

USC Marshall School of Business
MOR 557-94: MANAGEMENT CONSULTING
FALL 2023
Monday & Wednesday
5:00 to 6:20 PM
August 21, 2023 to December 1, 2023
JKP 104
3.0 Units

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INTRODUCTION

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

Welcome to MOR 557! MOR 557 is intended to provide you with exceptional knowledge, insight, and the cognitive and critical thinking skills necessary to function as a professional management consultant.

MOR 557 is a *professional practice* course designed 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. It is not a survey course or a course offering a variety of models and frameworks requiring rote memorization. This course focuses on developing the professional competencies necessary for management consulting and is best taken by those who aspire to consulting.

As a professional practice class, this course is unlike many courses that offer generalized or specialized knowledge that may or may not be directly needed in a career, or are simply "nice to know," this class is designed and taught entirely as a professional management consulting class. Accordingly, it is most like a law school class, a course in tax law, or a class in advanced accounting...all of which have the objective of preparing students for a profession. This class prepares you for management consulting.

COURSE DESCRIPTION

MOR 557 is designed to train and position you for the realities of actual consulting...the course is demanding, challenging and rigorous. MOR 557 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 557 provides a robust treatment of the consulting industry and industry structure, consulting frameworks, firm management practices, firm financial performance, professional ethics, 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!

COURSE LEARNING OBJECTIVES

The primary objective for this class is simple: *prepare you and help place you in a more competitive position with respect to management consulting, than before you took the class.* As such, the class, materials, lectures, and assignments focus on: (1) learning how to think critically as a management consultant, (2) learning approximately 150 professional competencies which are essential to management consultants, (3) learning the industry structure, composition, and behavior, (4) learning how to behave as a management consultant, and (5) learning the legal and ethical standards of the consulting industry.

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. Specifically:

| MOR 557- 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 responsive consulting reports. |
| 6. | Apply consulting project management practices & calculate KPIs. |
| 7. | Develop & present 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.

COURSE DESIGN

This course is taught using a variety of formats, including Before Class, During Class, Before Class and flipped formats. In addition to the course materials that can be found in Blackboard (<https://blackboard.usc.edu>), this course requires a textbook and supplemental 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 discussion 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. Be prepared for class as I will cold call on you, push your analysis and challenge your thinking and solutions.

MOR 557 is organized into five modules and includes a unique boot camp. 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 (ELC varies by semester). 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 0: CONSULTING BASICS

This is an intensive class session designed to immerse you in important consulting topics and knowledge as a pre-requisite/orientation to the in-depth discussions of course topics. Some of the topics addressed in the Boot Camp include:

1. Understanding cases and the various types of cases
2. Learning a consistent framework for analyzing cases and, ultimately, client situations
3. Diagnosing problems and dilemmas
4. Applying critical thinking and reasoning to cases and client situations
5. Using hypothesis-driven problem solving
6. Framing questions using the FITS process
7. Vocabulary and key terms and definitions

MODULE 1.0: INDUSTRY & FIRM STRUCTURES

Module 1 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
- 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: MARKETING CONSULTING SERVICES

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 2.0 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 Cs 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. Included in Module 2 are in-depth discussions and analysis of several key topics, including, but not limited to:

1. Marketing methods
2. Elements of service delivery
3. Building the Service Delivery Model (SDM)
4. Forming the project team
5. Entering the client

6. Designing the work plan
7. Performing the work
8. Delivering results
9. Applying methodological framework & models for adaptation to client projects

MODULE 3.0: PERFORMING & DELIVERING CONSULTING SERVICES

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: PROFESSIONAL ETHICS & MANAGING 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

REQUIRED COURSE TEXT & MATERIALS

MOR 557 readings, course content and exercises have been carefully selected and structured to support course objectives and the desired learning outcomes. MOR 557 requires a textbook and Harvard Course Reader.

- **Required Textbook**

The textbook is MANDATORY. I have authored a textbook specifically for case analysis based on management consulting critical thinking and reasoning processes. You’ll also find this text useful in preparing for case interviews.

Mische, Michael A. *CasePro: The Consultant’s Critical Thinking Approach to Case Analysis.*
 (First Edition). Cognella, Inc. (2023). ISBN-978-1-7935-1400-4.
 Textbook URL: <https://store.cognella.com/83137-1B-012>

(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. Also, if you have problems with ordering the textbook, please contact Cognella directly at: orders@cognella.com.)

