

COURSE SYLLABUS

**MOR 462:
MANAGEMENT CONSULTING**

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

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Date: January 14, 2020
Section: 462-16674-M/W
Semester: SPRING 2020
Class Meets: Tuesday/Thursday
Class Dates: First Class: 01/13/20
Last Class: 04/29/20
Class Time: 4:00 – 5:50 PM
Classroom: JFF 240
Final Exam: Yes (date subject to USC confirmation)

Team Project: Yes.

Professor: MICHAEL A. MISCHE
Office: HOH 415, also JKP /JFF
Courtyard before classes

Office Phone: 213.740.7540
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Office Hours: As posted on Black Board

- By appointment & after class.
- Please feel free to email or text me at any time with any questions, ideas, comments or needs (Texting is better).

- **Teaching Assistant: Jimmy Foster**
Hours as posted on Black Board

Email: mische@marshall.usc.edu

Mobile: Provided in the class

Text/Reader: Required. See Section 5.0.

Professor URL:
<https://www.marshall.usc.edu/personnel/michael-mische>.

1.0 COURSE DESCRIPTION

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

1.0 INTRODUCTION

WELCOME! MOR 462 is a *professional practice* class designed to help prepare you for a career in the management consulting profession. MOR 462 is intended for those who aspire 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. MOR 462 is designed to reflect the attributes of actual consulting...the course is demanding, challenging and rigorous.

MOR 462 provides you with a progressive 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. If you are successful in this course, then you could be well ahead of your competition by two to three years!

Please ***read this syllabus carefully*** and ***completely*** as it contains important information about this course, it's objectives, grading, workloads, and overall expectations. THANK YOU and FIGHT ON!

2.0 MEET YOUR PROFESSOR

Hello Everyone! I'm Professor Michael Mische. I'm originally from Pennsylvania, and I have my BS "with honors" in economics and finance and MBA in finance from NYU's Stern School of Business and an MS in federal taxation, from Golden Gate University in SF. I began my career as an industry analyst intern on Wall Street for non-ferrous metals, but my heart was always as a consultant and teacher.

As a former consulting partner in KPMG, principal in AT Kearney, and CEO of a consulting firm, I teach MOR 462, as well as all of my classes, from a pragmatic perspective that stresses using critical thinking for delivering cogent and responsive solutions for strategic and competitive advantage and optimal monetization. I joined Marshall in 1997 and have been teaching continuously since in various capacities. I bring over 35 years of experience into the classroom.

Philosophically, I use a ***Socratic*** teaching method that integrates case learning with lots of personal story-telling of real-life client and project examples for the transferring of tacit knowledge. I stress critical thinking and reasoning and hypothesis-driven problem methods. Using a custom designed course reader, I teach the material necessary to transfer explicit academic knowledge. I believe that the combination of these methods is the best method for helping to position you to compete successfully as a professional executive, advisor and decision-maker. My teaching style is direct, fluid, and purposeful. There is nothing more satisfying to me than to see you engaged, excited and highly successful in this class, and in your career. I am open and welcome the rigorous interrogation of facts and data, constructive and positive debate, challenging questions, lots of discussion, and collaborative learning.

Feel free to reach out to me on any matters concerning the course, grades, performance, resumes, and your career. For more info about me, please check-out the USC website: <https://www.marshall.usc.edu/personnel/michael-mische>. Here's some of my research and publications:

SELECTED BOOKS & PAPERS BY MISCHE

Books

- *Management Consulting: Professional Practice, Responsibility & Performance*. (January 2019).
- *CasePro: A Structured Approach to Case Analysis*. (Synergy Publishers, 2018)
- *Management Consulting: Today & Tomorrow*. Contributing Author. (Routledge, 2017).
- *Strategic Renewal: Becoming a High-Performance Organization*. (Prentice Hall, 2000).
- *The 21st Century Organization: Reinventing Through Reengineering*. Warren Bennis & Michael Mische. Published in 5 languages. (Jossey-Bass, 1996).
- *Reengineering Systems Integration Success, Volumes 1 & 2*, Editor. (Auerbach, 1997- 1999).
- *Step-by-Step Reengineering: The Comprehensive Guide to Process Change*. (Jossey-Bass, 1996).
- Contributing author to 3 other books (Auerbach) on integration.

Papers

- "A Comparative Survey of Top Twenty MBA Management Consulting Programs."
- "Virtual Medicine: 4th Gen Disruptive Technologies." (Under Review, 2108)
- "Ethics in Management Consulting: Perspectives & Applications" (Under Review, 2018).
- "Why Transactions Fail: Lessons from Due Diligence & The C-Suite," (SCG, 2014).
- "Federal Tax Implications of Unclaimed Property," (TAF, 2014).
- "Innovation and Funding in the Medical Device Industry." (SCG, 2014).
- "Prime Bank Notes, BGs, & Historical Bonds: Fraud, Fantasy & Facts." (SCG, 2014).
- "Alternative Asset Class Investments: The Case for Classic Cars." (SCG, 2013).
- "The Contagion Effect of Greek Default & It's Impact on the Eurozone: A Working Paper," (2011, 2013).
- "Innovation: The Engine of Strategic Renewal." (Accenture, 1996).

3.0 COURSE OBJECTIVES, ORGANIZATION & SUBJECT MATTER

3.1 Course Description

MOR 462 is designed to position you, the student, with the perspective, skills, knowledge and tools necessary to be successful as a management consultant. MOR 462 provides a robust treatment of the consulting industry and industry structure, consulting frameworks, firm management practices, firm financial performance, competitive dynamics and project management. In MOR 462, we also explore career navigation strategies, firm governance structures and client relationship management. Central to the course is our study of the 3-Part Consulting Model, as well as the various roles and responsibilities associated with marketing, performing, delivering and managing consulting services.

The management consulting profession remains one of the most desirable career aspirations and highly coveted position for many undergraduate and graduate students:

- An early career in consulting provides exceptional training and exposure to many different industries and companies.
- Consulting is highly challenging and intellectually rewarding. Consulting problem solving demands exceptional critical thinking solving skills, analytical capabilities, as well as exceptional personal intelligence, multi-cultural collaboration skills and advanced business acumen...only the best are selected and only the best of the best survive.

- Consulting is a stepping stone to the C-Suite of top companies. A recent study of Fortune 500 companies indicates that the majority of CEOs began their careers as a management consultant.
- Consulting is highly lucrative. Partner compensation can exceed \$1.1 million annually.
- Consulting is fun and helping clients solve complex problems is very gratifying.

