

COURSE SYLLABUS

MOR 462: MANAGEMENT CONSULTING

MOR 462: MANAGEMENT CONSULTING

PROFESSOR MICHAEL MISCHE

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- Date:** January 15, 2018
- Section:** 166674 (M/W)
- Semester:** Spring 2018
- Class Meets:** Monday & Wednesday
- Class Dates:** First Class: 01/08/18 (M)
Last Class: 04/25/18 (W)
- Class Time:** 4:00 to 5:50 PM
- Class Room:** JFF 241
- Final Exam:** 5/2/18; 4:30 to 6:30 PM
<http://classes.usc.edu/term-20181/finals/>
- Professor:** MICHAEL A. MISCHE
Office: HOH 415
Office Phone: 213.740.7540
Facs: 213.740.3582
- Office Hours:** As Posted on Black Board and:
Monday & Wednesday:
11 to 3:30 PM
HOH 415
Tuesday:
Coffee w Mische
8:30 – 9:30 AM
JKP/JFF Café/Courtyard
- Please feel free to email or text me at any time with any questions, ideas, comments or needs (Text is better).
- Email:** mische@marshall.usc.edu
- Mobile:** Provided in the class

“Great consulting is part art, part technical, part analytical, and always about the client.”

1.0 COURSE DESCRIPTION & INTRODUCTION

1.1 Course Description

WELCOME! MOR 462 is a *professional practice* class designed to help prepare you for a career in the management consulting profession and is therefore designed for those who wish to enter the profession of management consulting, and/or for those who have or will have responsibility for engaging, using, and managing management consultants.

Management consulting is one of the most dynamic, challenging and rewarding professions in business. Competitive rivalry in the industry is intense, performance standards and expectations are extremely high, and clients and firms are more demanding in their pursuit of technical excellence, practical insights, and responsive client services. Competition among consulting peers is also fierce and partnerships in the premier firms are limited and earned. MOR 462 is designed to reflect the attributes of actual consulting...the course is demanding, challenging and rigorous.

1.2 Professor Introduction

There is nothing more satisfying to me than to see you highly successful in this class and in consulting. As a former consulting partner in KPMG, and principal in AT Kearney, and CEO of a consulting firm, I teach MOR 462 as a ***competency-based class***. I bring over 38 years of professional experience into each class, as well as research and publications that include 7 books and many papers.

Using a ***Socratic*** method, I teach the material necessary to function as a management consultant and to function at an exceptionally high-level of professionalism and competency. My teaching style is direct, fluid, and purposeful. I am open and always welcome the rigorous interrogation of data and facts, constructive debate, challenging questions, lots of discussion, and collaborative learning. My primary professional objectives and personal obligations for this course including:

- (1) Transferring the knowledge and skills necessary for consulting,
- (2) Helping prepare you for a career in management consulting,
- (3) Helping position you for success as a management consultant,
- (4) Ensuring, through formal and informal assessment processes, that you demonstrate, the competencies, knowledge and critical thinking of a management consultant,
- (5) Building USC Marshall’s consulting program into the best in the nation.

**MOR 462: MANAGEMENT
CONSULTING
PROFESSOR MICHAEL MISCHE**

KEY TOPICS & SUBJECTS

*History of Contemporary Consulting
Industry Structure & The Elite 8
Top 150 Consulting Competencies
Industry Competitive Dynamics
Client Motivations for Using Consultants
Client Expectations of Consultants
Firm Structure, Management &
Organization: Partnerships v. LLC, v.
LLP, v. Company, v. Public
Service Delivery & Consulting Process
Models
Staffing Issues in Consulting Firms
Client & Practice Development
Economics & Profitability Drivers of
Consulting
Attributes of a Successful Consultant
Client Relations & Relationship
Management
Fee Types & Rate Structures
Performance Expectations of a Consultant
Career Management & Advancement in
Consulting
Managing Work & Life as a Consultant
Ethics & Professional Responsibilities &
AICPA & IMC Ethical Standards
Legal Responsibilities of Consultants
Standards of Professional Practice*

The material in this course originates from my passion for consulting and integrates academic research/literature, my 38 plus years of management consulting experience, ELC-simulations, and occasionally, actual consulting projects that are staffed, managed and performed by students in MOR 462. As USC's practicing consulting professor, I have an active portfolio of current consulting clients which helps to ensure that the course design, pedagogy, materials, lectures and subject matter are all relevant and up-to-date.

2.0 COURSE DESIGN, CONTENT & SUBJECT MATTER

MOR 462 provides you with a progressive exposure and immersion in the subject matter, content, issues, dynamics and process of contemporary consulting. By the completion of this course, you will know what it is like to be a management consultant, what is expected of you as a consultant, and how to think, act, and perform as a consultant. Frankly, I believe that if you are successful in this course, study and apply the materials and insights that you learn in this class, you will be ahead of your competition by two to three years!

**MOR 462: MANAGEMENT
CONSULTING
PROFESSOR MICHAEL MISCHE**

EXPLORING THE KEY QUESTIONS

What is management consulting?

What do management consultants do?

What are the attributes and qualities of a management consultant?

Why do clients use management consultants?

What are the drivers of consulting services?

How is the industry structured?

What is the level of competitive rivalry in consulting?

What is the consulting process?

MOR 462 is an exceptionally insightful, practical and in-depth course that addresses the overall profession of management consulting, how management consulting firms are organized and managed, how consulting firm manage their internal economics and set professional rates, how consulting firms compete, market, 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 MOR 462, we study the Code of Professional Conduct as per the AICPA, the CFA's Code of Ethics and the IMC's Code of Ethics and discuss the 5 major ethical dilemmas confronting all management consultants.

In this course, you will learn many aspects of management consulting and what it is actually like to be a professional consultant, how consultants behave, why clients use consultants, and the many

management challenges of operating a consulting firm. The course is not designed to position you for an internship. The course does not focus and is not designed to help you "do cases," nor is it intended to teach you how to do case interviews. No doubt MOR 577 will be exceptionally beneficial in these areas, but the course is competency based and rigorous, and is intended to position you for entering the consulting profession and for a successful career in management consulting. In this course, you will be exposed to over 150 management consulting competencies, including: marketing services, proposal writing, professional service contracts, work and task planning, work stream management, project management, analytical methods, firm financial management, as well as client dynamics and relationship management.

