

**Syllabus** Section, 16672R: **Tu-Th, 10:00 – 11:50, JFF-241**  
Section, 16674R: **Tu-Th, 12:00 – 13:50, JFF-240**

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### **Course Description**

Management Consulting is an interesting and dynamic profession. Working as a management consultant quickly exposes you to a broad variety of business problems, organizations, and industries. There are few better ways to equip you to perform across functions, organizations, or industries and, in some cases, across cultures and national borders. A career in management consulting will hone your analytical, critical thinking, problem-solving and decision-making skills, in addition to your planning, organizing, communicating, and teaming skills. Beyond a career in management consulting, many top companies recruit their senior leadership from the ranks of the consulting industry thus making you an extremely interesting candidate for C-suite positions. Notable examples include Lou Gerstner, American Express; Kevin Sharer, Amgen; and Jorgen Vig Knudstorp, LEGO, among others.

The goal of this course is to provide you with an expansive, as well as a deep, understanding of professional service firms (PSFs), broadly, and the profession of management consulting, specifically. To do so, we will examine four aspects of management consulting:

- The profession of management consulting
- The practice of management consulting
- The business of management consulting
- The careers of management consultants

### **Learning Objectives**

At the conclusion of this course, participants will be able to:

- Clearly describe the major attributes of the consulting industry, the key competitors, the industry dynamics, and future trends
- Identify, describe, and illustrate the major practice areas for management consultants
- Describe the nature, functioning and management process of Professional Service Firms (PSFs)
- Formulate and develop a consulting proposal including scope, definition, staffing and timeline
- Develop a project management plan
- Assess and diagnose problem situations and make reasonable recommendations for their resolution
- Provide informative and actionable feedback and recommendations to clients based upon sound data collection, analysis, and interpretation
- Demonstrate the key competencies of successful management consultants
- Assess and make meaningful and informed choices about a career in management consulting

## **Required Materials**

**USC Custom Course Reader** – available only through USC Bookstore. Course Readers are updated every semester so it is very difficult (maybe impossible) to obtain a second-hand reader. Course Readers include required materials (articles and cases) to adequately prepare for class. Additional articles, cases, or resources may be circulated or posted to Blackboard during the course of the semester. If so, I expect that you will be familiar with their content.

A Course Reader includes some materials that are paid for in the purchase price but are not actually included in the Reader. These are materials that I will distribute in class at the appropriate time.

**EACH STUDENT MUST SUBMIT TO ME THEIR PRINTED VOUCHER WHICH INDICATES PROOF OF PURCHASE.  
THE VOUCHER CAN BE FOUND INSIDE YOUR COURSE READER.  
BOTH THE VOUCHER AND YOUR BOOKSTORE RECEIPT ARE REQUIRED AS PROOF OF PURCHASE.**

As the course is significantly, though not exclusively, case-driven and participatory, class cannot proceed in a meaningful way if everyone is not fully prepared in advance for their participation.

## **Prerequisites and/or Recommended Preparation:**

While there are no official pre-requisites to this class, BUAD 304 is highly recommended.

## **Marshall Learning Goals**

**Learning Goals:** In this class, the emphasis is placed on the Marshall School of Business learning goals as follows:

<b><u>Goal</u></b>	<b><u>Description</u></b>	<b><u>Course Emphasis</u></b>
1	Our graduates will understand types of markets and key business areas and their interaction <i>to effectively manage different types of enterprises</i>	High
2	Our graduates will develop a global business perspective. They will understand how local, regional, and international markets, and economic, social and cultural issues impact business decisions <i>so as to anticipate new opportunities in any marketplace</i>	Low - Medium
3	Our graduates will demonstrate critical thinking skills <i>so as to become future-oriented decision makers, problem solvers and innovators</i>	Very High
4	Our graduates will develop people and leadership skills to promote their effectiveness as <i>business managers and leaders</i> .	High
5	Our graduates will demonstrate ethical reasoning skills, understand social, civic, and professional responsibilities and aspire to add value to society	Medium – High
6	Our graduates will be effective communicators <i>to facilitate information flow in organizational, social, and intercultural contexts</i> .	Medium – High

## **Course Notes:**

During any given class session you may expect any one or more of the following: case discussion, lecture, in-class team assignment, video or guest speaker. Guest speakers will be invited to represent various aspects of the consulting industry.