- **Required Course Reader**

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:

Course Reader URL: <https://hbsp.harvard.edu/import/1078687>

- **Frequently Asked Questions (FAQs) About the Course**

The top FAQs about the course, how it is taught and who should take it are posted on Blackboard for your reference and to help establish consistent expectations.

- **Required Supplemental Reading Materials**

In addition to the CR, there are also a few other readings and materials posted on BB. See also, BB "Assignments > Supplemental Readings" for additional required reading materials.

- **Additional Resources (Not Required)**

Additional, but not required resources that may be used or referred to in this course may 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. Bennis & Mische. *The Twenty-First Century Organization: Reinventing Through Reengineering*. Pfeiffer/Prentice Hall. (1995). ISBN-0089384-273-7.
- c. Poulfelt & Olson. *Management Consulting: Today and Tomorrow- Perspectives and Advice from Leading Experts*. Routledge. (2018). ISBN-978-1-138-12428-8. (Note, Mische is a contributing author to this book.)
- d. Boganich & Forsythe, *When McKinsey Comes to Town*. Bodley Head (2022). ISBN 9781847926258.
- e. USC's Code of Ethics <https://policy.usc.edu/code-of-ethics/>
- f. AICPA Code of Professional Conduct-
<http://www.aicpa.org/InterestAreas/ForensicAndValuation/Resources/Standards/DownloadableDocuments/SSCS.pdf>.
- g. Institute of Management Consultants: <http://www.imcusa.org/?page=ETHICSCODE>.

PERFORMANCE ASSESSMENT & GRADING

Grading

This is a professional competency class and grading will be very competitive and rigorous. Not everyone will earn an "A" or "A-" and effort and desire, although appreciated and enthusiastically encouraged, may not always be reflected in your final grade.

Your final grade will be incorporative 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 reflects 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 to 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.

All course grading components are required of each enrolled student to receive a grade. Failure to take any of the exams may result in a failing grade for the exam and/or course.

| 557- GRADE COMPOSITION | |
|--|--------------------------|
| GRADING COMPONENT | Percent Wtg. |
| Test 1- Quiz | 10 |
| Test 2- Midterm | 25 |
| Test 3- Final | 40 |
| Sub-total: | 75 |
| Team Project Assignments | 25 |
| Total: | 100 |
| Discretionary Based on Contribution & Participation | up to 5% of total points |
| <i>Final grades are based on the total points of all exams & assignments, as ranked from highest to lowest scores.</i> | |

Examinations and Exam Grading

MOR 557 exams are designed to assess and *reinforce* your knowledge, competency, and ability to identify and apply 557 concepts and information to a set of questions, facts, and circumstances. To be successful on MOR 557 exams will take more than just memorization of definitions, tools, and methods. MOR 557 exams are designed to test and constructively challenge your comprehension of concepts, themes, readings, facts and your ability to interpret, adapt and apply those to a specific set of questions and circumstances. The exams stress critical thinking in the application of concepts and content related to recognizing, diagnosing, analyzing, and developing responsive solutions to complex business cases using a structured framework.

MOR 557 exams are organized into three categories of questions:

- a. Course Concepts & Theory, which stress important concepts, frameworks, and theories.
- b. Cases & Readings, which focus on authors, research, and key concepts.
- c. Applied Reasoning & Critical Thinking, which present fact patterns, circumstances or management dilemmas that require you to triage, diagnose, analyze, and “solve” the problem based on the description and available answers.

All exams are multiple choice and electronically administered and graded on Blackboard. In general, you can expect the exams to vary in length and to be progressively more challenging with the final exam representing a summation of the course and its key concepts and components. To help you prepare for the mod-term and final exams, a thorough Study Guide is available.

Team Case Assignments

In addition to the exams, MOR 557 has a Team Case Assignment component as part of your final grade. For this class:

- Students are randomly assigned to teams by the professor.
- Teams are limited to 4-6 students per team.
- Students are expected to work collegially, collaboratively, and effectively together.
- Teams are provided with a complex consulting issues and cases to which they apply the concepts, theories, and methods of MOR 557.
- Teams are provided with optional individual coaching sessions.
- Individual team performance and contribution is subject to optional peer assessment by members of the team. In this manner, students experience the process of performing formal performance assessments and receiving assessments.