MOR 462 is organized into four modules...each module builds on prior work to form an integrated course design, and a progressive exposure and immersion in management consulting, the consulting process, consulting industry and firms, client dynamics, and the consulting profession:



Complementing the academic and lecture concepts of course are a series of assignments, exercises, simulations and, if possible and practical, an actual consulting project.

Specific course content by module includes, but is not limited to:

MODULE 1.0: INDUSTRY STRUCTURE

Module 1 is organized into 5 segments: 1.1- Understanding Management Consulting; 1.2- Attributes of a Management Consultant; 1.3- Consulting Firms & History of Consulting; 1.4- Understanding Clients & The Consulting Value Proposition; and 1.5- Professional Ethics & Standards of Practice. In Module 1, in this initial module, we survey the profession, definition of a consulting firm, history of consulting, the attributes of a consultant and discuss the key dynamics of the profession, industry structural and structural industry costs, industry inhabitants, competitive rivalries and factors of differentiation, and the different roles of consultant v. contractor v. employee. Some key topics covered in this Module include:

- (1) Firm industry positioning,
- (2) Professional ethics,
- (3) Legal responsibilities of the consultant,
- (4) Crafting the client value proposition,
- (5) The consultant as an expert,
- (6) Understanding objectivity, independence & integrity,
- (7) Professional oaths & regulatory authority, and
- (8) Codes of Conduct for AICPA and IMC,
- (9) Ethical breaches & transgressions,
- (10) The 5 ethical dilemmas of consulting,

Additionally, because of recruiting calendar, we discuss a number of key concepts early in the course:

- (1) Consulting as a career,
- (2) Why become a consultant,
- (3) The essential attributes and qualities of a successful consultant,
- (4) Issues and considerations in hiring,
- (5) How to interview a firm,
- (6) Typical interview questions,
- (7) New hires v. experience hires,
- (8) Case Interviews, and
- (9) What firms are seeking in consulting candidates.

MODULE 2.0: THE CONSULTING PROCESS

MOR 462 Course Syllabus: Spring- 2018
Professor Michael A. Mische- HOH 415

Module 2.0 is organized into 4 segments: 2.1- Overview of the Consulting Process; 2.2- Marketing Professional Service Firms; 2.3- Planning, Performing & Delivering Professional Services; 2.4- Managing Professional Services. In Module 2, we learn a responsive and robust 3-stage, 9-part consulting services model. In this part of the course, we learn the consulting *process* life cycle from marketing (practice development) to delivering the final product to the client. We discuss and study engagement management processes, staffing and budgeting methods, entering and exiting the client and how to deliver extraordinary results to clients. We also learn the 7 C's of effective proposal writing, how to write a proposal, the 11 elements of all proposals, project management, the challenge of managing scope changes v. scope creep. Included in Module 2 are in-depth discussions of several key topics, including, but not limited to:

- (1) Elements of service delivery,
- (2) Diagnosing the problem,
- (3) Critical thinking, determining data requirements & sources,
- (4) Building the Service Delivery Model (SDM),
- (5) Forming the project team,
- (6) Entering the client,
- (7) Designing the work plan,
- (8) Performing the work,
- (9) Delivering results,
- (10) Methodological framework & models for selection and adaptation to client projects,
- (11) Managing the Consulting Engagement, Client & Firm

MODULE 3.0: MANAGING THE FIRM

In **Module 3**, we learn the essentials of managing and working in a formal professional services firm (PSF) practice. In this module we discuss 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. In this series of classes, we explore the profitability drivers of consulting, learn how to set rates and understand utilization and cash flow measures. Chief among the topics that we address:

- (1) Planning for firm growth,
- (2) Revenue and profitability drivers in the firm,
- (3) Firm governance structures,
- (4) Firm legal structures,
- (5) Rates and rate setting.

MODULE 4.0: NAVIGATING YOUR CAREER IN CONSULTING

In **Module 4**, we explore your career as a management consultant. In these class sessions we discuss career issues, what it means to be a “professional,” promotion paths, compensation, career strategies, and your “life as consultant.” We learn what it takes to become a partner and what the roles and responsibilities of the partner are. Some topics in this module include:

- (1) Career levels & responsibilities,
- (2) Compensation,
- (3) Expectations,
- (4) Lifestyle,
- (5) Career management & navigation tips & traps,
- (6) “Making” partner & the partner selection & admissions process,
- (7) Career exiting points,

- (8) Career strategies,
- (9) Work/Life balances & choices.

CONSULTING PROJECT (Subject to availability and semester)

Occasionally and depending on circumstances, MOR 462 may have the opportunity to perform consulting projects for actual clients. The inclusion of a project in the class is based on a number of factors including availability, academic appropriateness, technical complexity, resources, client profile and expectations, and timing of the project and therefore, may or may not be included in the course.

3.0 LEARNING OBJECTIVES & EXPECTED OUTCOMES

MOR 462 is oriented to contemporary consulting and the business topics and situations that professional consultants must confront daily. As consulting is a highly interactive and collaborative profession, students are expected to participate in class. Learning teams, videos, cases, client projects, individual assignments, formal cases, and a course reader may all be used in various forms to facilitate your development and transfer the appropriate knowledge.

Leave the theory behind...this is real world consulting as it is performed in major firms (Elite 8) by professional management consultants. MOR 462 is not an “orientation” nor is MOR 462 a “survey” course in consulting. Chief among the many objectives of MOR 577 are 15 primary objectives learning objectives of MOR 462. At the completion of MOR 462, you should be positioned to effectively:

1. Demonstrate a basic understanding of the need and demand for management consultants.
2. Explain why clients use consultants and how clients select consultants.
3. Discuss, with confidence, the history and evolution of contemporary consulting as a profession and industry.
4. Describe the competitive rivalries and structure of the consulting industry.
5. Explain how to market and sell consulting services and knowing the 11 parts of a proposal.
6. Describe some of the ethical and legal issues associated with management consulting and learning the AICPA and IMC standards of ethics.
7. Demonstrate an understanding of how consultants work using “The MISCHE MODEL” (3 Phases, 9 Activities).
8. Demonstrate knowledge of the economics of management consulting and how rates are set and consultants are compensated and firm P&L management.
9. Demonstrate knowledge of how to develop work plans, identify scope issues, manage scope, how to staff consulting projects and how to interact with clients.
10. Explain how to manage consulting projects, measure progress and predict PM success or failure.
11. Demonstrate how to apply some of the key concepts and consulting tools to industries, companies and situations.
12. Explain and demonstrate how to develop consulting deliverables and outcomes.
13. Explain and demonstrate how to write and present consulting proposals and marketing to clients.
14. Describe how you will plan, manage and advance your career in consulting.
15. Have lots of fun learning cool stuff that you can use in your career!

