USC Marshall School of Business

MOR 462-74: MANAGEMENT CONSULTING
SPRING 2021
MONDAY/WEDNESDAY
4:00 to 5:50 PM
(Online Only)
4.0 Units

Instructor:	Michael A. Mische, MBA, MS, CAI
Virtual Office:	https://uscmarshall.zoom.us/j/97790824605?
Physical Office:	Hoffman Hall, 415
Office Hours:	All office hours are virtual and by appointment only. Office hours have been posted on Blackboard, as well as my teaching schedule. Please see BB for the posted times for office hours.
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Email:	**mische@marshall.usc.edu** (USE THIS EMAIL!)

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

NOTICE

Per USC policy, this class will be entirely online. Synchronous class sessions will be held on Monday and Wednesday; 4:00 to 5:50 PM Pacific Time via Zoom.

The Zoom link for this class is posted with your Blackboard course pages on the "Control Panel." To successfully participate in this class you will need certain minimum technical resources (see Section 11.0).

Please read this syllabus carefully and completely. It your responsibility to be familiar with and knowledgeable of the course design, requirements, grading and assessment processes, assignments, readings and cases and overall course performance expectations.

USC has established the following academic calendar for this semester:

USC CALENDAR- SPRING 2021- Undergraduate				
Month	**Date**	**Day**	**Type**	**462 Meets**
January	15	Friday	Classes Begin	No
January	18	Monday	Holdiay	No
Februrary	15	Monday	Holdiay	No
March	12	Friday	Wellness	No
March	23	Friday	Wellness	No
April	7	Wednesday	Wellness	No
April	22	Thursday	Wellness	No
April	30	Friday	Wellness	No
April	30		Classes End	No
May	5 to 12	As Scheduled	Exams	

Key dates:

462-MW- Key Dates	Date
Exam 1- Quiz	2/10
Exam 2- Midterm	3/10
Exam 3- Final	5/5

1.0 COURSE DESCRIPTION

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.

MOR 462 is designed to train and position you for the realities 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.

MOR 462 is a professional competency course designed to position you, the student, with the perspective, skills, knowledge and tools necessary to be successful as a management consultant. In MOR 462, you will be exposed to over 150 management consulting competencies. 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. We also explore career navigation strategies, firm governance structures and client relationship management. Central to the course is our study of the widely used Mische-3-Part Consulting Model, as well as the various roles and responsibilities associated with marketing, performing, delivering and managing consulting services.

If you are successful in this course, then you could be well ahead of your competition by two to three years!

2.0 COURSE OBJECTIVES

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. 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
1. Apply basic consulting competencies & professional acumen.
2. Properly use knowledge & application of consulting phases.
3. Apply consulting critical thinking & project performance skills to client situations.
4. Develop & present a responsive consulting proposal using the "7-Cs."
5. Develop & present a responsive consulting reports.
6. Apply consulting project management practices & calculate KPIs.
7. Develop & present a responsive consulting reports.
8. Properly apply consulting terms & vocabulary.

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. We also study the Code of Professional Conduct as per the AICPA, the CFA's Code of Ethics and the IMC's Code of Ethics and learn the 5 major ethical dilemmas confronting all management consultants and various methods to diagnose those dilemmas and address them.

3.0 COURSE DESIGN

3.1 USC Required Format

This course is taught using a variety of formats, including synchronous, asynchronous and flipped formats. In addition to the course materials that can be found in Blackboard (https://blackboard.usc.edu), this course requires a Course Reader which can be purchased directly by students from HBSP. This course is divided into modules, and each module is intended to cover one or more class session meetings (see Course Calendar). Module activities may include reading assignments,

weekly lessons, interactive exercises, homework assignments, Blackboard discussion forums, class sessions, and quizzes or exams. ***It is expected that students will have completed all required activities and assignments before attending their class session each week. I will cold call on you, push you analysis and challenge your thinking and solutions.***

Students should ensure that they can access all of the online tools via Blackboard prior to the start of classes. Zoom is the platform used for all online sessions and online office hours. A link and instructions to join the Zoom sessions will be posted in the Blackboard Course Pages. For more information about Zoom, go to: Zoom Support Tutorials and Section 11.0 herein.

3.2   Course Design

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:

MODULE 1: INDUSTRY STRUCTURE	MODULE 2: MANAGING THE FIRM	MODULE 3: THE CONSULTING PROCESS	MODULE 4: NAVIGATING YOUR CAREER

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: MANAGING THE FIRM

In Module 2, 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 3.0: THE CONSULTING PROCESS

In Module 3, 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:
3.1- Overview of the consulting process
3.2- Marketing Professional Service Firms
    a. Prospecting
    b. Proposal Writing
    c. Closing & Contracting

3.3- Performing Professional Services
    a.   Planning the Engagement
    b.   Performing the Engagement
    c.   Delivering Results

3.4- 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. Applying methodological framework & models for adaptation to client projects.

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	REQUIRED COURSE TEXT & MATERIALS

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 <u>MANDATORY</u>. 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:

<p align="center">https://hbsp.harvard.edu/import/783420</p>

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 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!