The following websites may be useful for some course assignments, as well as to assist you as you develop your understanding of the consulting industry and careers in management consulting:

### **Industry Resources**

<http://libguides.usc.edu/c.php?g=235077&p=1560190>

A great compendium of resources compiled by reference librarians in the Marshall library. Excellent focused resource for “all things consulting”.

### **USC Student Clubs:**

[www.uscconsultingclub.com](http://www.uscconsultingclub.com)

The USC Consulting Club focuses its efforts on providing members with access to the resources and support necessary for successfully pursuing a consulting career, while increasing the demand for USC students and improving USC’s reputation in the consulting world.

<http://www.trojanconsulting.org/#home>

The Trojan Consulting Group (TCG) is a campus-wide consulting club drawing students from a variety of different academic disciplines from accounting and business to computer science and engineering. The goal of TCG is to allow students to apply the skills they learn in class to real world situations, while simultaneously providing consulting assistance to organizations in our community.

{website forthcoming...}

Illiad Consulting focuses its efforts on (a) providing faculty-led practical tutorials on various aspects of consulting, and (b) creating *pro bono* applied field consulting experiences with local firms and non-profits.

[www.usclaci.org](http://www.usclaci.org)

**Los Angeles Community Impact** is a pro-bono student consulting organization that strengthens non-profits and small businesses in the Los Angeles area by addressing their business-related challenges.

<http://usctamid.com/about/>

The purpose of Tamid is to connect students with the economy of Israel, most particularly with its rich and vibrant start-up technology sector.

### **ASSIGNMENTS AND GRADING DETAIL**

<b><u>Component</u></b>	<b><u>% of Grade</u></b>
1. Class Preparation, Participation and Pop Quizzes	15
2. Quizzes/Exams	
a. Midterm, Mar 10	10
b. Final	15
• 16672, Tues, May 9, 11:00AM-1:00PM	
• 16674, Weds, May 10, 2:00-4:00PM	
3. Preferred Practice Assignment	10
4. Self-Assessment	10
6. Team Term Project	40
TOTAL	100

Scores and grades for this course are assigned based upon (1) receiving a passing grade for each component of the course, and (2) your relative performance on each of the evaluated components. 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 relative to your classmates. Historically, the average grade for this class is about a B+. Three items 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.

### 1. Preparation and Class Participation (15%)

Preparation involves completing the assigned readings and preparing assigned cases. The “pre” in the word “preparation” means “in advance of”. Thus, you must ensure your full preparation for a class in advance of the class session. You should be prepared to be called upon at any time and be able to demonstrate a clear understanding of any assigned readings and their application to assigned cases.

Participation in class discussions involves active participation that contributes to the class. Active participation means asking questions, answering questions, making observations, commenting on other students’ comments, or challenging a view. Making a contribution means your comments actually move discussion forward. Expect “pop” quizzes on assigned readings, cases and guest speaker presentations.

### 2. Quizzes/Exams (25%): Midterm (10%); Final (15%)

The midterm and final are scheduled as follows: **Midterm** – Thursday, March 9; **Final** – 16672, Tuesday, May 9, 11AM – 1PM; 16674, Wednesday, May 10, 2:00 – 4:00PM. Consult on-line Schedule of Classes. You **MUST take the exam at the assigned date and time for your section**. You can expect multiple-choice, true-false, matching, short and/or long answer essay, a mini-case, or any combination thereof. You should also expect a separate meeting between me and your project team.

The midterm will be inclusive of assigned readings, cases, and lectures/presentations for weeks 1 through 9.

The final will be inclusive of assigned readings, cases, and lectures/presentations for weeks 9 through 15.