3.2 Course Objectives

As with all courses, there are many objectives for MOR 462. The primary objective for this class is simple: *prepare you and place you in a more competitive position with respect to management consulting, than before you took the class.* At the completion of this course you should be able to constructively engage any practicing consultant on a wide range of consulting subjects and be positioned to respond to substantive questions about the consulting industry and professional practice of consulting.

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. MOR 462 is intended to provide you with exceptional knowledge, insight and the cognitive and critical thinking skills necessary to function as a professional management consultant. Using these objectives, and the resources of this course and USC, upon successful completion of this course, students will be able to:

MOR 462- COURSE OBJECTIVES & SCOPE

PRIMARY COURSE OBJECTIVES
Demonstrate basic consulting competencies & professional acumen.
Demonstrate knowledge & application of consulting phases.
Apply consulting critical thinking & project performance skills.
Apply hypothesis problem diagnosis & problem solving skills.
Demonstrate knowledge of the consulting marketing process.
Demonstrate knowledge of the consulting industry structure & behaviors.
Develop & present a responsive consulting proposal using the "7-Cs."
Develop an understanding of client relationship process.
Demonstrate the ability to perform basic consulting calculations.
Demonstrate knowledge of project management & effective PM practices & KPIs.
Properly define & effectively calculate firm billing rates and profitability.
Correctly calculate firm staffing requirements & planning.
Effectively apply consulting terms & definitions.
Properly define consulting firm organizational structure -operational, legal & governance.
Understand & describe the consulting recruiting process.
Effectively define & discuss the attributes of a professional consultant.
Demonstrate the ability to discuss why clients engage consultants & client buyer values.
Effectively demonstrate an understanding of consultant performance measurements.
Demonstrate the ability to effectively collaborate on a consulting team via exercises.
Demonstrate the ability to effectively communicate complex problems & solutions.

Some of the key questions that are addressed in this course include: 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 explores the ethics and professional responsibilities 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 and various methods to diagnose those dilemmas and address them.

3.3 Course Organization

In MOR 462, 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 to 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, and ELC simulations. In each of the modules we will introduce and learn new terms and definitions that are unique to the consulting profession and commonly used among consultants. Specific course content by module includes, but is not limited to:

MODULE 1.0: INDUSTRY STRUCTURE

Module1 is organized into 7 segments:

- 1.1- Understanding management consulting;
- 1.2- Attributes of a management consultant;
- 1.3- Industry structure & history of consulting;
- 1.4- Understanding clients & why clients use consultants;
- 1.5- Competitive rivalry & differentiation in consulting;
- 1.6- Operational, organizational and governance structures of consulting firms, and
- 1.7- Consulting services & lines of practice.

In Module 1, we also survey and discuss the key dynamics of the profession, industry structural costs, and the different roles of consultant v. contractor v. employee.

MODULE 2.0: THE CONSULTING PROCESS

In Module 2, we learn a 3-stage, 9-part consulting process life cycle model that spans from marketing (practice development) to delivering the final product to the client. Module 3.0 is organized into 4 segments:

- 2.1- Overview of the consulting process

2.2- Marketing Professional Service Firms

- a. Prospecting
- b. Proposal Writing
- c. Closing & Contracting

2.3- Performing Professional Services

- a. Planning the Engagement
- b. Performing the Engagement
- c. Delivering Results

2.4- Managing Professional Services

- a. Managing the Client
- b. Managing the Project
- c. Managing the Firm

In this module, we study engagement management processes, staffing and budgeting methods, entering and exiting the client and how to deliver extraordinary results to clients. We also learn Mische's 7 C's of effective proposal writing, how to write a proposal, the key elements of all proposals, project management, the challenge of managing scope changes v. scope creep, and most importantly, how to develop and apply critical thinking and hypothesis-driven problem solving methods to complex client problems. Included in Module 3 are in-depth discussions and analysis of several key topics, including, but not limited to:

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

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. Determining firm staffing level needs
3. Understanding revenue and profitability drivers in the firm
4. Understanding firm governance structures, operational and legal structures
5. Learning how to set hourly rates and profit margins
6. Managing firm risk and ethical dilemmas

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
10. Career derailment and failure

4.0 EXPECTED LEARNING OUTCOMES

There are multiple learning outcome expectations for MOR 462. Chief among them is positioning you to demonstrate and effectively apply your knowledge of management consulting. To help you track and assess your individual learning and progress, complete this little exercise. Rate your competencies and knowledge for each of the below on a scale of 1=low to 5= high on a 'before' and 'after' taking the class basis and see how much you learned and progressed!

SELF ASSESSMENT COURSE LEARNING OUTCOMES	BEFORE CLASS	AFTER CLASS
Demonstrate basic consulting competencies & professional acumen.		
Demonstrate knowledge & application of consulting phases.		
Apply consulting critical thinking & project performance skills.		
Apply hypothesis problem diagnosis & problem solving skills.		
Demonstrate knowledge of the consulting marketing process.		
Demonstrate knowledge of the consulting industry structure & behaviors.		
Develop & present a responsive consulting proposal using the "7-Cs."		
Develop an understanding of client relationship process.		
Demonstrate the ability to perform basic consulting calculations.		
Demonstrate knowledge of project management & effective PM practices & KPIs.		
Properly determine & effectively calculate firm billing rates and profitability.		
Correctly calculate firm staffing requirements & planning.		
Apply consulting terms & definitions.		
Properly define consulting firm organizational, operational, legal & governance structures.		
Understand & describe the consulting recruiting process.		
Define & discuss the attributes of a professional consultant.		
Demonstrate the ability to discuss why clients engage consultants & client buyer values.		
Demonstrate an understanding of consultant performance measurements.		
Demonstrate the ability to effectively collaborate on a consulting team via exercises.		
Demonstrate the ability to effectively communicate complex problems & solutions.		

5.0 COURSE TEXT, STUDENT SUPPORT & RESOURCES

5.1 Required Resources

MOR 462 readings, course content and exercises have been carefully selected and structured to support these course and the desired learning outcomes. MOR 462 uses a **Harvard Course Reader**. 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. 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. The Course Reader may be purchased and downloaded by pasting the link below into your browser:

<https://hbsp.harvard.edu/import/696774>

Note, if for some reason, you are having problems accessing the HBSP via the provided link, then change browsers or shut-down your current browser and then re-start it and try again using the link above...the link should work.

Throughout the semester, I may also post an occasional ad-hoc reading or additional information or content 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!