Course Calendar, Weekly Assignments & Assignment Due Dates

This course is designed in modules. The design allows for extreme flexibility in introducing new materials. For compliance purposes, the Course Calendar specifying dates, assignments, exams, schedules, etc. is reproduced in Section 17 of this syllabus…however, a more user friendly version, in Excel, is available for your use on **Blackboard > "Syllabus > Course Calendar & Assignments."**

Additional Resources (Not required)
Non-required resources that may be used or referred to in this course can include, but are not limited to:
   a. Mische, Michael A. *Strategic Renewal: Organizational Change for Competitive   Advantage*. Prentice-Hall. (2000). ISBN-0-13-021919-3.
   b. Poulfelt & Olson. *Management Consulting: Today and Tomorrow- Perspectives and Advice from Leading Experts.* Routledge. (2018). ISBN-978-1-138-12428-8.
   c. USC'S 5-Step Critical Thinking Initiative http://info.marshall.usc.edu/faculty/critthink/Supplemental%20Material/5%20Step%_20USC-CT%20Problem%20Solving%20Process.pdf
   d. USC's Statement of Ethics https://about.usc.edu/files/2011/07/USC_Code_of_Ethics_2004.pdf
   e. AICPA Code of Professional Conduct
   f. http://www.aicpa.org/InterestAreas/ForensicAndValuation/Resources/Standards/DownloadableDocuments/SSCS.pdf
   g. Institute of Management Consultants: http://www.imcusa.org/?page=ETHICSCODE
   h. USC's Final Examination Schedule: https://classes.usc.edu/term-20191/finals/

5.0	PERFORMANCE ASSESSMENT & GRADING

5.1 Grading
Grading will be competitive and rigorous. Not everyone will earn an "A" or "A-" and effort, although appreciated and enthusiastically encouraged, may not always be indicative of your final grade and/or your effort. This is a professional competency class and therefore, is highly competitive class and your final grade is performance and results based.

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 you rank, in total points, in comparison to other students. As with all semesters, there may or may not be a curve for final grading. The use of a curve is entirely at the discretion of the instructor.

Final grades for this class are not based on any USC mandated GPA target. Historically, the average grade for this class is about a "B+" (3.3-3.4). However, each semester and each class are different and there are no guarantees that this class and this semester will perform at, below, or above that historical average.

5.2   Grading Components
This course has four grading components: three exams:
(1) Midterm Exam;
(2) Final Exam;
(3) a series of Team-based Exercises/Projects and
(4) Class Engagement & Participation.

All course grading 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.

MOR 462 GRADING CRITERIA

462 Grading Events & Criteria	Percent	Date
Exam 1- Quiz	10	2/9
Exam 2- Midterm	25	3/9
Exam 3- Final	35	5/6
Sub-total:	**70**	
Participation& Team Assignments	30	See Schedule
(There are 11 Team Assignments)		
Total:	**100**	

(Based on schedules, class performance and other factors, I may adjust the grading criteria, assignments, weightings, etc. subject to our _collective agreement as expressed by a majority vote of the class_.)

Please see the Course Calendar provided herein, which is also posted on BB under "Syllabus," for all weekly assignments, readings, and the planned due-dates of the exams and exercises.

6.0   EXAMINIATION INFORMATION & POLICIES

6.1   Exam Information

a. **Exams Format & Process**. All exams are multiple choice, open book and open notes. All exams are electronically administered, delivered and graded using Blackboard. Specific instructions are provided for each exam. All students must take the exams for this class.

b. **Exam Design.** Generally, my exams are organized into three categories of questions:
   i. Course Concepts & Theory,
   ii. Cases & Readings and,
   iii. Applied Reasoning & Critical Thinking.

c. **Study Guides (SG).** A comprehensive study guide is published ahead of the midterm and final exams. The SG is intended to help you prepare for the key concepts, cases and material that will subject of the examination. What's in the SG is on the exam…simple.

d. **In-class Review.** Time permitting, I will try to conduct an in-class review on the class immediately preceding the scheduled midterm or final examination.

e. **Special Final Exam Review.** Time permitting, 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.

f. **Dates for Exams.** Dates for exams are scheduled in Section 16.0 "Course Calendar & Assignments" of this syllabus. If you are unable to take an exam, please let me know ahead of time and we'll coordinate an alternative date and time. See also the USC schedule of final exams for the date of the final exam for this class.

g. **All Exams are Required.** 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.

h. **Make-up Exam.** Make-up exams are subject to prior approval or approval due to technical issues with Blackboard. Make up exams for the midterm must be taken within a ten (10) business day period of the scheduled date. A make-up for the final exam requires special scheduling arrangements.

6.2   Exam Policies

a. **Your Responsibility for Exams**. Unless specifically notified in writing, you are required to take all scheduled exams. 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. Students should plan in advance to avoid scheduling conflicts in their final examinations. 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.   **Exceptions for 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.

c.   **Exceptions for 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.

6.3   Grade & Exam Questions, Issues & Challenges
a.   **Grade Questions, Concerns & Challenges.** I will do my best to communicate my expectations for the various assignments as clearly as possible. I am fully responsible for assigning a grade to you based on your performance in the class and I will work very hard to give you the best and fairest grade that I possibly can.

b.   **14-Day Challenge Period.** No one and no exam is perfect. If you have questions, issues, or concerns about the grading of any assignment or exam, including your final exam and/or your final grade for the course, then *please* let me know within fourteen (14) calendar days of the date the assignment, or the date of your exam that your grade is returned, or made available to you.

c.   **Grade Question & Challenge Procedures.** If you have questions about your grade or exam, all you have to do is write me an email to me within the 14-day challenge period to request a meeting to discuss your questions and grade. In your email you must follow these directions: in the Subject box of your email you must use the following language: "Course #-Days-Grade Question," example: "462-M/W-Grade Question." Failure to use the proper submission format could result in a non-response from me.

| **7.0   TEAM PROJECTS & TEAM ASSIGNMENT INFORMATION** |
a.   A series of case-based projects will be assigned throughout the semester. These projects are team based and are designed to allow you to apply important concepts to a particular consulting issue. Project information, key dates, grading standards, expectations, requirements, etc. will be posted on Blackboard under "Assignments."

b.   **Team Participation.** All students are required to participate on a team.

c.   **Team Project/Team Assignments**. All students are required to participate, contribute and complete team projects and team assignments. All team members receive the same grade for a team project.

d.   **Team Self-Assessment.** As part of participation and contribution, all students are required to complete and submit a "Team Self-Assessment Form" form at the completion of the semester. See Section 17.0 herein for the required Assessment Form.

e.   See Section 8.0 for more information.