TEAM CASE ASSIGNMENTS & LEARNING OBJECTIVES & OUTCOMES

| What We'll Learn & Learning Outcomes | TEAM CASE ASSIGNMENTS | | | | |
|--------------------------------------|-----------------------|------------|---------------|----------|---------------|
| | Totter Toys | AT Kearney | DC Industries | Deloitte | UCSF-Stanford |
| Situation & Scope | | | | | |
| Strategy- Market Entry | ● | | | | |
| Operations- SCM & Site Location | | | ● | | |
| Strategy- Growth Aspirations | ● | ● | ● | | ● |
| Operations- Inventories & Cash Flow | | | | ● | |
| M&A- Integration & Separation | | ● | | | ● |
| Consulting Competency | | | | | |
| Consulting- Project Planning | ● | | ● | ● | ● |
| Consulting- Service Delivery | | | ● | ● | ● |
| Consulting- Project Management | | | | ● | ● |
| Consulting- Client Relations | | | | ● | ● |
| Consulting- Firm Management | | ● | | | |
| Consulting- Project Budgeting & Fees | | | | ● | ● |
| | | | | | |
| | | | | | |

Project Case Assignments are team graded and are assessed using criteria that are like internal review processes in management consulting. As provided in the example below, each criterion is weighted, and a composite total score is generated and provided.

Example Grading Rubric- Team Project

| MOR 557- EXAMPLE TEAM CASE PROJECT GRADING- EXAMPLE ONLY | | | | |
|---|---|-------------------|--------------|-------------------|
| DATE: | | | | |
| PROJECT: | | | | |
| TEAM NUMBER: | | | | |
| TEAM CONTACT: | | | | |
| TEAM MEMBERS: | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| <i>The below is your formal grade for your project based on a standard 4.0 scale.</i> | | | | |
| | | | | |
| # | GRADING ATTRIBUTE | Weighting | Mische Grade | Wt'd. Grade Score |
| 1 | Application of Academic Concepts, Theories & Methods | 0.15 | 4 | 0.6 |
| 2 | Application of Course Concepts- Did You Apply Appropriate 557 Concepts | 0.15 | 3.7 | 0.555 |
| 3 | Proper application of Definition & Terms | 0.025 | 3.7 | 0.0925 |
| 4 | Proper use of assessment metrics & tools of Industry & Firm Behaviors & Characteristics | 0.025 | 3.7 | 0.0925 |
| 5 | Proper application of Consulting Model Components & Processes | 0.15 | 3.7 | 0.555 |
| 6 | Quality of Critical Questions/Reasoning- Depth, Quality, Relevancy related to Problem/Situation | 0.1 | 3.5 | 0.35 |
| 7 | Proper application of Appropriate Methodological Frameworks (Specific to case needs) | 0.1 | 3.5 | 0.35 |
| 8 | Proper application of Individual & Team Performance Assessment & Feedback Tools | 0.1 | 3.7 | 0.37 |
| 9 | Proper application of Consulting Measurements & Metrics (Specific to case needs) | 0.1 | 3.3 | 0.33 |
| 10 | Responsiveness to Assignment Reqs.- Did You Satisfy the Assignment? | 0.1 | 3.7 | 0.37 |
| | Your Unadjusted Initial Weighted Score | 1.00 | 3.65 | 3.665 |
| 11 | Grade Point Deduction: Failed to Hand in Assignment as Required or Was Late: | .15 points | 0 | 0 |
| | YOUR FINAL ADJUSTED SCORE & GRADE FOR THE PROJECT: | | | 3.665 |
| | YOUR GRADE: | | | 91.625 |
| | | | | |
| Example Grade Points | GRADING LEGEND DESCRIPTION | | | |
| | Based on a Standard 4.0 Scale | | | |
| 4 | Professional Level - This work is of significant stature & is indicative of high-level professional consulting skills and/or application of course concepts. | | | |
| 3.7 | Exceeds Expectations - This work is very good & is indicative of professional consulting skills...small improvements would make the work "professional." | | | |
| 3.3 | Meets Expectations - All around good work; satisfies assignment & client needs; room for improvement. | | | |
| 3 | Meets the Most Minimum of Expectations - Barely acceptable; not client ready; can be remediated with additional work. | | | |
| 0-2.9 | Fails to Meet Expectations - Completely unacceptable in all respects; not client ready; cannot be salvaged. | | | |
| DEFAULT GRADES | | | | |
| D=Default | If and when used, a "default score" used when the attribute is not appropriate for the assignment, or not graded. | | | |
| | When used, all teams receive the same default grade per criterion, per assignment. | | | |

(Note: Example only. Actual grading rubrics are like this example but are updated & customized for each semester/assignment.)