5.2 Additional Resources (Non-required)

Non-required resources that may be used or referred to in this course can include, but are not limited to:

- Mische, Michael A. *Strategic Renewal: Organizational Change for Competitive Advantage*. Prentice-Hall. (2000). ISBN-0-13-021919-3.
- Poulsen & Olson. *Management Consulting: Today and Tomorrow- Perspectives and Advice from Leading Experts*. Routledge. (2018). ISBN-978-1-138-12428-8.
- 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: <https://classes.usc.edu/term-20191/finals/>

5.3 Exam Preparation & Additional Student Support

Make no mistake...I want you to do great in this class! The best strategy for doing well in this class, or any other, is to **prepare**. For this class, I will help you prepare as follows:

- Scantron Forms**. Unless otherwise stated, all exams will be in the form of multiple-choice using a Scantron (or equivalent) answer key. Exams will be electronically scored and graded. Scantron forms are provided to you. Please bring a #2 lead pencil for the exam!
- Study Guides (SG)**. I will publish a relatively comprehensive study guide ahead of the midterm and final exams. The SG is intended to help you focus on the key concepts, cases and material that will subject of the examination. What's in the SG is on the exam...simple.

- c. **In-class Review.** Usually, the class immediately preceding the scheduled midterm or final examination is dedicated to reviewing for the scheduled exam.
- d. **Special Final Exam Review.** For final exams, I usually schedule an optional and fully voluntary special review session for the final exam during USC “study days” period. I reserve a classroom and go over the exam material, content, design and cases/readings. Times, date and location are to-be-determined and will be posted on BB.
- e. **Preparation Hints.** The best way to prepare for a “Mische exam” is to relax and reflect on the lectures and cases and:
 1. Follow the study guide!!
 2. Read your cases AND readings...just read them and remember 3-5 important things about the case or article.
 3. Review your class notes...they are essential...most of the exam questions will be derived from lecture material.
 4. Relate a case or article to a key course concept or lecture.
 5. Know your basic frameworks, models, terms and vocabulary.
 6. Think the questions through...they are asking you to apply your knowledge and analytical skills to a specific case, conditions or facts and/or to several cases on a comparative basis.
 7. Think of the exam as a “conversation with Mische”...it’s a dialog between you and me and, if it’s a final, it’s the last chance that I have to teach and coach you.
 8. If you get “stuck” make a check mark and keep going...come back the question later.
 9. In general, if you are guessing, your first guess has a higher percentage of being correct, so unless you are sure, stick with your first guess or “gut” instinct and don’t over think or over analyze the questions or answers.
 10. RELAX...it’s what you learned that counts, not the grade...great grades follow great learning!

6.0 PERFORMANCE ASSESSMENT & GRADING CRITERIA
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6.1 Performance Assessment

Your final grade will be reflective of your individual and team performance in the various grading components for this class and your quantitative performance ranking based on your 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 your work ranks, in total points, in comparison to other students.

Your final grade is not based on a USC mandated GPA curve, but on your individual performance, the performance of the class as a whole, and your relative performance as compared to the performance of the other students. Historically, the average grade for this class is about a “B+” (3.4 to 3.6), however, there is no guarantee that this class and this semester will perform at, below, or above that historical average.

Grading will be competitive and rigorous. Not everyone will get an “A” and effort, although appreciated and enthusiastically encouraged, may not always be indicative of your final grade and/or 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.

6.2 Grading Criteria & Key Dates

This course has four grading components: three exams: (1) Quarter Exam-1; (2) Midterm Exam-2; and (3) Final Exam-3, and (4) a series of Team-based Exercises. Exams compose 60% of your final grade and the 4 Exercises comprise 40%. You are advised to consider the Exercises as equivalent to the exams.

- All four components are required of each enrolled student in order to receive a grade. Failure to take an exam may result in a failing grade for the exam.
- Make-up exams can be scheduled for the Quarter Exam and Midterm with advanced notice.
- A final exam is required of all students. Failure to take the final exam may result in a failing grade, an “incomplete” or “missing grade” and will require approvals and rescheduling.

The student performance assessment and grading criteria for this class are composed of two primary parts exams and exercises:

<u>EXAMS- INDIVIDUAL GRADES</u>	
Exam- 1:	15%
Exam- 2:	20%
Exam- 3:	30%
Sub-total:	<u>65%</u>
<u>EXERCISES- TEAM GRADES</u>	
DEGA-ELC:	10%
Project- 1:	10%
Project- 2:	15%
Sub-total:	<u>35%</u>
GRAND TOTAL:	<u>100%</u>

(Based on schedules, class performance and other factors, I may change the grading criteria, assignments, weightings, etc. subject to our collective agreement and majority of class vote.)

Please see the Course Calendar in Section 12.0 (and also posted on BB under “Syllabus”) for the planned due-dates of the exams and exercises.

6.3 Final Exam Date, Design, Exercises & Format

There is a final exam for this class. The final exam represents **30%** of your final grade.

It is your responsibility to verify the exam date, time and location via BB postings and USC’s schedule of final exams. See, <https://classes.usc.edu/term-20201/finals/>.

Collectively, the three exams represent **65%** of your final grade. I view exams and exercises as positive experiences for both the student and professor. The exams are intended to allow you 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, dilemmas and management decisions and choices. Generally, my exams are organized into three, (sometimes four sections) and are multiple choice:

- (1) Course Concepts & Theory (standard component),
- (2) Cases & Readings (standard component) and
- (3) Applied Reasoning & Critical Thinking (standard component).

Unless otherwise stated, all exams are closed book, no notes, laptops, no collaboration, or other devices allowed unless cleared by USC or me. I do not grade by name. Please use only the last four digits of your USC ID on your exam paper. This helps ensure complete objectivity and independence in the grading process while maintaining the confidentiality and privacy of each student.

Projects. This course has a live consulting project associated with it. The consulting project and its associated exercises are designed to allow you generate, apply and test your critical thinking and problem solving skills and further develop your collaborative teamwork skills. Exercises are “real-world” based and can be considered as the written component of your course performance assessment. Exercises require you to apply course concepts, consulting terms, behaviors, frameworks and models to a series of complex consulting situations that are factual and case-based. As projects are team-oriented, your grade for this part of the course is a team grade. In addition to the exams and the project, MOR 462 has associated with it an ELC exercise. This mandatory ELC exercise is a very important immersive experience and accounts for **10%** of your total final grade. Collectively, the ELC exercise and the project accounts for **35%** of your total final grade.

6.4 General Requirements & Allowable Exceptions

No student is permitted to omit or anticipate a final examination and no instructor is authorized to permit a student to do so. As per USC rules, no exceptions to taking the final exam shall be granted unless previously approved, in writing, by the appropriate USC academic unit. 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 established by USC for scheduling conflicts, religious observances, illness, hardships, documented emergencies, etc. Specifically, please note:

- a. **Conflicts.** Students should plan in advance to avoid scheduling conflicts in their final examinations. Airline reservations, cheap fares, vacations, etc. are not recognizable conflicts. 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.
- b. **Extended Dates.** Due to USC policies and grading instructions, it might not be possible to accommodate late student requests for an alternate, makeup final examination after the published examination period.
- c. **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.
- d. **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 withdrawal.