8.0	RECURRING ASSIGNMENT INFORMATION

There are two types of recurring assignments:

- Recurring Class Assignments
- Team Project and/or Case Assignments

Recurring class assignments are those assignments that on the Course Calendar. These are typical articles, cases, videos, etc. associated with every class. Special case assignments may be incorporated into the class if client-related projects, data for projects, and other information related is not available.

8.1 Recurring Class Assignment Preparation
a. Components & Guidelines

The following applies to all class sessions, except as noted in the Courser Calendar. To help optimize your learning, assignments for each class or module session are composed of four activities:

Activity	Description	Est. Time Commitment
(1) Pre- Class:	Asynchronous preparation	2 hours
(2) During Class:	Synchronous participation	NA
(3) During Breakouts:	Synch-Discuss and develop two questions about the readings and topic	8 to 10 minutes per breakout
(4) Post Breakout:	Synch-Summarize your discussions & present your questions.	5 min presentation by room

b. Pre-Class Asynchronous

Asynchronous preparation requires your commitment and dedication to pre-class session learning. Asynchronous exercises involve the following activities:

1. Review the course syllabus and topic for the week/class session.
2. Review the assigned class discussion questions or "Class Pack" posted on BB under "Assignments > Discussion Questions."
3. Read the assigned case and articles.
4. Create notes to capture your thoughts, at a level appropriate, about the reading/case as related to the discussion questions for your use in class discussions.

c. During- Class Synchronous

Review the course syllabus and topic for the week/class session.
1. Review the assigned class discussion questions posted on BB under "Assignments > Discussion Questions."
2. Upon assignment, enter your assigned breakout room. The breakout room number corresponds to the question that your chat group is assigned to discuss.
3. Discuss your assigned question. In your discussion, incorporate elements of the lecture, any related videos, and your personal asynchronous learning.
4. Generate notes sufficient to lead a discussion of your question with the full class.
5. Designate a person to lead a discussion of your question with the full class. Breakout room members may contribute.
6. Wrap-up by presenting your two additional discussion questions.

d. Post Breakout- Class Synchronous
1. Review your notes.
2. Generate questions for office hours, if necessary.

8.2   Team Project and Case Assignments

Team projects and case assignments are incorporated into the class and scheduled. Assignments are described and posted in "Assignments." If a special assignment, such as a client project, is included in the class, the description, instructions, requirements, grading expectations, due dates, formats, etc. will be posted on Blackboard in "Assignments."

9.0	CLASS CONTRIBUTION & PARTICIPATION

Class participation is an extremely important part of the learning experience in this course as the richness of the learning experience will be largely dependent upon the degree of preparation by *all* students prior to each class session.

A course that incorporates the frequent use of case analyses to illustrate the practical application of concepts and practices requires the student to diligently and thoroughly prepare cases and actively offer the results of the analyses and conclusions derived as well as recommendations during each class session. My expectation and that of your classmates are that you are prepared for *all* classes and will actively participate in and meaningfully contribute to class discussions.

In-class participation is also a critical part of this course's learning experience. Cold calling may take place to encourage active participation and to gain multiple perspectives and points of view, thus lending itself to the richness of the learning experience. In-class participation grading will be based on students' demonstrated willingness to participate and the quality of the comments expressed, rather than quantity. While some students are far more comfortable than others with class participation, *all* students should make an effort to contribute meaningfully.

Students will offer their opinions in group settings many times in their careers; thus, class participation serves to prepare students for this business experience.

The evaluating of in-class participation is based on the following:
- *Preparation* – Are you prepared for the class.
- *Relevance* – Does the comment or question meaningfully bear on the subject at hand? Irrelevant or inappropriate comments can detract from the learning experience.
- *Responsiveness* – Does the comment or question connect to what someone else has said?
- *Analysis* – Is the reasoning employed consistent and logical? Has data from course materials, personal experience, or general knowledge been employed to support the assertions/findings?
- *Value* – Does the contribution further the understanding of the issues at hand?
- *Clarity* – Is the comment concise and understandable?
- *Mindfulness* – Are you efficient and mindful of time that you are using with respect to other students and are not monopolizing or diverting class discussions.

During class sessions, I frequently assume the role of a facilitator to encourage a discussion that includes perspectives from a variety of viewpoints and, secondly, to help pull together prevailing analyses and recommendations. The direction and quality of a discussion is the *collective responsibility of the class*.

To emphasize the importance of participation, **ten percent (10%)** of the course grade are allocated to class participation.

For any student who does not attend the Zoom session live, you may submit a summary of the class video and two questions about the class material in Word format only not to exceed 200 words as an alternate method of contribution to the class.

The below Class Participation "Behavioral Anchor Rating Scale" is provided for guidance purposes:

Excellent Performance
- Initiates information relative to topics discussed
- Is prepared
- Accurately exhibits knowledge of assignment content
- Clarifies points that others may not understand
- Shares personal experiences or opinions related to topic
- Offers relevant / succinct input to class
- Actively participates in class exercises
- Demonstrates ability to apply, analyze, evaluate & synthesize course material.
- Demonstrates willingness to attempt to answer unpopular questions
- Builds on other students' contributions

Average Performance
- Participates in group discussions when asked
- Demonstrates knowledge of course material
- Offers clear, concise, "good" information on class assignments
- Offers input, but tends to reiterate the intuitive
- Attends class regularly

Unacceptable Performance
- Fails to participate even when directly asked
- Is unprepared
- Provides no input to discussions
- Does not demonstrate knowledge of the readings
- Shows up to class: does nothing
- Distracts group/class
- Monopolizes class discussions
- Asks superfluous and non-relevant questions or makes comments not relevant to topic
- Engages in or provides irrelevant discussion, comments or insights

10.0   COMMENTS ON GRADING

10.1   Extra Credit
Due to the number of classes that I teach and the challenges of the on-line environment, there will be no extra credit assignments available this semester.