4.0 COURSE COMPONENTS

4.1 Academic Components

MOR 462 is composed of 5 major academic components. Each component is designed to provide you with a specific learning experience that supports a particular set of objectives, needs, skills, tools, analytical framework and knowledge essential to your development as a Marshall student and MOR 462. Specifically:

1. Classroom & ELC Components

Classroom. Management consulting is a highly interactive profession that demands collaboration, communication, and exceptional interpersonal skills. Accordingly, MOR 462 is a highly interactive class that provides you with a great opportunity to learn, challenge yourself and others and develop your critical thinking, analytical skills, management *acumen* and communication talents. Come to class ready to work, participate, contribute, compete and have *fun*. Classes are similar to any business or boardroom, they are direct and facilitative and provide a forum to challenge the professor, your classmates and most importantly, yourself...***BE ENGAGED***.

Lectures are important...most of what you will learn is lecture based, collaborative and reading, case or project related. The readings either “set the stage,” reinforce concepts, or provide a different perspective to the lectures. Come to class prepared to contribute, challenge and be challenged and take every advantage to challenge me, learn, explore and extend your knowledge.

- **WARNING! DO NOT RELY on PowerPoint or lecture note posting and BB...I rarely** use or post PPT slides and I rarely post lecture notes. I do not need, nor do I rely on slides. I lecture and *teach* in the classroom and most of what you will learn will be from the lectures my 30+ years of experience, as well as our collective interactions in the classroom...not BB and PPTs.

Experiential Learning Center (ELC). In addition to class discussions and lectures, we may occasionally hold sessions in USC’s ELC during regularly scheduled lectured. In the event that we schedule an ELC session, you will be notified in class and via BB posting. The ELC sessions are designed to provide you with an immersive experience in some aspect of consulting. These experiences may involve role playing, analysis, and performing presentations. The ELC sessions are an integral part of the consulting curriculum and we provide you with valuable insights into the consulting process, client behaviors, and personal performance.

2. Readings & Cases Component

The readings for this course have been carefully selected and represent a broad spectrum of ideas, concepts, research, and professional perspective. We will discuss assigned readings and or aspects of the individual readings, articles, cases and, when appropriate, projects, during designated class time. The readings and discussions provide us the opportunity to learn, practice, hone our perceptions, advance our analytical abilities, and to learn directly and vicariously from others’ situations and each other. It is essential that you procure the proper course reader and do the readings.

3. Team Participation & Contribution

Teamwork in management consulting is *essential*. Learning how to function as an effective team member and leader are prerequisites to management level positions in any consulting firm. Your functioning and contributions to the efforts of your team are

essential components of your development as a future leader of organizations. Participation on a team provides you with an opportunity to lead, be an individual contributor, and function as an effective team member. More importantly, learning how to create, manage, and sustain collaborative teams are important management and consulting skills. Your active participation and contribution to your team project is critical to the success of your consulting project and is included in your final grade,

4. **Intellectual Component**

This component focuses your cognitive and decision making abilities. The intellectual component includes reading, learning models of behavior, design, and leadership, discussing ideas from the readings and from other sources. As indicated, 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. **Office Hours & Support Component**

I love teaching and ‘creating’ management consultants...nothing is more rewarding than to see my students successful. I’m here to support your efforts, assist you in understanding course content, and facilitate your success in this class.

- My office is located in Hoffman Hall (HOH) Room 415.
- I am here to help make you successful and I take that responsibility and commitment seriously. Please feel free to come forward at any time with any questions, needs, suggestions, or ideas to make your learning experience more meaningful. I’ll do my best to be responsive, communicative and facilitative and to help you succeed in this course and in securing employment or your career. Always feel free to text or call on my cell at any time.
- I’m here (on campus) over 40 hours a week. I’ve published my office hours in on page one of this document and on BB for you...always feel free to come to one of classes.

4.2 **Availability, Mentoring & Coaching Component**

Please feel free and comfortable to reach out to me at any time! Come visit me during office hours or at “Coffee with Mische.” I am also readily accessible via text messaging. I prefer texting to emails simply due to the volume of emails that I receive. I usually respond to texts in relatively short order.

5.0 REQUIRED MATERIALS

There is not a good textbook on management consulting. (I'm writing one for use next year.) MOR 462 *does not* use a textbook. MOR 462 uses a digital **Harvard Course Reader (HBSP)**. I have selected readings and organized the Course Reader to support the concepts and key themes of MOR 462.

The **Harvard Course Reader** contains the formal business cases, readings and articles that we will use throughout the semester. The Course Reader is MANDATORY. Please note that I update the Course Reader each semester for new articles and readings that are more “on point” and or more appropriate for the evolving needs of the course. For this semester, the Course Reader can be accessed, purchased and downloaded via the link below:

HBSP COURSE READER URL:

<http://cb.hbsp.harvard.edu/cbmp/access/72595476>

This is a new and updated Course Reader for this semester. It contains additional readings and cases.

I will also post an occasional ad-hoc reading on BB. The intent of these ad-hoc materials is not to increase course loads, but to embellish and advance the learning process and improve your educational experience at Marshall...therefore...read them!