### 3. Preferred Practice Assignment (10%)

This is an opportunity to develop a clearer understanding of the nature, the culture, the operating approach, industry sectors, and practice areas of the firms you personally would prefer to work for. Using appropriate industry reference materials (e.g., Vault.com, Kennedy Research, etc), identify ten (10) potential consulting firms that provide professional services in the practice area(s) and industries you are interested in (e.g., practice areas: strategy, IT, systems, human capital, operations, etc; industries: healthcare, consumer goods, high tech, media & entertainment, utilities, etc). Research each of their websites. For each company,

- identify their vision, mission, values, value proposition, business model, organizational culture, competitive advantage
- identify their practice (functional) and industry specialties
- research their job announcements/descriptions – who (where) are they recruiting? What are they looking for in their candidates (background, education, experience, etc)

Select a subset of five (5) that appear most interesting/attractive to you. How are they similar to each other? How do they differ. What is it about these five that makes them stand out for you? Given your review, what are the five (5) most important criteria that would influence the choice of your firm preference?

From this set of five, identify your top three (3). Who are they? **Contact each of these three and conduct an informational interview with a partner from each one** (see the Assignments tab in Blackboard for notes on Informational Interviews). Summarize your overall learnings and address each of the following: What did you learn from each interview – (a) about the industry? (b)... about the practice of consulting? (c) ... about the firm? What does each of these firms look for in new recruits?

Given all the above, which firm is most interesting/appealing to you? Why?

Develop a specific, customized action plan for getting hired by each of these three firms.

The Preferred Practice Assignment should not exceed four (4) double-spaced pages (except appendices). It is due at start of class, **Thursday, March 2**.

In summary, your final deliverable must include the following:

- A summary of your overall learning about the industry and the practice of consulting
- A table that summarizes the vision, mission, values, value proposition, business model, organizational culture, competitive advantage, practice areas and industry specialties for all ten (10) firms

3. An identification of the five criteria used in narrowing your search with a statement of why these five criteria are important to you
4. A table that summarizes how each of the chosen three firms compares against each of your criteria (low, medium, high) and an explanation of why
5. A summary of what you learned about each of your top three firms
6. A synopsis of each personal interview that includes the following:
  - a. Information about the interviewee: name, firm, position, email, date of interview, length of time the individual has been (a) in the industry and (b) with the current firm.
  - b. Personal insights offered by the interviewee about (a) her/his firm, (b) consulting as a profession, and (c) the industry of consulting.
7. A table that (a) lists each of the questions you actually asked in the interview, and (b) a synopsis of each interviewee's responses to each question
8. A specific action plan for getting hired that is customized to each of the top three firms

#### 4. Self-Assessment (10%)

It is important to understand what contributes to a consultant's ultimate effectiveness. An approach to thinking about performance effectiveness is the concept of a "competency". A competency can be defined as, "a cluster of related knowledge, skills, and attitudes that affects a major part of one's job (a role or responsibility), that correlates with performance on the job, that can be measured against well-accepted standards, and that can be improved through training and development (Parry, 1996:50).

During the course of the semester we will give consideration to a variety of skills, attitudes, and knowledge sets ("competencies") required of effective and successful consultants. We will do this through assigned readings and case analyses, as well as through independent research. A specific framework for thinking about the requisite knowledge, skills and attitudes for consultants is provided by the Institute of Management Consultants (IMC). The IMC competency framework can be accessed at this link:

<http://www.imcusa.org/?page=CONSULTINGCOMPETENCY>

I will also provide an elementary framework for identifying and assessing your personal proficiency in relation to consulting competencies.

Do the following (reference assigned readings for Mar 1):

- Read Christensen, *How will you measure your life?*
- Read *What are your values?*
- Read Peters, *The brand called you!*
- Refer to, and reflect on your Learning Style

To undertake your self-assessment, complete the values clarification exercise (see *What are your values?*). Taking into account Christensen's musings (*How will you measure your life?*), and in the context of the important values you identified through the values clarification exercise, reflect on your "brand". Develop a statement of your brand based upon the guidance provided in the Tom Peters article (*The Brand Called You*).