10.2   General Tips & Comments on Grading Standards for Case Analysis & Written Exercises
Impress me…simple. Your formal written work will be evaluated based on the course objectives and requirements as provided for each individual assignment. As a general guideline for your use, when assessing and grading your written work and contributions, I generally 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?

11.0   TECHNICAL REQUIREMENTS

The following equipment and system requirements are recommended by USC to successfully participate in this online course:
- Computer with webcam
- Earphones or headset
- Reliable (preferably high speed) Internet connection
- Current operating system for Windows or Mac
- Current browser
    - Google Chrome
    - Firefox
    - Internet Explorer (not recommended)
    - Safari (Mac)

For technical support please see:
- **USC Systems** (Blackboard, USC Login, MyUSC, USC Gmail, GoogleApps)
    For assistance with your USC login or other USC systems, please call +1 (213) 740-5555 or email Consult@usc.edu. They are open Mon – Fri 9:30am – 5pm and weekends from 8am - 5pm (all Pacific time).

- **Zoom Video Web Conferencing System** (MarshallTALK)
    For assistance using Zoom, go to Zoom Support Page. You may also call +1 (888) 799-9666 ext. 2. They are available 24/7.

- **Marshall Systems** (MyMarshall, Marshall Outlook email)
    For assistance with Marshall systems you can call +1 (213) 740-3000 Mon-Fri 8am-6pm (Pacific), email HelpDesk@marshall.usc,edu, or use our self-help service portal as shown below. The portal allows you to get immediate assistance by searching for the information you need. You can also use it to chat with a technician or input a request. To access the service portal, follow these steps:
    - On a computer or mobile device, go to MyMarshall Home Page and click the "**Help**" link on the upper right.
    - Log in using your Marshall username and password.
        (If you don't know your Marshall login please follow the onscreen instructions pertaining to login issues)

If your computer does not have Microsoft Word, Office 365 package is available to you free of charge and allows you to install Word, Excel, PowerPoint, Outlook, OneNote, Publisher, and Access on up to 5 PCs or Macs and Office apps on other mobile devices including tablets. Office 365 also includes unlimited cloud storage on OneDrive. To download Office 365 log into your student (University) email through a web browser, choose Settings (top right corner), and select software. If you have further questions or need help with the software, please contact the USC ITS service portal.

12.0	CLASSROOM POLICIES

1. 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, Fox Business and other business news services.

2. Class attendance and participation is important in developing a coherent view of the materials covered in the course. Unless accommodated as described in (b) below, attendance and active participation is expected at the synchronous Zoom class sessions.

    a. **Students are expected to have cameras ON during the synchronous Zoom sessions, and preferably use headsets or earphones to ensure the best audio quality.** *Please advise me if you have circumstances under which you will not be able to meet these expectations.*

    b. For students who are located in a time zone where the synchronous class sessions or exams fall outside the window of 8 a.m. to 10 p.m. in your local time zone, please contact me. You will not be penalized for not attending the live Zoom class sessions. The Zoom sessions will be recorded and posted on Blackboard, and you will be responsible for watching the recorded sessions. Exams and other synchronous assessments will be scheduled for students to be able to complete the assessment between 8 a.m. and 10 p.m. in your local time zone, however, it is your responsibility to inform me of your time zone location at least 24 hours ahead of the scheduled exam time.

    c. In addition, for any student who does not attend the Zoom session live, you may submit a summary of the class video and two questions about the class material in Word format only not to exceed 200 words as an alternate method of contribution to the class.

3. During synchronous Zoom sessions, the following netiquette is expected, as if you were in a physical classroom.

    a. Please do:
        i. Log into class early or promptly
        ii. Arrange to attend class where there is a reliable internet connection and without distractions
        iii. Dress respectfully. Video conference business meetings are and will be the norm, so practice your professional telepresence.
        iv. If you use a virtual background, please keep it respectfully professional.
        v. Display both your first and last name during video conferencing and synchronous class meetings.
        vi. Respectfully minimize distractions by muting and or turning off video if necessary and when appropriate.
        vii. Engage in appropriate tone and language with instructors and classmates.

    b. Please try **not** to:
        i. Engage in a simultaneous activity not related to the class.
        ii. Interact with persons who are not part of the class during the class session.
        iii. Leave frequently or not be on camera for extended periods of time.
        iv. Have other persons or pets in view of the camera.

4. All Zoom sessions will be recorded and posted in the Blackboard Course pages.

5. **Copyrights & Permission.** "Notes or recordings made by students based on a university class or lecture may only be made for purposes of individual or group study, or for other usual non-commercial purposes that reasonably arise from the student's membership in the class or attendance at the university. This restriction also applies to any information distributed, disseminated or in any way displayed for use in relationship to the class, whether obtained in class, via email or otherwise on the internet, or via any other medium. Actions in violation of this policy constitute a violation of the Student Conduct Code, and may subject an individual or entity to university discipline and/or legal proceedings."[1]

    I UNDERSTAND NOT TO COPY, DISTRIBUTE, REPRODUCE, DISPLAY, DISSEMINATE, PHOTOGRAPH OR REPACKAGE ANY COURSE MATERIALS, INCLUDING RECODRDING OF CLASS VIDEOS,

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[1] https://policy.usc.edu/scampus-part-c/. See also, USC Faculty Announcement, Charles F. Zukoski, Provost & Senior Vice President Academic Affairs, August 2, 2020.

BLACKBOARD POSTINGS, ALL EXAMS, QUIZZES, CASES, AND ASSIGNMENTS, IN ANY FORM, INCLUDING ELECTRONIC, VERBAL, TEXTUAL, OR OTHERWISE.