Other resources used or referred to in this course include, but are not limited to:

- **USC'S 5-Step Critical Thinking Initiative**
<http://info.marshall.usc.edu/faculty/critthink/Supplemental%20Material/5%20Step%20USC-CT%20Problem%20Solving%20Process.pdf>
- **USC's Statement of Ethics**
https://about.usc.edu/files/2011/07/USC_Code_of_Ethics_2004.pdf
- **AICPA Code of Professional Conduct**
<http://www.aicpa.org/InterestAreas/ForensicAndValuation/Resources/Standards/DownloadableDocuments/SSCS.pdf>
- **Institute of Management Consultants**
<http://www.imcusa.org/?page=ETHICSCODE>
- **USC's Final Examination Schedule**
<http://classes.usc.edu/term-20181/finals/>

6.0 COURSE EXPECTATIONS

6.1 Summary of My Expectations

Do the work! No excuses. Please let me be clear, *come to class prepared, stay focused in class, and engage in class discussions*. I expect Marshall students to stay current with business issues by accessing CNBC, Bloomberg and other business news services. Also, please take a few minutes to reflect on my **4 P's of success**:

- **PREPARE** for class. Preparation is essential to client service & professionalism. Concentrate on learning and not your grade! “*Great grades follow great learning.*”
- **PARTICIPATE** in class. Consulting is interactive and communication based and the most successful consultants are also exceptional communicators.
- **PUNCTUAL**. USC costs lots of money...be on time & maximize your value.
- **PROFESSIONAL**. Be a professional learner...your job is to learn to think critically and apply what you learn.

6.2 Simple Rules to Help You Succeed in My Class!

Here’s a few tips on how to be successful in this class:

1. **Texting & Emailing**. Please don’t text or email in class. It’s incredibly distracting to faculty and to others and frankly it’s...rude. If you must text, kindly remove yourself from the classroom and do so outside. If I find that the texting or emailing is a distraction to our collective efforts, I will ask you to leave....no negotiation necessary. *Stay focused!*
2. **Preparation**. Preparation is essential to success. I expect you to be prepared for each class and come prepared to participate, contribute and learn. Furthermore, as Marshall degree candidates you are expected to meet and satisfy all due dates and deadlines. *Do the work...take the initiative.*
3. **Participation**. This is a highly interactive course, which is reflective of the realities and the demands of management consulting. Consultants must communicate with their clients. Given the nature of the course and my teaching style, it will be relatively easy to participate.
 - You are encouraged to explore various ways to express yourself, engage in discussions, and present and argue your ideas. Participate, debate, contribute, learn and be engaged...your grade is partially based on it! Inevitably, some students will not agree with you, and you may be asked to defend your argument. That’s great! This is the place to learn and take some chances, However, let’s all try to endeavor to direct criticism and comments to the substance of the topic and argument, and not at individuals.
 - The quality of your learning experience during our class discussions is primarily determined by three factors: (1) your attentiveness, degree of preparation, active listening, and participation, (2) your classmates' preparation, listening, and participation, and (3) my teaching effectiveness. Let’s do our best to ensure that effective learning has been achieved and that the relevant knowledge has been transferred.
 - If, for some reason you are not inclined to engage in class discussions, then write your thoughts and contributions in the form of a memo to me. Your memo doesn’t have to a novel or dissertation...just short, to the point and expressive of your participation and learning.
 - Each of us is different in how we express our participation, so a wide range of participation activities is acceptable, but performance should be demonstrated individually, within the teams, and in the class.

4. **Professionalism.** Being a professional is a lifelong commitment to excellence. Be on time. Be respectful and supportive of one another. Do your work, be prepared. Take pride in your work and preparation. Come to class ready to learn, contribute and have some fun. Make every second count for something meaningful. Get involved, debate, challenge, argue, take sides, be passionate and be resolute and always *COMPETE*...but remember that each of us is part of USC and as such, we are members of the Trojan Family and Trojans are respectful to one another, supportive of one another and *winners!!!*
5. **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 on another class, checking your texts, etc. Focusing requires energy, concentration, and your commitment to learning. *Stay in the moment!*
6. **Punctual.** Everyone at some time might be a little late or miss a class. As Marshall degree candidates, USC expects you to be responsible and let faculty know in advance when you will miss a class wherever possible and to follow-up when you miss a class. As lectures are important, excessive absences (more than three) could adversely affect your final grade in the course. *You worked hard to get to USC...come to class on time and ready to work!*
7. **Attendance.** Be engaged in the class. Class attendance is absolutely essential. All missed classes will be noted. The policy on missed classes is to allow each student **three (3) absences**, no questions asked, no penalty. All further absences over this limit will reduce the student's course contribution grade and final course grade, no questions asked, no excuses of any kind accepted. **Students with an excessive number of absences are at risk of failing the course.** Only official university engagements, such as officially scheduled USC Marshall sponsored events such as seminars, conferences, case competitions, sports events, etc. will be accepted as exceptions to this policy. Job interviews, etc., are not included in USC's official events, so choose your absences carefully. Habitual lateness and leaving class early, for whatever reason, will be noted as evidence of low course commitment. *You cannot learn from our class discussions, and your classmates cannot learn from you, if you are not present.*
8. **Relax.** You've worked hard to get here, so enjoy the learning experience that is unique to Marshall and USC. Put effort into your learning, take the class seriously, and do the work. If you achieve those objectives, then you should do well in the class. More importantly, the material that you learn in this class is valuable to your career and professional development.
9. **Hey Mische!** I want you to know that I take your commitment to USC, your degree and your professional and personal development very seriously. *I want you to succeed!* I want you to excel and just absolutely shred the class and the material. The results of my work are measured in the years after you take the class. Please know that I am available to help you in any way that I can.
 - If you need career advice, or would like me to review your resume, or help prep you for an interview...*come see me!*

- If need a recommendation and have done the work in the class...*come see me!*
- If you are having problems with the material or grades...*come see me!*
- If you are having issues with me, or my teaching style... *come see me!*
- *My door is always open.* I've been around, been through it and I am here to help.
- If I not available or around, or if you feel the need to discuss matters related to the course, your learning, or my teaching style confidentially, then please feel free to contact either Professor Voigt (MOR), or Professor Fiss, Chair of the MOR Dept. We are team and we are here to teach and help you be successful.

7.0 COURSE NOTES & POSTINGS

Announcements, key dates, shared information, general feedback, commentary, lecture documents, notes, articles, supplemental course documents are posted on **Blackboard** (BB).

- It is your responsibility and *solely* your responsibility to frequently check Blackboard for updates and materials and to also check your email for communications from me.
- **WARNING!** Do not rely on BB or Power Points...the material and learning are in the live lectures! I rarely post PPTs and notes! Come to class and learn.

8.0 GRADING & PERFORMANCE ASSESSMENT

8.1 Grading Composition

I recognize that your work and grade are reflective of many factors. Please be assured that I take grading very seriously and will work hard to grade you as thoroughly, fairly and as accurately as I possibly can.