For this self-assessment, compare your current state of development in relation to the competencies identified as necessary in the "spider" and the IMC frameworks (e.g., low, medium, high). In thinking about this, consider all aspects of your personal development (e.g., leader and member responsibilities at work, in clubs, extra-curricular activities, hobbies and personal interests, etc). Given your personal assessment, identify the gaps between your current level of proficiency and the required level of proficiency. Develop a specific action plan for developing your knowledge and skills in relation to the required competencies complete with milestones, a timeline, and specific actions you can take to develop your consulting-related competencies.

In summary, your deliverable should include the following:

- A statement of your values
- A statement of your “brand”
- A statement of your Learning Style and how you believe it supports (or inhibits) you as a potential management consultant
- An assessment of your competencies vis-à-vis the “spider” assessment in Reader (also on Blackboard)
- An assessment of your competencies vis-à-vis the IMC framework
- A statement/summary of the gap
- A specific developmental action plan vis-à-vis each of the required competencies that includes a statement of your objective, identification of milestones, a timeline and specific actions

A self-assessment should not exceed five (5) pages, double-spaced with page numbers. You may include appendices as supplements; they will not count against your page limitation (e.g., list of values, competencies, gap analysis, action plan and timeline, bibliography, etc). Self-Assessments are due at start of class, **Tuesday, April 4**.

### **5. Team Term Project (40%)**

Each team will do a team-based project that requires an assessment and diagnosis of an organizational situation, an identification of what additional information would be required to successfully bring about change in the situation and a plan for how that information could be obtained, a set of proposed recommendations and their rationale, a detailed action plan for bringing about change constructed within MS Project, and an identification of possible (probable) sources of resistance to the proposed plan combined with suggestions for how to overcome the resistance to the recommendations. Its purpose is to develop your consulting skills through collectively thinking through the actual performance of a consulting assignment. More specific guidance will be provided during the first few weeks of class. ALL team term written presentations are due **Tuesday, April 25**.

Projects will be conducted by ~4-person teams. I will form teams and announce them no later than **Tuesday, February 1**

A professional oral presentation (with printed copies of presentation materials) combined with a professionally written report will provide the basis for evaluation and feedback. When using powerpoint, use the “Notes” section for each slide to communicate necessary information and to convey appropriate understanding. Oral presentations will be made the last two weeks of class (**April 18, April 20, April 25, April 27**). Your classmates will listen to and critique your presentation. Total presentation time for each team (to include Q&A) will be announced in advance; in general, it is useful to anticipate 20 minutes for presentations and 5 minutes for Q&A. (This number might be modified depending on the total number of teams). Consider this a formal, professional presentation as if you were presenting to the senior leadership of the client organization; dress accordingly. In addition to your written report and formal class presentation, a brief (3-5 page) synopsis by the team will be submitted to me that describes issues or problems that arose among yourselves during your team project, as well as a synopsis of what you learned about the profession and the practice of consulting through this assignment.

There are three components to your project grade:

- Professor’s evaluation (32 points; 80%). My evaluation is a team grade; it will be assigned equally to all members of the team. My portion of the grade will focus on the substantive content of your approach to the case problem, your demonstrated understanding of the consulting process, and the quality of both the written and oral reports.

Class evaluation (8 points; 20%). Each team presentation will be ranked by the rest of the class from most effective to least effective. The team ranked most effective will receive an A+; the team ranked least effective will receive a B-. The remaining teams will be distributed in between. Five (5) percent of your total grade, and seventeen (17) percent of your group grade, will be assessed through class rankings.

A class member who does not attend both presentation days and who, therefore, cannot provide an evaluation of all team presentations will be penalized.

- Peer evaluation. Each of you will anonymously assess the performance of each of your team-mates using the peer evaluation form and procedure included in this syllabus. As you consider your peer evaluations, make special note of the restrictions on the total number of A's that can be allocated, as well as on the penalties if the required procedure is not followed. Peer evaluations will be taken into account when considering one's performance in a borderline situation.

### **Assignment Submission Policy:**

Assignments must be turned in on the due date/time as **a hard copy**. Any assignment turned in late, even if by only a few minutes, will receive a grade deduction (for example, if your work is a B+ grade, you will be given a C+ grade). If you are unable to attend class on that day, make arrangements for it to be delivered to the classroom or to my mailbox (Bridge Hall 306) by the start of class. Late or not, however, **you must complete all required assignments to pass this course.**

### **Evaluation of Your Work:**

You may regard 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 (with my comments) 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.