13.0   COURSE NOTES & POSTINGS

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. (I do post information and materials.)

   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.

14.0   ASSIGNMENT SUBMISSION, EXAMS & MAKE-UP POLICIES
14.1   General Policies

   a.   **Assignment Submission Policy.** Assignments must be turned in at the posted due date/time. 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).

14.2   Make-up Policies
Make-up policies vary by assignment. Please be aware of the following:
   a.   **Assignments.**

   b.   **Contribution & Participation.** For class session engagement and participation, students may submit make-up work as per the instructions in Section 9.0 herein.

   c.   **ELC Sessions.** ELC sessions are 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 therefore, there are no make-up sessions or make-assignments. Attendance at scheduled ELC sessions is mandatory and missing a session may adversely affect your final grade.

15.0   ACADEMIC CONDUCT & SUPPORT SYSTEMS
15.1   Academic Conduct
Students are expected to make themselves aware of and abide by the University community's standards of behavior as articulated in the Student Conduct Code.

   a.   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" policy.usc.edu/scampus-part-b.

   b.   Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct at http://policy.usc.edu/scientific-misconduct.

15.2   Retention of Graded Coursework
Final exams and all other graded work, which affected the course grade, will be retained for one year after the end of the course *if* the graded work has not been returned to the student (i.e., if I returned a graded paper to you, it is your responsibility to retain it…no exceptions).

15.3   Student Support Systems

Counseling and Mental Health - (213) 740-9355 – 24/7 on call
studenthealth.usc.edu/counseling
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call
suicidepreventionlifeline.org
Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention and Services (RSVP) - (213) 740-9355(WELL), press "0" after hours – 24/7 on call
studenthealth.usc.edu/sexual-assault
Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED)- (213) 740-5086 | Title IX – (213) 821-8298
equity.usc.edu, titleix.usc.edu
Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following *protected characteristics*: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations. The university also prohibits sexual assault, non-consensual sexual contact, sexual misconduct, intimate partner violence, stalking, malicious dissuasion, retaliation, and violation of interim measures.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298
usc-advocate.symplicity.com/care_report
Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity |Title IX for appropriate investigation, supportive measures, and response.

The Office of Disability Services and Programs - (213) 740-0776
dsp.usc.edu
Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Support and Advocacy - (213) 821-4710
uscsa.usc.edu
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101
diversity.usc.edu
Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call
dps.usc.edu, emergency.usc.edu
Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call
dps.usc.edu
Non-emergency assistance or information.

16.0	COURSE CALENDAR & ASSIGNMENTS BY CLASS SESSION & WEEK

As provided in Section 4.0, and for compliance purposes, the Course Calendar specifying dates, assignments, exams, schedules, etc. is reproduced in Section 16.0 of this syllabus. *A more user friendly version, in Excel, is available for your use on* **Blackboard > "Syllabus > Course Calendar & Assignments."**

IMPORTANT!
Please note the topics, subjects, content, exam dates, and weekly assignments are dynamic documents and therefore, are, from time to time, subject to minor updates, adjustments and changes…Check BB for updates!

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 is also posted separately on BB under Syllabus.)

			MOR 462-74-MW: PROFESSOR MICHAEL A. MISCHE
			SPRING-2021- WEEKLY ASSIGNMENTS & READINGS
			JANUARY
SESSION	DATE	DAY	TOPICS & ASSIGNED READINGS
1	1/20	W	INTRODUCTION TO 462
1			Asynchronous Assignment- Read Articles & Cases & Review Chatroom Quests.
1			Management Consulting Industry- 2021- Mische Perspectives
1			Paper is posted on BB under "Contents"
1			Prepare 3 Questions to Ask in Class on Day 1
2	1/25	M	MODULE 1.0- CONSULTING FIRMS & INDUSTRY DYNAMICS & STRUCTURE
2			Asynchronous Assignment- Read Articles & Cases & Review Chatroom Quests.
2			Consulting Is More Than Giving Advice
2			Product #: 82510-PDF-ENG
2			3 Traits of a Strong Professional Relationship
2			Product #: H0528K-PDF-ENG
2			Confessions of a Trusted Counselor
2			Product #: R0509C-PDF-ENG
2			Synchronous Assignment
2			Questions Posted for Chatroom Discussion
3	1/27	W	Consulting Firms- Industry Dynamics & Evolution
3			Asynchronous Assignment- Read Articles & Cases & Review Chatroom Quests.
3			McKinsey and the Globalization of Consultancy
3			Product #: 806035-PDF-ENG
3			McKinsey & Company
3			Product #: 413109-PDF-ENG
3			Synchronous Assignment
3			Questions Posted for Chatroom Discussion

			FEBRUARY
4	2/1	M	**Consulting Firms- Mergers & Acquisitions**
4			**Asynchronous Assignment- Read Articles & Cases & Review Chatroom Quests.**
4			**Cap Gemini Ernst & Young: A Global Merger (A)**
4			Product #: 903056-PDF-ENG
4			**Cap Gemini Ernst & Young: A Global Merger (B)**
4			Product #: 903057-PDF-ENG
4			**Synchronous Assignment**
4			Questions Posted for Chatroom Discussion
5	2/3	W	**Consulting Firms- Unique Business Models**
5			**Asynchronous Assignment- Read Articles & Cases & Review Chatroom Quests.**
5			**Eden McCallum: Consulting Redefined**
5			Product #: LBS130-PDF-ENG
5			**MacPhie & Company: The Growth Imperative**
5			Product #: W16499-PDF-ENG
5			**Synchronous Assignment**
5			Questions Posted for Chatroom Discussion
6	2/8	M	**Consulting Firms- Globalization & The Future**
6			**Consulting on the Cusp of Disruption**
6			Product #: R1310F-PDF-ENG
6			**Competing in the Age of AI**
6			Product #: R2001C-PDF-ENG
6			**Synchronous Assignment**
6			Questions Posted for Chatroom Discussion
7	2/10	W	**Exam 1- 20 Questions- M/C on BB under "Assessments-Tests"**
MODULE 2.0: MANAGING THE CONSULTING FIRM			
7	2/10	W	**Structure & Positions in Consulting Firms**
7			**Asynchronous Assignment- Read Articles & Cases & Review Chatroom Quests.**
7			**Ownership Structure in Professional Service Firms: Partnership vs. Public Corporation**
7			Product #: 905038-PDF-ENG
7			**Titles & Position Guide by Elite 8 Firm**
7			Posted on BB under "Contents"
8	2/15	M	**WELLNESS DAY- NO CLASS**