For this course, your grade will be based on a combination of **three** grading events: (1) Midterm, (2) Comprehensive Final, and (3) Project Team performance (examples include, assignments/projects/presentations). Your final grade will be reflective of your individual and team performance in the grading events and your relative ranking in terms of total grade points earned/scored in those grading events as compared to the other students. Thus, your final grade is a reflection of your work and where you work ranks in comparison to other students, and the grade splits (A to A- to B+ to B, etc.) from highest to lowest established for your class. Grading for exams and papers is done by USC Student ID only.

Your final grade is not based on a mandated GPA curve or target, but on your individual performance, the performance of the class as a whole, and your mathematical ranking as compared to the other students. Historically, the average grade for this class is about a "B+." The grading composition for this class is:

MOR 462 - GRADING EVENT & COMPOSITION

MOR 462 – SPRING 2018	
<u>Grade Event</u>	<u>Weighting/Composition</u>
1. Mid-Term Exam	35% (Individual based grade)
2. Team Assignments/Project	25% (Team based grade)
3. Final Exam -Comprehensive	40% (Individual based grade)
Total:	<u>100%</u>

Please note that I reserve the right to change the grading composition and/or grading weightings based on class performance and other factors **and** subject to our collective agreement via the majority vote of the class.

As this is a professional competency course, grading will be competitive and rigorous. Not everyone will get an “A” and effort, although appreciated and encouraged, may not always be indicative of your effort. Do your best! Compete hard and fairly for the best grade that you can possibly earn. Don’t worry about the other students...concentrate on your own learning and contributions to the class.

8.2 General Grading Standards & Criteria

8.2.1 General

In general, and for example purposes only:

1. Exams are 120 minutes in length.
2. Please abstain from collaboration and knowledge sharing with you fellow classmates and third parties.
3. Any collaboration will be regarded as **cheating** and a violation of USC’s Academic Integrity Policies and considered cheating. In this instance, you will be given an **automatic “F” for the entire course** and your situation will be referred to Academic Advisement.
4. Any suspicion of cheating will be investigated and your grade will be withheld pending the results of the investigation.
5. There is to be no talking during the exam, the use of cell phones, tablets, laptops and other devices and aids is **prohibited**.
6. If you are using any device without prior approval, your exam will be terminated and your grade will be automatically an “F”.

Do the work! You are here to learn and gain the necessary knowledge and skills to be successful in business...do the work to get better! Marshall degree candidates are expected to perform at the highest levels. I take grading and your grade seriously! Your work will be evaluated based on the objectives of MOR 462 and the criteria described herein. As a general guideline, when assessing and grading your work and contributions, I use a number of criteria and dimensions. As a guideline, below please some examples including, but not limited to:

1. **Causality** – Have you demonstrated a correlation between the data, analysis and conclusion/comments?
2. **Perspective** – Did you establish a context & did you provide perspective for your finding, thought or conclusion...does that context reflect contemplative thinking and does it ‘paint a picture’ (going above & beyond the obvious correct answer)?
3. **Application** – Have you applied the appropriate course materials and concepts correctly and have you demonstrated linkage to the course materials?
4. **Relevance** -- Does your work or comment bear on the subject at hand? (Comments that do not link up with what the discussion is focusing on can actually detract from the learning experience.)
5. **Associative Thinking/Linkage** – To what extent are your work and comments logical antecedents or consequences of a particular argument traced out? To what extent are you successfully linking other concepts, readings, events, and precedent and reflect the “*Medici Effect*” in your thinking.
6. **Responsiveness** – To what extent does your work or comment react in an important way to what someone else has said, the issue or problem at hand, or scope and objectives of the assignment or project?
7. **Analysis** – Have you employed the proper set of frameworks and analytical methods?

8. **Evidence** - Have you effectively used data from the case, from personal experience, from citable third-parties, from general knowledge to support the assertions made and or conclusions?
9. **Importance** - Does your work or comment contribute further to our understanding of the issues at hand? Is a connection made with other cases we have analyzed?
10. **Critical Thinking** – Are you thinking critically? Are you interrogating issues and facts? Does your thinking reflect the attributes of USC’s 5-step USC-CT? Have you applied and demonstrated USC-CT in your analysis and formulations? (See posting on BB).
11. **Engaged** – Did you come to class ON TIME and did you CONTRIBUTE?
12. **Compliance** – Is your work responsive to the requirements and scope and objectives of the assignment?

I will do my best to make my expectations for the various assignments clear and to evaluate your work and performance as fairly and objectively as I can. For the mid-term and final exams and major assignments:

- I usually publish grading criteria and expectations for exams, presentations and reports ahead of time to help you better prepare.
- I publish a thorough study guide before the midterm and final exams to help position you for success on the exams.
- I generally reserve a room during “study days” and schedule an optional review session for the final exam (contingent on availability).

If you feel that an error has occurred in the grading of any assignment, you may, within two (2) weeks of the date the assignment is returned to you, write a memo to me describing your concerns and request either (1) an explanation, or (2) a re-evaluation/regrading of the assignment. Be advised that as in business and life, the re-evaluation/regrading process may result in three types of grade adjustments: positive, none, or negative.

8.2.2 Team/Peer Evaluations (optional component)

I do not grade individual team performance and individual team performance is not a component of your final grade. Depending on the semester and class performance, you may have the opportunity to complete a peer evaluation of the members of your team with respect to the team assignments or consulting project. If used, a copy of the peer evaluation form will be posted on BB. Please note:

- If you are experiencing any group-related problem (e.g. conflict, free-rider, known-it-all, confrontational or demeaning behavior, etc.), please let me know immediately. Do not wait until the end of the semester. If you report this problem too late, there is not much I can do.
- If you experiencing any academic problems or personal issues (e.g. illness, injury, hardships, conflicts, etc.) that might influence your academic performance, please let me know immediately. Do not wait until the end of the semester. If you report this problem too late, there is not much I can do.