## **MARSHALL GUIDELINES**

### **Add/Drop Process**

If you are absent five or more times prior to **April 10, 2015** (the last day to withdraw from a course with a grade of "W"), I may ask you to withdraw from the class by that date. This policy is intended to maintain professionalism and to ensure a system that is fair to all students.

### **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).

### **Technology Policy**

Laptop and Internet usage is not permitted during class sessions unless otherwise stated by me. Use of other personal communication devices, such as cell phones, is considered unprofessional and is not permitted during class sessions. ANY e-devices (cell phones, PDAs, I-Phones, Blackberries, other texting devices, laptops, I-pods, etc) 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 lectures is not permitted due to copyright infringement regulations. Audiotaping may be permitted if approved in advance by me. Use of any recorded or distributed material is reserved exclusively for the USC students registered in this class.

### **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 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](http://www.usc.edu/disability).



## Statement on Academic Conduct and Support Systems

### Academic Conduct

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards* <https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct/>.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* <http://equity.usc.edu/> or to the *Department of Public Safety* <http://capsnet.usc.edu/departments/departments-public-safety/online-forms/contact-us>. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage [sarc@usc.edu](http://sarc.usc.edu) describes reporting options and other resources.

### Support Systems

A number of USC’s schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute*, which sponsors courses and workshops specifically for international graduate students. <http://dornsife.usc.edu/ali>  
*The Office of Disability Services and Programs* provides certification for students with disabilities and helps arrange the relevant accommodations. [http://sait.usc.edu/academicsupport/centerprograms/dsp/home\\_index.html](http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html)  
If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology. <http://emergency.usc.edu/>

### Class Notes Policy

Notes or recordings made by students based on a university class or lecture may only be made for purposes of individual or group study, or for other non-commercial purposes that reasonably arise from the student’s membership in the class or attendance at the university. This restriction also applies to any information distributed, disseminated or in any way displayed for use in relationship to the class, whether obtained in class, via email or otherwise on the Internet, or via any other medium. Actions in violation of this policy constitute a violation of the Student Conduct Code, and may subject an individual or entity to university discipline and/or legal proceedings.

### No recording and copyright notice.

No student may record any lecture, class discussion or meeting with me without my prior express written permission. The word “record” or the act of recording includes, but is not limited to, any and all means by which sound or visual images can be stored, duplicated or retransmitted whether by an electro-mechanical, analog, digital, wire, electronic or other device or any other means of signal encoding. I reserve all rights, including copyright, to my lectures, course syllabi and related materials, including summaries, PowerPoints, prior exams, answer keys, and all supplementary course materials available to the students enrolled in my class whether posted on Blackboard or otherwise. They may not be reproduced, distributed, copied, or disseminated in any media or in any form, including but not limited to all course note-sharing websites. Exceptions are made for students who have made prior arrangements with DSP and me.

### 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.



## MOR 462, Peer Rating Form for Team Project

**Project Topic:** \_\_\_\_\_

This form must be completed ***BOTH*** front and back. Rank order each of the members of your group **INCLUDING** yourself on each of the items below (1 is best, 2 is next best, etc.). The Peer Evaluation counts towards each student's final grade. Use the back of this form for required comments as per the guidance at the bottom of this page.

Please list each of your group members below in **alphabetical order by last name**. Be sure to include yourself.

***ALPHABETICAL*** by **LAST NAME**, then **FIRST**

Group Members:      A. \_\_\_\_\_  
                                  B. \_\_\_\_\_  
                                  C. \_\_\_\_\_  
                                  D. \_\_\_\_\_  
                                  E. \_\_\_\_\_  
                                  F. \_\_\_\_\_

Rating Criterion / Group Member	A	B	C	D	E	F
1. Quality of contribution to group discussions						
2. Quality of contribution to writing the assignment						
3. Quality of contribution to organizing the assignment						
4. Quality of initiative when something needed to get done.						
5. Reliability in completing assigned responsibilities						
6. Amount of effort put forth.						
7. Commitment to the group						
8. Leadership, motivation provided to the group.						
9. Emphasis on getting the task done.						
10. Emphasis on cooperation and working well with others.						
11. Would want to work with this group member again.						
<b>TOTAL</b>						

