professional Services Firms	905039	2006	Nanda, Ashish
28	Career Strategies & Tactics in Prof. Serv. Firms	800375	2002	Delong, Thomas
28	Being A Professional	904041-HCB	2006	Nanda, Ashish

3.2 Course Syllabus By Topic, Class Session & Assignments

PROFESSOR MISCHE: MOR 462 - ASSIGNMENTS & READING LIST - Spring 2014				
CLASS	DATE	TOPIC	READING ASSIGNMENT	DESCRIPTION
		PART A: PROFESSION OVERVIEW & STANDARDS		
1	1/14	Introduction	No assignment. Introduction to MOR 462.	Overview of course.
2	1/16	Defining "Management Consulting & Consulting Attributes"; Why Do Clients Use Consultants; What is the Role of the Consultant?	"Consulting is More Than Giving Advice (Turner)"; "Essence of Professionalism (Nanda)."	Teams are assigned firms, intro to consulting; Basic industry dynamics; Defining "Consulting."
3	1/21	The Consulting Industry - 1	Consulting on the Cusp of Disruption (Christensen, et al); Typical organizational structure of a firm; Roles & responsibilities of partners, managers, seniors & consultants.	Industry basics; Sources of competitive advantage, competitive rivalries, barriers to entry, factors of differentiation.
4	1/23	The Consulting Industry -2	McKinsey & Co. (Lorsch, et al); Booz, Allen & Hamilton (Loveman, et al)	Discussion of industry leaders; Differences & commonalities.
5	1/28	The Consulting Industry - 3	Ownership Structure in Professional Service Firms, (Nanda); Innovation at Boston Consulting Group (Eccles, et al)	Public vs. private vs. partnerships; Legal liabilities & limitations; structure advantages & disadvantages; discussion of industry leaders
6	1/30	Professional Ethics and Legal Responsibility of the Management Consultant	Ethics: A Basic Lesson (Paine).	Understanding ethics; AICPA Code of Professional Ethics; Statements on MAS services.
7	2/4	KPMG Dilemma	KPMG Near Death Experience (Eccels); KPMG Risk & Reform (Eccles).	Legal & moral responsibilities in PSFs; Partner liabilities.
8	2/6	Quiz-1: Industry Overview	In-class; usually multiple choice & "fill-in."	10% of Final Grade.
		PART B: PROFESSIONAL PRACTICE		
9	2/11	Rates & Rate Setting	Rates & Rate Calculation (Mische); Standard hours; Types of rates; Understanding fixed & variable costs.	Discussion of rates, rate definitions & rate types; Calculating rates; Adv/disadv of various rate types. (Mische Handout on Blackboard).
10	2/13	Managing the Management Consulting Firm and Its Economic Performance	Profitability Drivers in PSF (Nanda).	Understanding "Realization" & the Firm P&L.
11	2/18	The Consulting Process - Overview of Mische 3-Stage Model; Roles, Responsibilities & Staffing Basics	Overview of the Mische 3-Stage Consulting Model (Mische); "Staffing in Professional Services Firms (Nanda)"; "Making Star Teams Out of Star Players (Mankins)"	Basic model for delivering consulting services; Issues in staffing; Mische Handout on Blackboard Content.
12	2/20	The Consulting Process - Stage 1: "Practice Development & Proposals."	Proposal Contents & Checklist (Mische); Marketing Methods for Practice Development.	RFIs, RFPs, RFQs, marketing methods; Mische Handout on Blackboard Content.
12	2/20	Quiz-2: Economics of the Firm & Rates	In-class; usually multiple choice & "fill-in."	10% of Final Grade.
13	2/25	The Consulting Process - Stage 1 (con't): Practice Development & Proposals	"Marketing the Bain Consulting Group (Sarvay & Pedrero)."	Marketing Methods con't.
14	2/27	The Consulting Process - Stage 2: Performing Services	Organizational Alignment, Perf & Chng in PSF (Gabarro).	Planning the engagement; entering the client; developing the EPM; & minimizing risks.
15	3/4	The Consulting Process - Stage 2 (complete): Performing Services; The Consulting Process: Stage 3 Managing the Engagement	Frameworks for Gen Management & Ops Consulting (Weiss); Deloitte & Touche (Upton).	Diagnosing, Analyzing, performing the work; & data collection methods.
16	3/6	Stage 3 - Managing the Engagement (con't).	Lies, Damned Lies & Project Plans (Pinto); An ERP Story: Choosing an ERP Project Manager (Bemier); Delivering results.	Project mgt. methods; PMO; KSIs; Project Status Reporting.
17	3/11	Mid-term Review		
18	3/13	MID TERM	Multiple choice, computations, fill-ins.	25% of Final Grade
	3/18	Spring Break	Have fun, be smart & be safe!	
	3/20	Spring Break		
		PART C: PERFORMING SERVICES		
19	3/25	Case: Mittal Steel	Mittal Steel (Ghemawat).	Takeover Consulting.
20	3/27	Mittal Steel (con't).		
21	4/1	Case: Harley Davidson	Harley Davidson (Kester).	Operational Consulting.
22	4/3	HD (con't).	Harley Davidson (Jagadeesh).	
23	4/8	Team Status Reports or Quiz 3		10% of Final Grade.
24	4/10	Team Working Session (In-class).	Team working session or "catch-up" date.	
25	4/15	Case: Elan Corporation	Elan Corporation (Shein, Anstey & Lang).	Strategy Consulting.
26	4/17	Case: Elan Corporation	Elan Corporation (Shein, Anstey & Lang).	
		PART D: YOUR CONSULTING CAREER		
27	4/22	Your Career As a Management Consultant	"Compensation in Professional Services Firms, (Nanda)."	Interviewing skills; Career paths; Firm expectations.
28	4/24	Your Career (con't)	"Being A Professional (Nanda)"; "Career Strategies & Tactics in Prof. Serv. Firms (Delong)."	Professionalism, independence & objectivity; Getting your MBA; Managing your career.
29	4/29	TEAM PRESENTATIONS	Each team to present for 10-12 minutes.	15% of Final Grade.
30	5/1	Course Wrap-up & Review	Prep & review session for final exam.	
	TBA	FINAL EXAM	Date of exam as per USC schedule.	30% of Final Grade.