8.2.3 Examination Design & Procedures

I view exams as positive experiences for both the student and professor. My exams are designed to allow you to express and demonstrate your mastery of the subject material. As with all of my exams, each exam is crafted by me, is intended to be pragmatic, and is designed to test the most important subject concepts and topics. The exams are intended to allow to showcase your

knowledge, and provide you with the opportunity to demonstrate how you use, adapt, and apply important course concepts and topics to a series of questions, situations, and management decisions and choices. Generally, my exams are organized into three, or four sections and usually contain 33 to 50 multiple choice questions. The organization of the exams usually follows the below format:

- (1) Course Concepts & Theory,
- (2) Cases & Readings,
- (3) Applied Reasoning & Critical Thinking,
- (4) Essay or Short Answer (optional and variable by class and semester).

Your exam may be graded electronically or manually. Grading may be performed by me or by a graduate student who has been trained in grading and USC's standards and practices for graders. To ensure objectivity, independence and fairness in the grading process, I do not grade your exams by name. You are to use only the last four digits of your USC ID on your exam paper. This helps maintain the confidentiality and privacy of each student.

8.2.4 Final Examination: A Summation of Your Learning Experience

There will be a final exam for this class. The final examination for this course will be conducted on the date, at the time and in the location **as scheduled** by USC. I do not schedule final exams. No exceptions shall be granted unless previously approved, in writing, by the appropriate USC academic unit and me. You are completely responsible for attending the final examination on the date published by USC...please do not ask me for any special consideration unless you specifically satisfy the conditions described below for: scheduling conflicts, religious observance conflicts and documented emergencies. The following is USC's stated policy for final examinations.

“All undergraduate and graduate courses scheduled in the standard sessions of the fall and spring semesters have a published final examination schedule. In accordance with the policies of the United States Department of Education, the last scheduled day of class is required instructional time. Either a final examination or other final summative experience must take place during the published final examination period.”

Final examinations or other final summative experiences may not be scheduled during the Study Days period.

No deviations from the published examination period are permitted for courses scheduled in a standard session during the fall and spring semesters, unless faculty have authorization in advance from the Committee on Academic Policies and Procedures (CAPP). CAPP will not consider any faculty request for rescheduling a final examination without unanimous written consent of all students in the class. Contact the Registrar's Office (213-740-4623 or registrar@usc.edu) for the request form and procedures.

USC's final exam schedule and policy can be viewed at:
<http://classes.usc.edu/term-20181/finals/>

8.2.5 Student Scheduling Conflicts

No student is permitted to omit or anticipate a final examination and no instructor is authorized to permit a student to do so.

Students should plan in advance to avoid scheduling conflicts in their final examinations. If a

student is scheduled for two final examinations at the same time, the student should request to take one of the examinations on a different day or time. If a student is scheduled for more than two final examinations in one day, the student may request to take one of the exams on a different day or time. In either situation, the student must contact the professors involved no later than two weeks prior to the scheduled examination date and request an accommodation. If an accommodation cannot be arranged, the student should contact the USC Testing Services (213-740-7166 or testing@usc.edu) for assistance.

Due to the timing of when grades must be submitted by faculty, it might not be possible to accommodate late student requests for an alternate, makeup final examination after the published examination period.

8.2.6 Religious Observance Conflicts

When a final examination is scheduled at a time that conflicts with a student's observance of a holy day, faculty members should accommodate a request for an alternate examination date and time. A student must discuss a final examination conflict with the professor no later than two weeks prior to the scheduled examination date to arrange an acceptable alternate examination date and time.

The student and/or professor may reach out to the Office of Religious Life (213-740-6110 or vasoni@usc.edu, Dean of Religious Life) for guidance.

8.2.7 Documented Emergency

In the case of a documented emergency that occurs after the withdrawal date and/or during the final exam period, students should consult the professor about receiving a grade of Incomplete (IN) for the semester. Faculty and students alike should refer to the rules regarding the mark of Incomplete at the time of the request. The Registrar's recommended definition of emergency: "An unforeseeable situation or event beyond the student's control that prevents her from taking the final examination or final summative experience." Based on this definition, a student may not request an IN before the withdrawal deadline. The rationale is that the student has the option to drop the course until the withdrawal date. The grade of IN exists so there is a remedy for illness or emergency which occurs after the deadline to withdraw.

9.0 CLIENT CONSULTING PROJECT (Provided for example purposes only)

Depending on the semester and circumstances, in this course, you may be performing a consulting project for an actual client. In the event that a project is appropriate for the class, the project will be discussed with the class, the class will determine whether to accept the assignment and if accepted, the course schedule will be adjusted and updated, weekly assignments will be adjusted and updated, and ample time provided (8 to 10 weeks) to complete the project.

10.0 ASSIGNMENTS

10.1 General

The assignments for this class may involve a combination of readings, cases, videos, ELC exercises, simulations and a team project.

- **For weekly readings and cases by class session:** please see **Section 3.0, "Course Calendar"** for a description of class session topics, reading assignments and other information (Excel spreadsheet).
- **For team assignments:** Please organize yourselves into teams of 5 - 7 students. This will be your "learning team" for the entire semester, so select wisely and carefully. The team performance component is **25%** of your final grade and will include peer reviews (not graded).

10.1 Assignment Submission Policy

Be professional. Assignments must be turned in on the due date/time. Specifically:

- All formal assignments are due as specified and must be submitted in printed and in **HARD COPY** form only. Submitting in hardcopy may be “old school” but due to the number of students, it’s way easier than downloading, storing and printing your work...so help me out!
- For all assignments please make sure that you clearly specify:
 - Your course number and DAY and TIME of course.
 - Last 4 digits of your USC ID.
- Any assignment turned in late *may* be subject to an automatic 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 your assignment to be delivered to the classroom or to my mailbox in the MOR Dept. at 400 Hoffman Hall by the start of class. You may also slide your work under my door at 415 Hoffman Hall or fax your work to me at 213.740.3582 (To Professor Mische). Please do not email your assignment to me unless agreed previously. Late or not, you must complete all required assignments or your grade will suffer.

10.2 Extra Credit

Occasionally, I may make extra credit assignments available to the class. Extra credit assignments are completely optional and voluntary. Extra credit work does not guarantee that your grade will improve. However, extra credit work may help your final grade.

11.0 ADDITIONAL INFORMATION

11.1 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 retain it).

11.2 Technology Policy and In-class Use of Laptops and Other Devices

- The use of your laptop for note taking, real-time research and access to course materials posted on BB is permitted.
- Cell phones are **not** to be used during lectures. Please store them away...thanks.