<p>Assign an alphabetical grade to each member of the group based on your <b>OVERALL</b> impression of her/his contribution to the group's performance. You may assign a group member any grade <b>from 0 to A+</b>. However, you cannot assign A's to more than 60% of your total group members.</p> <p><b>A 3 or 4-person group cannot have more than 2 A's, 5-persons = 3 A's, 6 persons = 4 A's</b></p> <p><b>Failure by one team member to observe this requirement will result in all team members receiving a "B" for their peer evaluations.</b> If I do not receive a complete set of peer evals from all team members, <b>the entire team will receive a C</b> for this portion of your grade.</p>	<p style="text-align: center;"><b>In the space below, give each team member, <u>including yourself</u>, a letter or numerical grade ranging from 0 – 100, or from F to A+. Any form of an "A" (A+, A, A-) is regarded as an "A" insofar as the constraint is defined.</b></p>					

On the following page, provide at least three directly observable **behaviors** that represent what you believe each team member did well, **AND** at least three **behaviors** that you observed that represent areas for improvement/development for each team member. This is NOT about personalities, but rather it is about those **behaviors** that are in service and supportive of successful team work and those **behaviors** that are not.

**MOR 462, Peer Rating Form for Team Project**

**Project Topic:** \_\_\_\_\_

**A:** \_\_\_\_\_

Did Well (behaviors):

Area for improvement/development (behaviors):

**B:** \_\_\_\_\_

Did Well (behaviors):

Area for improvement/development (behaviors):

**C:** \_\_\_\_\_

Did Well (behaviors):

Area for improvement/development (behaviors):

**D:** \_\_\_\_\_

Did Well (behaviors):

Area for improvement/development (behaviors):

**E:** \_\_\_\_\_

Did Well (behaviors):

Area for improvement/development (behaviors):

**MOR 462 – Management Consulting  
Schedule of Classes, Spring 2017**

Week	Date	Topic/Assignment	Case Analysis/Deliverables
<b>1</b>	10 Jan	<b>Introduction &amp; Course Overview</b>	
<b>Part I – The Profession of Management Consulting: What’s it All About?</b>			
	12 Jan	<b><i>The Nature of Professional Service Firms (PSF)</i></b> Turner, <i>Consulting is more than giving advice</i> Nanda, <i>Essence of Professionalism</i>	Tom Tierney’s Reflections (A)
<b>2</b>	17 Jan	<b><i>Disruption and Change for Professional Service Firms</i></b> Christensen, <i>Consulting on the cusp of disruption</i> Workers on Tap, <i>The Economist</i> , January 2015 Be prepared to compare/contrast McKinsey and M&M using two articles	McKinsey & Co (2013) Mavens & Moguls (M&M)
	19 Jan	<b><i>Understanding Values and Choices</i></b> Nanda, <i>Ownership structures in PSFs</i> Paine, <i>Ethics: A basic framework</i>	Tim Hertach at GL Consulting (A)
<b>3</b>	24 Jan	Ethics (cont’d)	Hertach (B) and (C)
	26 Jan	<b>Guest: TBD</b>	Submit LSI type and scores
<b>Part II – The Practice of Management Consulting: How Do Consultants Add Value?</b>			
<b>4</b>	31 Jan	<b>Forming Project Teams</b> Team Formation exercise; The Process of Consulting	<b>Learning Style Inventory</b>
	2 Feb	<b><i>Consulting Phases and Stages (1) – Overview and Entry</i></b> Sagor, <i>What is action research?</i> Ross & Roberts, <i>Balancing Inquiry and Advocacy</i> Clawson, <i>Active listening</i>	Intro Active Listening Outline a “listening” problem
<b>5</b>	7 Feb	<b>Active Listening</b> Wall Street Journal, <i>How active listening makes both...</i>	Come prepared with “listening” problem <b>ELC</b>
	9 Feb	Active Listening (cont’d)	<b>ELC</b>