9	**2/17**	**W**	**Revenue & Staffing Issues in Consulting Firms**
9			**Asynchronous Assignment- Read Articles & Cases & Review Chatroom Quests.**
9			**Staffing in Professional Service Firms**
9			Product #: 905026-PDF-ENG
9			**Planning in Professional Service Firms**
9			Product #: 903085-PDF-ENG
9			**Profitability Drivers in Professional Service Firms**
9			Product #: 904064-PDF-ENG
9			**Synchronous Assignment**
9			Questions Posted for Chatroom Discussion
9			*Due- Asynchronous Assignment- See Blackboard for Details*
9			*Team Assignment 1- Rate & Staff Planning Calculations*
10	**2/22**	**M**	**Professional Ethics & Comportment - Part A**
10			**Asynchronous Assignment- Read Articles & Cases & Review Chatroom Quests.**
10			**Essence of Professionalism: Managing Conflict of Interest**
10			Product #: 903120-PDF-ENG
10			**Ethics: A Basic Framework**
10			Product #: 307059-PDF-ENG
10			**AICPA Code of Professional Ethics** (Posted on BB under Assignments)
10			Sections 201 & 202
10			**Synchronous Assignment**
10			Questions Posted for Chatroom Discussion
11	**2/24**	**W**	**Professional Ethics & Comportment - Comparative Dilemmas- Part B**
11			**Asynchronous Assignment- Read Articles & Cases & Review Chatroom Quests.**
11			**McKinsey & Co.-Protecting its Reputation (A)**
11			Product #: 415021-PDF-ENG
11			**McKinsey & Co.-Protecting its Reputation (B)**
11			Product #: 415022-PDF-ENG
11			**Synchronous Assignment**
11			Questions Posted for Chatroom Discussion

			MARCH
12	**3/1**	**M**	**Professional Ethics & Comportment - Part C- Case Analysis**
12			Asynchronous Assignment- Read Articles & Cases & Review Chatroom Quests.
12			**KPMG (A): A Near-Death Experience**
12			Product #: 408073-PDF-ENG
12			**KPMG (B): Risk & Reform**
12			Product #: 409075
12			*Due- Asynchronous Assignment- See Blackboard for Details*
12			*Team Assignment 2 - Exercises in Ethics*
13	**3/3**	**W**	**Client Management Issues**
13			Asynchronous Assignment- Read Articles & Cases & Review Chatroom Quests.
13			**Managing the Client Portfolio**
13			Product #: 410139-PDF-ENG
13			**Consultant's Comeuppance (HBR Case Study)**
13			Product #: R0302X-PDF-ENG
13			Synchronous Assignment
13			Questions Posted for Chatroom Discussion
13			*Due- Asynchronous Assignment- See Blackboard for Details*
13			*Team Assignment 3 - Client Assessment & Relations Management*
14	**3/8**	**M**	**Midterm Review Session** (In-class session)
15	**3/10**	**W**	**EXAM -2: MIDTERM- M/C- 33-40 QUESTIONS ON BB**
MODULE 3.0: PERFORMING CONSULTING SERVICES			
16	**3/15**	**M**	**Phase 1.0-A: Marketing Consulting Services- The Need to Market**
16			**Marketing at Bain & Co.**
16			Product #: M290-PDF-ENG
16			**Winning Proposition**
16			Product #: C0507D-PDF-ENG
16			**Making Your Proposal Come Out on Top**
16			Product #: C0207A
16			**Marketing Concepts & Key Terms**
16			**Consulting Marketing Process & Selling Cycle** (Posted on BB)
16			Synchronous Assignment
16			Questions Posted for Chatroom Discussion

17	**3/17**	**W**	**Phase 1.0-B: Marketing Consulting Services- Client Buyer Values**
17			**Asynchronous Assignment- Read Articles & Cases & Review Chatroom Quests.**
17			**Understanding Client Needs & Buyer Values**
17			**How to Choose--and Work with--Consultants**
17			Product #: U9809A-PDF-ENG
17			**Totter Toys Market Entry - RFP for Strategy Consulting Services**
17			Posted on BB under "Assignments- Team Cases"
17			**Synchronous Assignment**
17			Questions Posted for Chatroom Discussion
18	**3/22**	**M**	**Phase 1.0-C: Marketing Consulting Services- Proposals & Service Delivery Models**
18			**Asynchronous Assignment- Read Articles & Cases & Review Chatroom Quests.**
18			**Example Proposal Table of Contents**
18			Mische- Blackboard
18			**Mische's 7-C's of Proposal**
18			Mische- Blackboard
18			**Example- Proposal Development Process**
18			Mische- Blackboard
18			**Synchronous Assignment**
18			Questions Posted for Chatroom Discussion
18			***Due- Asynchronous Assignment- See Blackboard for Details***
18			*Team Assignment 4 - Totter Toys- Project Assessment*
19	**3/24**	**W**	**Phase 2.0-A: Performing Services- Planning, Performing & Delivering**
19			**Planning the Project**
19			**Asynchronous Assignment- Read Articles & Cases & Review Chatroom Quests.**
19			**Example Statement of Work Example**
19			Mische- Blackboard
19			**Example Work Plan**
19			Mische- Blackboard
19			**The Project Life Cycle: Planning**
19			Product #: IES429-PDF-ENG
19			**Synchronous Assignment**
19			Questions Posted for Chatroom Discussion
19			***Due- Asynchronous Assignment- See Blackboard for Details***
19			*Team Assignment 5- Totter Toys Work Plan & Budget*