6.5 ELC Simulation, Exercise Design & Format

Combined, the team exercises, the ELC session(s) and team assessments represent **35%** of your final grade and you are advised to consider exercises equivalent to formal examinations. There are four possible types of exercises, plus the two team assessments. The following exercises represent 35% of your final grade:

1. ELC Simulation-based,
2. Project Related,
3. Research and Presentation-based, and
4. Scenario-based.

There are two team assessments: Dega and the project. All students are required to complete a team assessment as per instructions.

Generally, the exercises are team-based; however, individual exercises may be included in the class based on need. In this course, we use a combination of the three types of exercises to help us effectively understand and apply key course concepts.

The ELC simulations exercises and team-based project are designed to link course concepts to a contemporary business addressing consulting and client issues or opportunities in a collaborative environment. This provides a highly integrative opportunity to apply course concepts and those concepts from other classes to a complex simulation and/or project, while enabling the structure necessary for effective learning through the application of MOR 462 course material and concepts. As ELC sessions are important, it is essential that you do the pre-session reading and attend the ELC exercise... *there is no way to make-up for a missed ELC session*. Attendance will be taken for all ELC sessions.

Typical ELC and other course-related exercises/scenarios address a wide range of consulting subjects including: proposal writing, project management, ethical dilemmas, work planning, issues in service delivery, client relations, critical problem solving, marketing professional services, managing consulting team performance, understanding client buyer values. The exercise assignments will be posted separately on BB under "Assignments." Below are examples of typical exercises and each semester varies.

TYPICAL TEAM EXERCISES & ELC SESSIONS
Typically, there are 3-4 assignments per semester, due in written & PPT form. Below is a partial list of exercise topics.
Understanding Client Interactions- DEGA (ELC)
KPMG M&A- Integration & Separation
Managing Ethical Dilemmas in Consulting
Diagnosing Client Problems - Ashton Blair
Handling Difficult Clients & Conflict Resolution (ELC)
Proposal Writing & Developing the Service Delivery Model
Managing & Reporting on Project Status
Organizational Restructuring & Realignment
Process Transformation & Digital Transformation
Creating Innovation & R&D for Competitive Advantage

6.6 General Grading Standards & Criteria

Your work will be evaluated based on the course objectives and the criteria described herein. As a general guideline, when assessing and grading your work and contributions, I use multiple criteria and dimensions including, but not limited to:

1. **Hypothesis Driven Problem Solving & Critical Thinking** – Solving complex client problems requires hypothesis driven problem solving skills using abductive, deductive and inductive reasoning methods, as well as critical thinking:
 - a. **Causality** – Have you demonstrated a correlation between the data, analysis and conclusion/comments and have you established causality?
 - b. **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)?
 - c. **Application** – Have you applied the appropriate course materials and concepts correctly and have you demonstrated linkage to the course materials?
 - d. **Relevance** -- Does your work or comment bear on the subject at hand? That is, are you staying within the scope of the assignment or exercise? (Comments that do not link up with what the discussion is focusing on can actually detract from the learning experience.)
2. **Associative Thinking/Linkage** – To what extent are your work and comments logical to or with the issue or problem at hand, or scope and objectives of the assignment or project? To what extent are you successfully linking other concepts, readings, events, and precedent and reflect the “Medici Effect” in your thinking? Are you effectively applying and/or integrating the course concepts in your problem-solving methods?
3. **Responsiveness** – To what extent is work responsive to the needs of the assignment? Does your work align with and satisfy requirements of the issue or problem at hand, or scope and objectives of the assignment or project? Is your work responsive and compliant to the requirements, scope and objectives of the assignment? Did you follow the instructions and does your work satisfy the directions for the assignment?
4. **Analysis** – Have you employed the proper set of frameworks and analytical methods? Why did you elect to use a certain framework? To what extent have you properly used and applied key course concepts, method and frameworks and those of other disciplines in responding to the assignment or exam? Have you appropriately used or integrated concepts and methods from other courses?
5. **Data** - Have you effectively identified the data required to address your assignment? Have you used data from the case, from personal experience, from citable third-parties, from general knowledge to support the assertions made and or conclusions?
6. **Interrogative** – Have you thoroughly investigated/interrogated the issues, situations, problems and dilemmas? Have you used critical thinking and hypothesis-driven problem solving methods in your analysis? Are your solutions supportable and responsive?

I will do my best to communicate my expectations for the various assignments as clearly as possible. Depending on the performance of the class and other factors, I may also publish grading criteria and expectations for exams, presentations and reports ahead of time to help you better prepare. However, the above six standards are good guides.

Generally, the exams are graded by TAs who are trained and authorized by USC to grade exams or are computer-based and graded electronically. However, I am fully responsible for assigning a grade to you based on your performance in the class. I work very hard to give you the best and fairest grade that I possibly can. However, I am not perfect. If you have questions or concerns about the grading of any assignment or exam, including your final exam and/or grade for the course, then please let me know within ten (10) days of the date the assignment or the date that grade is returned or made available to you. All you have to do is write a memo (email) to me and request an explanation and re-evaluation of the assignment or final grade. If possible, attach the original assignment to the memo and explain fully and carefully explain why you think the assignment should be re-graded. If it's a final exam, then I have the exam. I will do my best to reevaluate your work and grade and get back to you with the result.

7.0 COURSE COMPONENTS

MOR 462 is composed of **7 course components**. Each component is designed to help support your learning and your learning experience. Collectively, the components align to support the particular objectives, needs, skills, tools, analytical framework and knowledge essential to your development as a Marshall student and MOR 462. Specifically:

1. **Classroom Component.** This is a highly interactive class that provides you with a great opportunity to learn, challenge yourself and others and develop your critical thinking, analytical skills, management *acumen* and communication talents.
 - a. Come to class ready to work, participate, contribute, compete and have *fun*.
 - b. Lectures are important...most of what you will learn is lecture based.
 - c. The readings either “set the stage,” reinforce concepts, or provide a different perspective to the lectures...do the reading!
 - d. Come to class prepared to contribute, challenge and be challenged and take every advantage to challenge me, learn, explore and extend your knowledge.
 - e. Be prepared to be called upon...that is, be prepared for “cold calling.”
2. **Readings & Cases Component.** A HBSP Course Reader has been carefully designed for this class that provides a broad spectrum of ideas, concepts, research, and professional perspectives (See Section 5.0 for specific information). The Course Reader is mandatory.
 - a. Come to class prepared to discuss assigned readings and/or aspects of the individual projects during designated classes.
 - b. 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.
3. **Exercises & ELC Simulations.** ELC and the exercises are integral to the course and provide you with an opportunity to apply your critical thinking, writing and presentation skills to a complex problem or management dilemma. See Section 6.4 for a detailed description.
4. **Intellectual Component.** The component focuses on 4 dimensions of learning:
 - a. **Factual Knowledge** 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 is reflective knowledge about how we go about solving problems and performing cognitive tasks.
- e. **Office Hours & Individual Student Support Component.** I love teaching and 'creating' management consultants...nothing is more rewarding than to see my students successful.
 - i. My office is located in **Hoffman Hall (HOH) Room 415.**
 - ii. Please feel free to come forward at any time with any questions, needs, suggestions, or ideas to make your learning experience more meaningful.
 - iii. Always feel free to text or call on my cell at any time.
 - iv. I'm here (on campus) over 40 hours a week. I've published both my office hours and teaching schedule on BB for you...also always feel free to come to one of my other classes.

6. **Mentoring Component.** *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.

7. **Team/Peer Evaluations**

Each of you will have the opportunity to complete a peer evaluation of the members of your team with respect to the team exercises. 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, social loafing, free-rider, known-it-all, confrontational or demeaning behavior, etc.), please let me know immediately. Do not wait until the end of the semester to come to me with issues about a team member...it's too late for me to do anything.

8.0 COURSE EXPECTATIONS

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. Here's a few tips to help you be successful in my class:

1. **Texting & Emailing.** Please don't text or email in class. Stay focused!
2. **Preparation.** Preparation is essential to success and I expect you to be prepared for each class and come prepared to participate, contribute and learn. Do the work! No excuses!
3. **Contribution.** This is a highly interactive course, which is reflective of the realities and the demands of management. I expect you to contribute and will **cold-call** you, so be prepared!
4. **Attendance.** Class attendance is absolutely essential. The policy on missed classes is to allow each student **three (3) absences**, no questions asked, no penalty. All further absences over this limit could adversely affect the student's final course grade. Students with an excessive number of absences may be in risk of failing the course. Only official university engagements and allowances, such as officially scheduled USC Marshall sponsored case competitions, sports events, etc. or illness, hardship, religious, etc. will be permitted as exceptions to this policy.
6. **Exams and Exercises.** Participate, contribute and prepare for all exams and exercises.

9.0 COURSE NOTES & POSTINGS

I use a Socratic and participative style of teaching. My teaching style is direct and therefore, lectures are *critical*. Announcements, key dates, shared information, general feedback, commentary, lecture documents, notes, articles, supplemental course documents are posted on Blackboard (BB).

- a. It is your responsibility and *SOLELY* your responsibility to frequently check Blackboard (BB) for announcements, updates and materials and to also check your email for communications from me and to verify the date, time and location of assignments, exercise, ELC sessions, exams and the final exam.
- b. DO NOT rely on posting of notes or Power Point slides. I rarely use slides in my lectures and I rarely post any slides or notes.
- c. DO NOT video tape me, record me or transmit, post or stream my likeness, lectures, exams, exercises assignments, etc., on any media, to anyone else or entity, in any way, using any technology, including but not limited to electronic or otherwise, unless you have my specific written permission. Lecture material is proprietary to me and is my intellectual property.

10.0 ASSIGNMENT SUBMISSION, EXAMS & MAKE-UP POLICIES

10.1 Description

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

- a. **For readings and cases:** please see **Section 12.0, “Course Calendar”** for a description of class session topics, reading assignments and other information (Excel spreadsheet).
- b. **Exercises & Team Performance:** 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 exercise component of your grade, which is predicated on team performance, is 40% of your final grade and may include peer reviews. You may regard your team performance and each of your submissions as an “exam” in which you apply what you’ve learned according to the assignment. Exercises are posted on BB under “Assignments > Exercises.”
- c. **Exams.** As described in Section 6.0, there are three exams for this course. Exams are mandatory for all students. Exams are scheduled in the “Course Assignments” in Section 12.0 of this syllabus. If you are unable to make an exam, please let me know ahead of time and we’ll coordinate an alternative date and time.

10.2 Assignment Submission Policy

Assignments must be turned in on at the posted due date/time. Specifically:

- a. All formal assignments and assessments are due as specified and must be submitted in **HARD COPY ONLY**. Due to the number of students, I will not accept electronic copies unless prior approved (way too much downloading and printing, so help me out!).
- b. For all assignments please make sure that you **specify your course number and DAY and TIME** of the course...that’s really helpful to me!
- c. 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).

- d. 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 you may fax your work to me at 213.740.3582. Late or not, you must complete all required assignments or your grade will suffer.
- e. When submitting any and all work...including case write-ups, presentations, reports, exams, quizzes, etc. please make sure to provide the **LAST 4 DIGITS OF YOUR USC ID**, your course number and your class days (M/Tu/W/Th) on the paper, exam, exercise, assignment, etc. This really helps with the “record keeping!”

10.3 Exam Make-up Policy

Valid conflicts with exam dates and times are sometimes inevitable and unavoidable. In the event of a conflict with a scheduled exam date, please inform me ASAP and alternative arrangements will be made. However, all make-up exams, with exception of the final exam, **must be completed within ten (10) calendar days of the scheduled exam date**. Please no exceptions unless previously approved by me or USC. Final exams are given during the “Final Exam Period” as per USC’s schedule of final exams, or if Summer semester, as posted in the syllabus (usually the last official day of the particular class).

10.4 ELC Session Make-up Policy

ELC sessions scheduled far in advance and require the coordination and oversight of USC’s ELC’s experts and specialists. ELC sessions are unique and therefore, sessions cannot be re-scheduled and there no make-up sessions or make-assignments. Attendance is mandatory and missing a session may adversely affect your final grade.

11.0 ADDITIONAL INFORMATION & SUPPORT SYSTEMS

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...no exceptions).

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

Laptops, cell phones, and iPads are **not** to be used during lectures for personal communications...use your technology for learning and note-taking. Use of other personal communication devices, such as cell phones, is considered unprofessional and is not permitted during academic or professional sessions.

- a. If you are texting I will politely ask you to stop; thereafter I will ask you to leave so as to allow you to text in privacy without the risk of disturbing other students.
- b. 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.
- c. 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.

11.3 Statement for Students with Disabilities

The Office of Disability Services and Programs www.usc.edu/disability 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. (www.usc.edu/disability). 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 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.