**MOR 462 – Management Consulting  
Schedule of Classes, Spring 2017**

Week	Date	Topic/Assignment	Case Analysis/Deliverables
6	14 Feb	<b>Project Management – Proposal and Scope of Work</b> <i>Statement of work template</i>	Erik Peterson at Biometra (A) – <b>ELC</b>
	16 Feb	<b>Consulting Phases and Stages (2) – Contracting</b> <i>Dickie, Seven rules for observational research</i>	Intro Observation Exercise
7	21 Feb	Observation debrief; Introduce frames <i>Prahalad &amp; Bettis, The dominant logic: A new linkage between diversity...</i>	
	23 Feb	<b>Constructing Reality</b>	
8	28 Feb	<b>Understanding Self as Instrument</b> <i>Christensen, How will you measure your life?</i> <i>What are your values?</i> <i>Peters, The brand called you!</i>	
	2 Mar	<b>GUEST: TBD</b>	<b>Preferred Practice Assignment due</b>
9	7 Mar	<b>Consulting Phases and Stages (3) – Data Collection, Analysis</b> <b>Data Collection Methods</b> <i>Overview of quantitative and qualitative data collection techniques</i> <i>Information collection tools: Advantages and disadvantages</i> Midterm Review	
	9 Mar	<b>MIDTERM – COMPREHENSIVE OF WEEKS 1 – 9</b>	
12 – 19 Mar <b>SPRING BREAK – YEAAAAHHHH!</b>			
10	21 Mar	<b>Data Analysis Methods (quantitative and qualitative)</b>	
	23 Mar	<i>Liedtka, Using Hypothesis-Driven Thinking in Strategy Consulting</i>	Samsung Electronics – <b>JKP-ELC</b>
11	28 Mar	<b>Consulting Phases and Stages (4) – Diagnosis</b> <b>Consulting Frameworks and Diagnosis</b> <i>Gabarro, Organizational alignment, etc</i> <i>Weiss, Frameworks for consulting</i>	Deloitte and Touche <b>Team Presentations</b>

**MOR 462 – Management Consulting  
Schedule of Classes, Spring 2017**

Week	Date	Topic/Assignment	Case Analysis/Deliverables
11	30 Mar	Consulting Frameworks and Diagnosis (b)	Basic Industries <b>Team Presentations</b>
12	4 Apr	Consulting Frameworks and Diagnosis (c)	Auchan in Syldavia <b>Team Presentations</b>
	6 Apr	<b>Consulting Phases and Stages (5) – Feedback</b> <b>Developing the Final Report</b> <i>The pyramid principle: logic in writing and thinking</i> <i>The pyramid principle: Strategy-execution heroes</i> <b>Managing the Client Feedback Meeting</b> <i>Handling Q&amp;A: The five kinds of listening</i>	<b>Personal Assessment due</b>
<b>Part III: The Business of Management Consulting – How Does it Work?</b>			
13	11 Apr	<b>Managing and Staffing PSFs</b> Nanda, <i>Strategy and positioning in PSFs</i> Nanda, <i>Compensation in PSFs</i>	Light It Up – <b>ELC</b>
	13 Apr	<b>Guest: TBD</b> <b>Creating Work-Life Balance</b> Nanda, <i>Being a professional</i> Nadler, <i>Confessions of a Trusted Counselor</i> DeLong, <i>Career strategies and tactics in professional service firms</i>	
14	18 Apr	<b>Presentations: Teams 1 – 4</b> (20 mins/team: 15 mins pres; 5 mins Q&A)	
	20 Apr	<b>Presentations: Teams 5 – 8</b> (20 mins/team: 15 mins pres; 5 mins Q&A)	
<b>Part IV: The Career of Management Consulting: What's a Consultant's Life Like?</b>			
15	25 Apr	<b>Presentations: Teams 9 – 10</b> (20 mins/team: 15 mins pres; 5 mins Q&A)	<b>ALL Team Written Presentations due</b>
	27 Apr	<b>Course Review and Integration</b>	
	3-10 May	<b>FINAL EXAM</b> (consult Schedule of Classes for date and time)	