20	3/29	M	**Consulting Project Team Considerations & Dynamics**
20			**Asynchronous Assignment- Read Articles & Cases & Review Chatroom Quests.**
20			**The New Science of Team Chemistry**
20			Product #: R1702B-PDF-ENG
20			**Launching and Leading Intense Teams**
20			Product #: BH687-PDF-ENG
20			**Team Assessment Form**
20			Blackboard - "Content"
20			**Synchronous Assignment- See Blackboard for Details**
20			Questions Posted for Chatroom Discussion
20			*Due- Asynchronous Assignment- See Blackboard for Details*
20			*Team Assignment 6- Team Assessment Forms Due*
21	3/31	W	**Consultant's Role on a Project**
21			**Asynchronous Assignment- Read Articles & Cases & Review Chatroom Quests.**
21			**Deloitte & Touche Consulting Group**
21			Product #: 696096-PDF-ENG
21			**KPMG M&A Case: Integration & Separation Case**
21			Posted on BB under "Assignments- Team Cases"
21			**Synchronous Assignment**
21			Questions Posted for Chatroom Discussion
21			*Come prepared & do not miss this class*
			APRIL
22	4/5	M	**Performing Work & Critical Thinking & Problem Solving**
22			**Critical Thinking & Problem Solving in Consulting - Part A**
22			**Asynchronous Assignment- Read Articles & Cases & Review Chatroom Quests.**
22			*CasePro:* **Case Analysis Process (Mische)**
22			Excerpt from new book posted on BB under "Assignments-Supplemental Reading"
22			**Synchronous Assignment**
22			Questions Posted for Chatroom Discussion
22			*Due- Asynchronous Assignment- See Blackboard for Details*
22			*Team Assignment 7- KPMG Scope, Objectives & Client Buyer Values*
23	4/7	W	**WELLNESS DAY- NO CLASS**

24	4/12	M	**Critical Thinking & Problem Solving in Consulting - Part B**
24			**Asynchronous Assignment- Read Articles & Cases & Review Chatroom Quests.**
24			*CasePro:* **Critical Thinking in Case Analysis** (Mische)
24			Excerpt from new book posted on BB under "Assignments-Supplemental Reading"
24			*Due- Asynchronous Assignment- See Blackboard for Details*
24			*Team Assignment 8- KPMG Critcal Questions, Issues & Project KPIs*
25	**4/14**	**W**	**Client Problem Diganosis & Solution Formulation: Case Analysis**
25			**Asynchronous Assignment- Read Articles & Cases & Review Chatroom Quests.**
25			*CasePro:* **Hypothesis Driven Case Analysis** (Mische)
25			Excerpt from new book posted on BB under "Assignments-Supplemental Reading"
25			**Using Hypothesis-Driven Thinking in Strategy Consulting**
25			Product #: UV0991-PDF-ENG
25			**Synchronous Assignment**
25			Questions Posted for Chatroom Discussion
25			*Due- Asynchronous Assignment- See Blackboard for Details*
25			*Team Assignment 9- KPMG Approach, Domains, Data & Frameworks/Models*
26	**4/19**	**M**	**Delivering Consulting Services & Results- Reporting to Client**
26			**Asynchronous Assignment- Read Articles & Cases & Review Chatroom Quests.**
26			**How to Give a Killer Presentation**
26			Product #: R1306K-PDF-ENG
26			**The Art of Persuasion Hasn't Changed in 2,000 Years**
26			Product #: H051OC-PDF-ENG
26			**How to Write an Executive Summary** (Mische)
26			Mische- Blackboard
26			**Example Table of Contents for a Final Report** (Mische)
26			Mische- Blackboard
26			**Synchronous Assignment**
26			Questions Posted for Chatroom Discussion
26			*Due- Asynchronous Assignment- See Blackboard for Details*
26			*Team Assignment 10- KPMG Work Plan, Service Model & Budget*
27	**4/21**	**W**	**PHASE 3.0: Managing the Consulting Process**
27			**Asynchronous Assignment- Read Articles & Cases & Review Chatroom Quests.**
27			**Project Management as a Process: Four Phases**
27			Product #: 6181BC-PDF-ENG
27			**Lies, Damned Lies, and Project Plans: Recurring Human Errors that can Ruin the Project Planning Process**
27			Product #: BH561-PDF-ENG
27			**Symptoms of a Terminally Ill Integration Project**
27			Mische- Posted on BB-See, "Supplemental Reading Assignments"
27			**Synchronous Assignment**
27			Questions Posted for Chatroom Discussion
27			*Due- Asynchronous Assignment- See Blackboard for Details*
27			*Team Assignment 11- Project Management Calculations*