11.4 Safety-USC Department of Public Safety

USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime. Provides overall safety to USC community. dps.usc.edu

11.5 Emergency Preparedness/Course Continuity

If an officially declared emergency makes travel to campus infeasible, USC Emergency Information <http://emergency.usc.edu> will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology. See emergency.usc.edu. Also: USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime. Provides overall safety to USC community. dps.usc.edu

11.6 Statement on Academic Conduct and Support Systems

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 disqualification from my class and a referral to USC's the Office of Student Judicial Affairs and Community Standards for immediate consideration. See <http://www.usc.edu/student-affairs/SJACS/>. *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.

11.7 Plagiarism

Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, "Behavior Violating University Standards" at <https://policy.usc.edu/scampus-part-b/>. Other forms of academic dishonesty are equally unacceptable. See <http://policy.usc.edu/scientific-misconduct>.

11.8 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/>

11.9 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>

- 11.10 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/>.
- 11.11 Sexual Assault Resource Center**
For more information about how to get help or help a survivor, rights, reporting options, and additional resources. See <http://sarc.usc.edu/>.
- 11.12 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/>.
- 11.13 Bias Assessment Response and Support**
Incidents of bias, hate crimes and micro-aggressions need to be reported allowing for appropriate investigation and response. See <https://studentaffairs.usc.edu/bias-assessment-response-support/>
- 11.14 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/>
- 11.15 English Language Support Systems**
Students whose primary language is not English should check with the American Language Institute which sponsors courses and workshops specifically for international graduate students. See <http://dornsife.usc.edu/ali>.
- 11.16 Disruptive Classroom Behavior**
Disruptive behavior in the classroom will not be tolerated because it interferes with the learning process for other students and hinders the professor’s ability to teach effectively. See http://www.usc.edu/student-affairs/SJACS/pages/faculty/disruptive_behavior.html

12.0 COURSE CALENDAR & ASSIGNMENTS BY CLASS SESSION & WEEK

See next pages for the weekly course sessions calendar and assignments. Note, the Course Calendar with assignments is also posted on BB under “Syllabus.”

IMPORTANT!

Please note that the Course Syllabus, Course Calendar, Subjects, Content, Exams, Grading Criteria, and Weekly Assignments are dynamic documents and therefore, are, from time to time, subject to minor updates, adjustments and changes...Check BB & use as posted on BB!

I will make announcements in class regarding changes and updates to the syllabus, calendar, assignments, exams, grading, etc., but it is also your responsibility to regularly check Black Board (BB) for the formal notifications of updates, instructions, changes, modifications, announcements and other important information.

THANK YOU!
See you in class!
(Course Calendar follows on next page and is also posted separately on BB.)

MOR 462-16674-M/W: SPRING 2020- WEEKLY ASSIGNMENTS & READINGS- PROF. MICHAEL A. MISCHE

DATE: 1/13/20

PART 1: INTRODUCTION TO MANAGEMENT CONSULTING: INDUSTRY OVERVIEW

Date	Session	Day	TOPIC/MODULE/CONTENT	Prod. Code	SOURCE	STATUS
1/13	1	M	INTRODUCTION TO MOR 462			
			<i>Topics: Welcome to Class & Intro. to Prof. Mische</i>			
			<i>Course Objectives & Expectations</i>			
			<i>Student Performance Assessment</i>			
			<i>Exercises, Assignments, Projects, ELC Schedule</i>			
			<i>Exam Schedule (3 exams)</i>			
			<i>Mische Office Hours</i>			
			<i>Purchase & download your <u>required</u> course reader from HBSP by pasting the below URL into your browser.</i>			
			Key Concepts:			
			<i>Consulting Revenue Model & Utilization</i>			
			Course Reader URL- Available for Purchase at HBPS at:	Required		
			<i>https://hbsp.harvard.edu/import/696774</i>			
1/15	2	W	UNDERSTANDING THE CONSULTING INDUSTRY- Part A			
			Topics: Defining Management Consulting	Blackboard. (BB)	Posted <Content>	
			<i>Overview of Industry Structure</i>	BB	Posted <Content>	
			<i>Overview of Competitive Dynamics</i>			
			<i>Consulting -150 Professional Competencies Mische</i>	BB	Posted <Content>	
			Readings:			
			<i>Consulting is More than Giving Advice Turner</i>	82510	Course Reader (CR)	
			<i>McKinsey & Company Jay W. Lorsch; Kathleen Durante</i>	413109	CR	
			<i>Confessions of a Trusted Counselor David Nadler</i>	R0509C	CR	
			<i>Gartner Presentation</i>	BB	Posted <Content>	
			Key Concepts:			
			<i>Utilization</i>			
1/20	3	M	HOLIDAY- NO CLASS			

1/22	4	W	UNDERSTANDING THE CONSULTING INDUSTRY- Part B			
			Topics: Industry Structure & Competitive Dynamics			
			<i>Historical Perspective & Development</i>			
			<i>Growth Drivers & Determinants</i>			
			<i>Operational Design of the Firm: Geography, Industry, Service</i>			
			<i>Attributes & Qualities of a Management Consultant</i> <i>Mische</i>	BB	Posted <Content>	
			<i>Overview of Consulting Firm Titles & Responsibilities</i>			
			<i>Why Clients Use Consultants</i>			
			<i>Exercise: Utilization Concepts</i>			
			Readings:			
			<i>Consulting on the Cusp of Disruption</i> <i>Clayton M. Christensen; Dina Wang; Derek van Bever</i>	R1310F	CR	
			<i>McKinsey and the Globalization of Consultancy</i> <i>Geoffrey G. Jones; Alexis Lefort</i>	806035	CR	
			Assignment:			
			<i>Form Your Team! (6-7 Members- Mandatory Participation)</i>			
1/27	5	M	CRITICAL THINKING & COMPLEX PROBLEM SOLVING			
			Topics: Case Analysis & Critical Problem Solving Skills			
			<i>What is a case?</i>			
			<i>The need for cases?</i>			
			<i>What is Critical Thinking?</i>			
			<i>Question Formulation</i>			
			<i>CasePro</i>			
			Readings:			
			<i>Using Hypothesis-Driven Thinking in Strategy Consulting</i> <i>Liedtka</i>	UV0991	CR	
			<i>Bain CEO Gadish On the Importance of Curiosity</i> <i>Gadish & Dowling</i>	F0909D	CR	
			<i>CasePro- Critical Thinking in Case Analysis</i> <i>Mische</i>	BB	Posted <Content>	
1/29	6	W	ELC SESSION- DEGA EXERCISE- I- JKP 301			
			Topics: Understanding Clients & Consultants			
			<i>Understanding Client Needs & Dynamics</i>			
			<i>Understanding Consultant Skills</i>			
			<i>Consultant Preparation Process</i>			
			<i>Consultant Selection Process</i>			
			Readings:			
			<i>How to Choose a Consultant</i> <i>Rodenhauser</i>	U9809A	CR	
			<i>How to Give a Killer Presentation</i> <i>Anderson</i>	R1306K	CR	
			Assignment:			
			<i>Assignment Posted - Due the following week</i>	BB	Posted <Assignments>	