11.3 Internet, Cell Phones, Tablets, Etc.

Internet usage is not permitted during academic or professional sessions unless otherwise stated for academic purposes.

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) should be completely turned off during class time.

- If you are texting I will politely ask you to stop; thereafter I will ask you to leave.

- During all quizzes, tests, and examinations, you must place your devices away and out of sight and in the ‘off’ mode. During the exam, any use of cell phones or other device without my express consent is subject to dismissal from the exam.
- Videotaping my lectures is not permitted due to copyright infringement regulations.
- Audiotaping my lectures is not permitted unless prior approved by me. Use of any previously recorded or distributed material is reserved exclusively for the USC students registered in this class.
- No student may record, tape, transmit, or video 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 course syllabi, lectures, Power Points, 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.

11.4 Statement for Students with Disabilities

USC is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. If you have a disability which may impact your performance, attendance, or grades in this course and require accommodations, you must first register with the Office of Disability Services and Programs (www.usc.edu/disability). DSP provides certification for students with disabilities and helps arrange the relevant accommodations. 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 GFS (Grace Ford Salvatori Hall) 120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. Email: ability@usc.edu.

11.5 Statement on Academic Integrity

USC seeks to maintain an optimal learning environment and the highest academic standards. **I will not tolerate cheating of any kind.** Any cheating will result in the automatic dismissal from my class and a referral to USC’s Office of Student Judicial Affairs and Community Standards for immediate consideration. Any allegation of cheating will be referred to the USC’s the Office of Student Judicial Affairs and Community Standards.

- 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 of that document.

- **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 Part B, Section 11, “Behavior Violating University Standards” <https://policy.usc.edu/scampus-part-b/>. 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>.
- 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 actions, including dismissal.

11.6 Emergency Preparedness/Course Continuity

In the event of an in-class emergency, please listen to and follow my instructions and/or to those issued by USC’s DPS and/or LAPD.

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 (BB), 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.

11.7 Support Systems

11.7.1 Discrimination, sexual assault, and harassment are not tolerated by USC

Any form of discrimination, harassment, profiling, bullying, etc. will not be tolerated by me, or any other member of the USC community. You are encouraged to report any incidents to the proper authorities and utilize USC’s extensive support and counseling resources.

- *Diversity at USC*. Tabs for Events, Programs and Training, Task Force (including representatives for each school), Chronology, Participate, Resources for Students. See: <https://diversity.usc.edu/>.
- *Bias Assessment Response and Support*. Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. See: <https://studentaffairs.usc.edu/bias-assessment-response-support/>
- *Relationship & Sexual Violence Prevention Services (RSVP)* (213) 740-4900 - 24/7 on call. Free and confidential therapy services, workshops, and training for situations related to gender-based harm. See: <https://engemannshc.usc.edu/rsvp/>
- *Sexual Assault Resource Center*. For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: <http://sarc.usc.edu/>
- *Office of Equity and Diversity (OED)/Title IX compliance* – (213) 740-5086. Works with faculty, staff, visitors, applicants, and students around issues of protected class. See: <https://equity.usc.edu/>

11.7.2 Personal Support Systems

The following personal support resources are available:

- *Student Support & Advocacy* – (213) 821-4710. Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. See: <https://studentaffairs.usc.edu/ssa/>
- *Student Counseling Services (SCS)* - (213) 740-7711 – 24/7 on call. Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. See: <https://engemannshc.usc.edu/counseling/>
- *National Suicide Prevention Lifeline* - 1-800-273-8255. Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. See: <http://www.suicidepreventionlifeline.org>

11.7.3 Disruptive Classroom Behavior

USC will not tolerate disruptive or abusive behavior in any classroom. Disruptive classroom behavior can take many forms. It can involve a student talking constantly while the professor is delivering a lecture or a student who loudly and regularly interrupts the flow of class with questions or interjections. Such behavior is unacceptable to the University and will not be tolerated because it interferes with the learning process for other students and hinders the professor's ability to teach effectively. Further information can be found at:

http://www.usc.edu/student-affairs/SJACS/pages/faculty/disruptive_behavior.html

12.0 COURSE CALENDAR & ASSIGNMENTS BY CLASS SESSION

MOR 462 COURSE CALENDAR, TOPICS, ASSIGNMENTS & READINGS ARE ALSO POSTED AS AN EXCEL FILE ON BLACKBOARD UNDER:

"SYLLABUS > WEEKLY \$ ASSIGNMENTS & READINGS"

UPDATES TO THE COURSE ASSIGNMENTS WILL APPEAR ON BLACKBOARD.

THANK YOU!

FIGHT ON!

MOR 462-674-MW- Spring 2018- Prof. Michael Mische: WEEKLY READINGS & ASSIGNMENTS

As of : 1/19/18 (Note: Subject to Change & Periodic Updating Based on Assignments, Projects, Progress & Performance)