28	4/26	M	**Career Navigation - Part A**
28			**Asynchronous Assignment- Read Articles & Cases & Review Chatroom Quests.**
28			**Bain & Co., Inc.: Making Partner**
28			Product #: 899066-PDF-ENG
28			**Developing Professionals: The BCG Way (A)**
28			Product #: 903113-PDF-ENG
28			**Synchronous Assignment**
28			Questions Posted for Chatroom Discussion
28			***Due- Asynchronous Assignment- See Blackboard for Details***
28			*Team Assignment 10- Career Management Questions*
29	4/28	W	**Career Navigation & Course Wrap-up**
			Asynchronous Assignment- Read Articles & Cases & Review Chatroom Quests.
			General Discussion on Careers in Consulting
			Synchronous Assignment
			Develop questions about the course
			MAY
31	5/5	4:30-6:30	**FINAL EXAMINATION- ON BLACKBOARD- MANDATORY OF ALL STUDENTS**
			It is your responsibility to check BB & confirm the final exam date!
			*The Final Exam is **mandatory** for all students*
			Only valid USC exceptions, needs, etc. will be granted…see Syllabus
			Usually multiple choice w/ 40 to 50 questions, elecronically administered on BB
			See Syllabus for further information regarding final & weighings
			*See USC Exam Schedule at: **https://classes.usc.edu/term-20211/finals/***

17.0   TEAM SELF-ASSESSMENT FORM

Rubric for Assessing Group Members: Ability to Participate Effectively as Part of a Team

Rater:_____

Group: _____   Date:_____

Topic:_____

(Circle the appropriate score for each criterion for each member of your group.)

Member Rated (Be sure to rate yourself, too!)	Listening Skills	Openness to others' ideas	Preparation	Contribution	Leadership
	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5

Criterion	Excellent (5)	Good (4)	Fair (3)	Needs to Improve (2)	Unacceptable (1)	Missing (0)
Listening Skills	Routinely restates what others say before responding; rarely interrupts; frequently solicits others' contributions; sustains eye contact	Often restates what others say before responding; usually does not interrupt; often solicits others' contributions; makes eye contact	Sometimes restates what others say before responding; sometimes interrupts; sometimes asks for others contributions; sometimes makes eye contact.	Rarely restates what others say before responding; often interrupts; rarely solicits others' contributions; does not make eye contact; sometimes converses with others when another team member is speaking	Doesn't restate what others say when responding; often interrupts; doesn't ask for contributions from others; is readily distracted; often talks with others when another team member speaks	Never shows up and never contributes.
Openness to others' ideas	Listens to others' ideas without interrupting; responds positively to ideas even if rejecting; asks questions about the ideas	Listens to others' ideas without interrupting; responds positively to the ideas even if rejecting	Sometimes listens to others' ideas without interrupting; generally, responds to the ideas	Interrupts others' articulation of their ideas; does not comment on the ideas	Interrupts others' articulation of their ideas; makes deprecatory comments and/or gestures	Never shows up and never contributes.
Preparation	Always completes assignments; always comes to team sessions with necessary documents and materials; does additional research, reading, writing, designing, implementing	Typically completes assignments; typically comes to team sessions with necessary documents and materials	Sometimes completes assignments; sometimes comes to team sessions with necessary documents and materials	Sometimes completes assignments; sometimes comes to team sessions with necessary documents and materials	Typically, does not complete assignments; typically comes to team sessions without necessary documents and materials	Never shows up and never contributes.
Contribution	Always contributes; quality of contributions is exceptional	Usually contributes; quality of contributions is solid	Sometimes contributes; quality of contributions is fair	Sometimes contributes; quality of contribution is inconsistent	Rarely contributes; contributions are often peripheral or irrelevant; frequently misses team sessions	Never shows up and never contributes.
Leadership	Seeks opportunities to lead; in leading is attentive to each member of the team, articulates outcomes for each session & each project, keeps team on schedule, leads collaboration. integration of	Is willing to lead; in leading is attentive to each member of the team, articulates general direction for each session and each project, attempts to keep team on schedule	Will take lead if group insists; not good at being attentive to each member of the team, sometimes articulates direction for sessions, has some trouble keeping team on schedule	Resists taking on leadership role; in leading allows uneven contributions from team members, is unclear about outcomes or direction, does not make plans for session or project	May volunteer to lead but does not follow through; misses team sessions, does not address outcomes or direction for sessions or projects, team	Never shows up and never contributes.

18.0   EXAMPLE GRADING CRITERIA

EXAMPLE GRADING CRITERIA
(Provided for example and information purposes only.

Understanding of Question & Assignment (25 Pts.)
Do you understand the question and assignment; did you:
- Restate the question properly
- Provide supporting documentation for your analysis of questions & issues
- Effectively articulate why the question is important and relevant given your company's current position
- Did you effectively identify and define the critical issues facing your company and did you properly related those issues to your critical questions?

Depth & Thoroughness of Analytical Approach (40 Pts.)
To what extent was your analysis thorough and useful; did you effectively apply course concepts by performing or articulating:
- Research approach
- Planned use of relevant facts & research sources
- Planned Approach & Work Plan was logical
    Task Plan
    Scheduling
- Appreciation for situation, realities and limitations (operational, competitive, financial, shareholder, regulatory, labor, other stakeholders)
- Avoidance of the stated obvious (we know that Ford makes cars and that Toyota is a competitor)
- Relating research and facts to your question, supplementary questions and issues
- Proposed use of analytical techniques and why those techniques are appropriate
- Insightfulness and perspective into the issues, problems and <u>realities</u> facing Ford (what's really happening to this company and why)
- Demonstration of causality with a clear logical path and "results"

Format & Presentation Quality (20 Pts.)
To what extent is your presentation PROFESSIONAL and indicative of executive communication skills:
- Presentation and ES are easy to read, logical and well written
- Analysis and research are documented (no glib statements)
- Material is professional and client ready
- Presentation was delivered well, everyone participated, all team members were introduced and had a role.
- Transitions to new concepts, ideas, and topics were smooth
- Team members were relaxed and accessible
- Q&A was responsive and lively
- "Wow" Factor…"X" Factor…"IT" Factor

Executive Summary (15 Pts.)
- Clear, concise, engaging, meaningful.
- Communicative and appropriate for C-level leadership
- Proper structure, logic, language and readability

TOTAL POINTS (out of 100 possible):	
CONVERSION TO LETTER GRADE:	