FEBRUARY						
2/3	7	M	DEGA EXERCISE- ELC SESSION			
			<i>Topics: Capture Dega Learning & Ideas</i>			
			<i>Team Presentations Due (Graded Assignment)</i>			
			Readings:			
			<i>None</i>			
			Assignment:			
			<i>Each team to give a 10 minute presentation on assignment</i>	BB	Posted <Assignments>	
			<i>Hardcopy of presentation due</i>			
PART 2: THE MISCHE 3-PART CONSULTING MODEL						
2/5	8	W	PHASE 1.0- MARKETING CONSULTING SERVICES- PART A			
			<i>Topics: Phase 1.0: Marketing Professional Services</i>			
			<i>The Marketing Imperative</i>			
			<i>Marketing Methods & Techniques</i>			
			Readings:			
			<i>Marketing at Bain Sarvary & Padero</i>	M290	CR	
			<i>Managing the Client Portfolio Nohria & Nanda</i>	410139	CR	
			Key Concepts:			
			<i>Pipeline Concepts</i>			
			<i>Conversion Ratio</i>			
2/10	9	M	EXAM- 1: Short In-class Exam			
			Topics:			
			<i>In-class; Multiple Choice; 20 - 25 Questions</i>			
			<i>Mandatory for all students</i>			
			<i>See Syllabus for grade weighting & more information</i>			
			Readings:			
			<i>None</i>			
			Assignment:			
			<i>STUDY FOR EXAM!</i>			

2/12	10	W	IN-CLASS WORKSHOP- ELC EXERCISE			
			<i>Topic: In-Class ELC Exercise with Facilitators</i>			
2/17	11	M	HOLIDAY- NO CLASS			
2/19	12	W	<u>PHASE 1.0- MARKETING CONSULTING SERVICES- PART B</u>			
			<i>Topics: Proposal Writing</i>			
			<i>Function & Importance</i>			
			<i>Purpose & Process</i>			
			<i>Mische's 7- C's of Effective Proposals</i>			
			<i>Types of Proposals</i>			
			<i>Client Buyer Values & Evaluation Process</i>			
			Readings:			
			<i>Reading: Winning Proposition Obuchowski</i>	C0507D	CR	
			<i>Reading: Making Your Proposal Count Wreden</i>	C0207A	CR	
2/24	13	M	<u>PHASE 1.0- MARKETING CONSULTING SERVICES- PART C</u>			
			<i>Topics: Proposal Writing Workshop</i>			
			<i>Crafting the Service Delivery Model</i>			
			<i>Defining Scope & Objectives</i>			
			<i>Crafting the Proposal</i>			

2/26	14	W	PHASE 2.0- PERFORMING SERVICES- PART A			
			<i>Topics: Phase 2.0: Performing Professional Services- Part A</i>			
			<i>Aligning Client Objectives with Scope & Services</i>			
			<i>Understanding Client Needs & Objectives</i>			
			<i>Planning the Consulting Project</i>			
			Readings:			
			<i>Project Life Cycle Planning IESE</i>	IES429	CR	
			Key Concepts:			
			<i>Task Planning</i>			
			<i>Task Budgeting</i>			
			<i>Milestone Planning</i>			
			<i>Quality Assurance Processes</i>			
			MARCH			
3/2	15	M	PHASE 2.0- PERFORMING SERVICES- PART B			
			<i>Topics: Phase 2.0: Performing Professional Services - Part B</i>			
			<i>Consulting Team Competencies</i>			
			<i>Project Leadership & Management</i>			
			<i>Typical Project Organization</i>			
			Readings:			
			<i>Launching & Leading Intense Teams Webber & Webber</i>	BH687	CR	
			<i>The New Science of Team Chemistry Vickberg</i>	R1702B	CR	
			Key Concepts:			
			<i>Forming the Project Team</i>			
			<i>Aligning Competencies with Needs</i>			
			<i>Creating a High-Performance Team</i>			
3/4	16	W	PHASE 2.0- PERFORMING SERVICES- PART C			
			<i>Topics: Phase 2.0: Performing Professional Services - Part C</i>			
			<i>Initiating the Consulting Project</i>			
			<i>Entering the Client</i>			
			<i>Establishing the Client/Consultant Relationship</i>			
			Readings:			
			<i>Deloitte & Touche Consulting Group David M. Upton; Christine Steinman</i>	696096	CR	
			<i>Terminally Ill Integration Projects Mische</i>	BB	Posted <Assignments>	
			Assignment:			
			<i>Discussion Questions- In-class</i>			

3/9	17	M	PHASE 2.0- PERFORMING SERVICES- PART D			
			Topic: Delivering Results			
			<i>Communicating Results</i>			
			<i>Understanding The 5 Types of Deliverables</i>	BB	Posted <Content>	
			<i>Designing & Developing Deliverables</i>			
			<i>Delivering Results</i>			
			Readings:			
			<i>Example- Table of Contents- Mische</i>	BB	Posted <Content>	
			<i>Example- Executive Summary- Mische</i>	BB	Posted <Content>	
			<i>How to Give a Killer Presentation Anderson</i>	R1306K	CR	
3/12	18	W	EXAM- 2- IN CLASS			
			<i>Mandatory</i>			
			<i>In-class mid-term</i>			
			<i>Usually multiple choice w/ 30 to 35 questions</i>			
			<i>See Syllabus for grade weighting information</i>			
3/16	19	M	SPRING BREAK NO CLASS			
3/18	20	W	SPRING BREAK NO CLASS			