Class Session	Day	Date	UPDATE	Module	TOPIC	Status
1	M	1/8		1	INTRODUCTION TO MOR 462: COURSE DESIGN, OBJECTIVES & EXPECTATIONS Course Objectives, Expectations, Requirements, Schedule, Materials & Office Hours	
2	W	1/10		1	<i>Talking Consulting- Competencies, Interview Questions & Shop Talk</i>	
3	M	1/15			M. L. KING CELEBRATION DAY- NO CLASS	
					MODULE 1.0 INDUSTRY STRUCTURE	
				1	1.1 Understanding Management Consulting	
4	W	1/17		1	<i>Introduction to Industry Structure, Terms & Dynamics</i> <i>Reading: Consulting Is More Than Giving Advice</i> <i>Arthur N. Turner</i>	
				1	<i>Reading: Consulting on the Cusp of Disruption</i> <i>Clayton M. Christensen; Dina Wang; Derek van Bever</i>	
5	M	1/22		1	1.2 Attributes & Qualities of a Management Consultant	
				1	<i>Reading: Planning in Professional Service Firms (PSF)</i> <i>Nanda & Morrell</i>	
				1	<i>Reading: Staffing in Professional Service Firms</i> <i>Ashish Nanda; Kelley Morrell; Lauren Prusiner</i>	
				1	1.3 Consulting Firms & Historical Development	
6	W	1/24		1	<i>Reading: McKinsey & Company</i> <i>Jay W. Lorsch; Kathleen Durante</i>	
				1	<i>Reading: McKinsey and the Globalization of Consultancy</i> <i>Geoffrey G. Jones; Alexis Lefort</i>	
7	M	1/29		1	<i>Reading: CapGemini-E&Y (A) and (B)</i> <i>Nanda</i>	
8	W	1/31		1	<i>Reading: The Failure of Lavanthol & Horwath</i> <i>Frederik Stiner. (Note: This case is posted on BB under "Contents")</i>	
9	M	2/5		1	<i>Movie: Enron- "The Smartest Guys in the Room"</i>	
10	W	2/7		1	1.4 Understanding Clients & The Client Value Proposition	
				1	<i>Defining & Managing the Client Relationship</i> <i>Lecture Material- Special Assignment</i>	
11	M	2/12		1	<i>Lecture Material- Special Assignment</i>	
12	W	2/14		1	1.5 Professional Ethics & Standards of Practice & Conduct	
				1	1.5.1 Professional Dilemmas & Conflicts of Interest	
				1	<i>Introduction to Professional Ethics- Lecture Material</i>	
				1	<i>Reading: Ethics: A Basic Framework</i> <i>Lynn Sharp Paine</i>	
				1	<i>Reading: Essence of Professionalism: Managing Conflict of Interest</i> <i>Ashish Nanda</i>	
13	M	2/19		1	PRESIDENT'S DAY- NO CLASS	
14	W	2/21		1	1.5.2 Ethical Behaviors <i>Reading: KPMG (A): A Near-Death Experience</i> <i>Robert G. Eccles; Eliot Sherman</i>	
				1	<i>Reading: McKinsey & Co.-Protecting its Reputation (A)</i> <i>Jay W. Lorsch; Emily McTague</i>	
					MODULE 2.0: MARKETING, PERFORMING & DELIVERING SERVICES	
15	M	2/26		2	2.1 Overview to the Consulting Process	
				2	<i>Introduction to Marketing Consulting Services- Lecture Material</i>	
				2	<i>Reading: MacPhie & Company: The Growth Imperative</i> <i>Karin Schnarr; David Kunsch</i>	
16	W	2/28		2	2.2 Marketing Professional Services	
				2	2.2.1. Marketing Methods, Differentiation & Practice Development	
				2	<i>Reading: Marketing at Bain & Co.</i> <i>Miklos Sarvary; Robert Pedrero</i>	
17	M	3/5		2	2.2.2. Proposing Professional Services	
				2	Evaluating Consultants & Consulting Services- A Client Perspective	
				2	<i>Lecture Material</i>	
	M	3/5		2	Review Session- MT Exam Review Session	
18	W	3/7		2	MID TERM EXAM. THIS IS 35% OF YOUR FINAL GRADE.	EXAM

19	M	3/12		2	SPRING BREAK- NO CLASS	
20	W	3/14		2	SPRING BREAK- NO CLASS	
21	M	3/19		2	2.3 Planning, Performing & Delivering Professional Services	
				2	2.3.1 Planning & Forming the Service Delivery Model- In class	
				2	<i>Introduction to Planning the Consulting Engagement- Lecture Material</i>	
22	W	3/21		2	Forming the Consulting Team	
				2	<i>Reading: Making Star Teams Out of Star Players Michael Mankins; Alan Bird; James Root</i>	
				2	<i>Reading: Accenture Human Capital Strategy Paula A. Price; V.G. Narayanan; James Weber</i>	
23	M	3/26		2	2.3.2 Performing Services	
				2	2.3.2.1 Objective Setting, Scope & Problem Solving	
				2	<i>Reading: Using Hypothesis-Driven Thinking in Strategy Consulting Liedtka</i>	
				2	Work Plans, Task Streams & Budgets	
				2	2.3.2.2 Preparing the Project	
24	W	3/28		2	Entering the Client	
				2	<i>Reading: Deloitte & Touche Consulting Group David M. Upton; Christine Steinman (Famous case...Do not miss</i>	
					2.3.2.3 Performing The Project & Delivering Results	
25	M	4/2		2	2.4. Managing the Consulting Project & Client	
				2	<i>Reading: Lies, Damned Lies, and Project Plans: Recurring Human Errors that can Ruin the Project Planning Process Jeffrey K. Pinto</i>	
				2	<i>Reading: Terminally Ill Integration Projects Michael A. Mische. (Note: This reading is posted on BB Under</i>	
26	W	4/4		2	ELC SESSION	
27	M	4/9		3	3.0. MANAGING THE FIRM	
				3	<i>Reading: Profitability Drivers in Professional Service Firms Ashish Nanda</i>	
				3	<i>Rate Types & Rate Setting</i>	
28	W	4/11		3	<i>Reading: Ownership Structure in Professional Service Firms: Partnership vs. Public Corporation Ashish Nanda; Lauren</i>	
				3	<i>Reading: Organizational Alignment, Performance, and Change in Professional Service Firms John J. Gabarro</i>	
29	M	4/16		3	<i>Reading: Innovation at the Boston Consulting Group Robert G. Eccles; Das Narayandas; Penelope Rossano</i>	
30	W	4/18		4	4.0. NAVIGATING YOUR CONSULTING CAREER	
				4	<i>Reading: Hiring Successful Professionals: One Process-Multiple Goals Heidi K. Gardner</i>	
				4	<i>Reading: Developing Professionals: The BCG Way (A) and (B) Ashish Nanda; Kelley Morrell</i>	
31	M	4/23		4	<i>Reading: Bain & Co., Inc.: Making Partner Ashish Nanda; Perry L. Fagan</i>	
32	W	4/25			COURSE WRAP-UP & FINAL EXAM PREPARATION- IN CLASS	
	Fr	4/27			assignments, extra credit is due Friday, April 27, 2018... Please, no exceptions/extensions.	
		4/28 to 5/1		-	Study Days (Final Exam Study Guide to Be Issued on 4/29)	
		TBD		-	Study Session: Optional Study Session for Final Exam (Pending- Time/Location TBD)	TBD
33		5/2		4:30-6:30	FINAL EXAM: In-Class. This exam is 40% of your final grade.	
					http://classes.usc.edu/term-20181/finals/ NOTE: DATE & TIME ARE SUBJECT TO CHANGE...IT IS YOUR RESPONSIBILITY TO VERIFY!!!	