3/23	21	M	REVIEW MIDTERM RESULTS & PROJECTS			
3/25	22	W	PHASE 3.0- PROJECT MANAGEMENT-PART A			
			Topics: Phase 3.0: Project Management- Part A			
			<i>Managing the Consulting Project</i>			
			<i>Issues in Client Management</i>			
			<i>Project Status Measurements</i>			
			<i>Managing the Firm</i>			
			<i>Managing the Client</i>			
			Readings:			
			<i>Lies, Damned Lies, and Project Plans: Recurring Human Errors that can Ruin the Project Planning Process</i>	BH561	CR	
			<i>Project Management as a Four-Part Process</i> HBS Press	6181BC	CR	
			<i>Status Reporting to the Client (Mische)</i>	BB	Posted <Content>	
			Key Concepts:			
			<i>Project Measurements</i>			
			<i>Backlog</i>			
			<i>% of Completion</i>			
			<i>Staff Needs & Numbers</i>			
			<i>Assessing Project Status</i>			
3/30	23	M	PHASE 3.0- PROJECT MANAGEMENT-PART B			
			Topics: Phase 3.0: Project Management- Part B			
			<i>Issues in Client Management</i>			
			<i>Managing the Project Team</i>			
			<i>Managing Client Expectations & Relationships</i>			
			Readings:			
			<i>A Consultant's Comeuppance</i> Budav	R0302A	CR	
			<i>Managing the Client Portfolio</i> Nohria & Nanda	410139	CR	
			<i>Status Report requirements posted & due week of 10/21</i>	BB	Posted <Assignments>	
			Key Concepts:			
			<i>Strategies for Client Management</i>			
			<i>Dilemmas and Priorities in Client Management</i>			

			APRIL			
4/1	24	W	PROJECT STATUS PRESENTATIONS			
			<i>Topics: Teams to Present Work Updates</i>			
			<i>Requirements to be Posted on BB</i>	BB	Posted <Assignments>	
			Readings:			
			<i>None</i>			
			Assignment:			
			<i>Each team to give a 10 minute presentation on assignment</i>	BB	Posted <Assignments>	
			<i>Hardcopy of presentation due</i>			
			PART 3: MANAGING THE CONSULTING FIRM			
4/6	25	M	GROWTH STRATEGIES- Part A			
			<i>Topics: The Need for Growth</i>			
			<i>Growth Imperatives</i>			
			<i>Growth Strategies & Methods</i>			
			Readings:			
			<i>CapGemini-E&Y (A) & (B)</i>	903056	CR	
			<i>Nanda</i>	903057		
			<i>The Failure of Lavanthol & Horwath</i>	BB	Posted <Assignments>	
			<i>Frederik Stiner</i>			
4/8	26	W	GROWTH STRATEGIES- Part B			
			<i>Topics: Sustaining the Firm</i>			
			<i>Service, Geography & Industry</i>			
			<i>Firm Focus & Design</i>			
			<i>Client Management</i>			
			Readings:			
			<i>Eden McCallum: Consulting Redefined</i>	LBS 130	CR	
			<i>Vermelulen</i>			
			<i>MacPhie & Company: The Growth Imperative</i>	W16499	CR	

4/13	27	M	STAFFING IN PROFESSIONAL SERVICE FIRMS			
			<i>Topics: Staff Planning Dilemmas</i>			
			<i>Growth Drivers & Staff Planning</i>			
			<i>Determining Staffing Numbers</i>			
			Readings:			
			<i>Planning in Professional Service Firms (PSF) Nanda & Morrell</i>	903085	CR	
			<i>Staffing in Professional Service Firms Ashish Nanda; Kelley Morrell; Lauren Prusiner</i>	905026	CR	
4/15	28	W	FEES & PROFITABILITY			
			<i>Topics: Hourly Rates, Leverage & Profitability</i>			
			<i>Setting Hourly Rates</i>			
			<i>Elasticity of Demand</i>			
			<i>The Consulting Revenue Model</i>			
			<i>Leverage, Mark-up & Margin</i>			
			<i>Profitability Drivers</i>			
			Readings:			
			<i>Profitability Drivers in Professional Service Firms Ashish Nanda</i>	904064	CR	
			<i>Consulting Calculations- Mische</i>	BB	Posted <Content>	
			<i>Ownership Structure in Professional Service Firms: Partnership vs. Public Corporation</i>	905038	CR	
			<i>Realization- Explanation- Mische</i>	BB	Posted <Content>	
			Key Concepts:			
			<i>Various types of hourly rates</i>			
			<i>Calculation of hourly rates</i>			
			<i>Calculation of profitability</i>			
4/20	29	M	MANAGING THE FIRM: PROFESSIONAL ETHICS- Part A			
			<i>Topics: Professional Ethics in Consulting</i>			
			<i>Ethical Foundations</i>			
			<i>Professional Standards</i>			
			<i>Professional Dilemmas</i>			
			Readings:			
			<i>McKinsey & Co.- Protecting its Reputation (A) & (B) Jay W. Lorsch; Emily McTague</i>	415021 415022	CR	
			<i>Essence of Professionalism: Managing Conflict of Interest Ashish Nanda</i>	903120	CR	
			<i>KPMG (A): A Near-Death Experience Robert G. Eccles; Eliot Sherman</i>	408073	CR	
PART 4: CAREER NAVIGATION: MANAGING YOUR CONSULTING CAREER						
4/22	30	W	ENTERING THE PROFESSION & CAREER NAVIGATION			
			<i>Topics: Entering Consulting</i>			
			<i>Approach Strategies</i>			
			<i>Interviewing Skills</i>			
			<i>A Day in the Life</i>			
			Readings:			
			<i>Consulting -Interview Questions & Shop Talk Mische</i>	BB	Posted <Content>	
			<i>Developing Professionals: The BCG Way (A) and (B) Ashish Nanda; Kelley Morrell</i>	903113	CR	
			<i>Bain & Co., Inc.: Making Partner Ashish Nanda; Perry L. Fagan</i>	899066	CR	

4/27	31	M	PROJECTS DUE			
			<i>Topic: Final Presentations of Consulting Project to Client</i>			
			<i>Client will be in attendance</i>			
			Readings:			
			<i>None</i>			
			Assignment:			
			<i>Each team to present their findings & recommendation to the client</i>			
			<i>(See BB for specific requirements)</i>			
4/29	32	W	COURSE WRAP-UP			
			Topics: Course Summary & Key Learning Topics			
			<i>Make-up day</i>			
			<i>Summarize key topics</i>			
			<i>Open Question Day!</i>			
			MAY			
	33	FINAL	EXAM- 3- FINAL: As Scheduled By USC			
			<i>Tentative Date for Final is: subject to final scheduling</i>			
			<i>It is your responsibility to check BB & confirm the final exam date!</i>			
			<i>The Final Exam is mandatory for all students</i>			
			<i>Only valid USC exceptions, needs, etc. will be granted</i>			
			<i>Usually multiple choice w/ 40 to 50 questions</i>			
			<i>See Syllabus for further information regarding final & weighing's</i>			
			<i>See USC Exam Schedule at: https://classes.usc.edu/term-20201/finals/</i>			