EXAMINATION INFORMATION & POLICIES

Exam Information

- a. **Exams Format & Process.** As noted, unless stated otherwise, all exams are multiple choice. 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. **Study Guides (SG).** As noted, 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.
- c. **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.
- d. **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.
- e. **Dates for Exams.** Dates for exams are scheduled in "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.
- f. **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.
- g. **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.

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 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.

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 are 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 must 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: “557- Grade Question.” Failure to use the proper submission format could result in a non-response from me.

PROF. MISCHE’S COACHING TIPS- PREPARING FOR CLASS & PERFORMING IN CLASS

Preparing for class is essential to performing in class. Below are some coaching tips to help you prepare for class and performing in class:

| | <u>Activity</u> | <u>Description</u> | <u>Est. Time Commitment</u> |
|-----|-----------------------|--|--|
| (1) | Pre- Class: | Before class preparation | as needed, per assignment. |
| (2) | During Class: | In-class participation | as incurred. |
| (3) | In-class Breakouts: * | Reading or Case Discussion Questions | 8 to 10 minutes per breakout. <i>(*) = If applicable.</i> |
| (4) | In-class Discussion: | Summarize & present your discussions | Variable. |
| (5) | Pre-Class Preparation | Pre-class preparation requires your commitment and dedication to learning before class. Pre-class activities include: <ol style="list-style-type: none">1. Reviewing the course syllabus and topic for the week/class session.2. Reading the assigned case and articles.3. Creating personal 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.4. Developing your questions for each reading/case and bring those to class. | |
| (6) | During Class | <ol style="list-style-type: none">1. Come to class, relaxed and ready to participate and contribute.2. Speak up! Contribute & ask as many questions as you want!3. Have fun learning. | |

CLASS CONTRIBUTION & PARTICIPATION

Class engagement, contribution and participation are extremely important parts 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. My expectation and those of your classmates are that you are prepared for *all* classes and will actively participate in and meaningfully contribute to class discussions.

In-class contribution and participation are 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 try to contribute meaningfully...and I’m open to various methods.

Students will offer their opinions in group settings many times in their careers; thus, class participation serves to prepare students for this business experience. In general, 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 “Socratic” 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*. The below example of Class Participation “Behavioral Anchor Rating Scale” is provided for guidance and example 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” insights 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

GUIDANCE ON GRADING

GPA Expectations

For this course, you can expect an overall class GPA of **3.4**, therefore, competition for high grades will be very intense. Grading is based on your total score for exams, projects, and contribution, which is then ranked highest to lowest to determine your final grade assignment.

General Tips & Comments on Grading Standards for Case Analysis & Written Exercises

Your formal written work will be evaluated based on the course objectives and requirements, as provided for each individual

assignment, including examinations. 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. Diagnostics & Definition- Have you properly and accurately diagnosed the case and its dilemmas and problems, and have you adequately and clearly described/defined the results of the diagnostic?
 - b. Causality – Have you demonstrated a correlation between the data, analysis and conclusion/comments and have you established causality?
 - c. 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)?
 - d. Application – Have you applied the appropriate course materials and concepts correctly and have you demonstrated linkage to the course materials?
 - e. 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 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?

CLASSROOM POLICIES

1. In General. 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. All students are expected to:
 - a. Come to class prepared to discuss the readings and cases.
 - b. Feel free to participate and constructively always contribute to all classes.
 - c. Bring your energy.
 - d. Bring your curiosity and questions.
 - e. Participate and contribute when called upon.

2. In the Classroom. Class attendance and participation is important in developing a coherent view of the materials covered in the course. In-person attendance involves:
 - a. Being socially responsible and respectful.
 - b. Being present and engaged in the class and not texting or emailing during lectures.
 - c. Not using your cell phones or listening to other material or content using your ear plugs.
 - d. Avoid eating food in class.
 - e. Coming to class on time.
 - f. Acting like a responsible adult and Trojan.
 - g. Be Happy!

3. 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

COURSE NOTES, PPTs & 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 for lectures. Consistent with Socratic methods, I do not rely on and therefore, do not post a lot of slides to BB. Do the readings!
- 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 and likeness are proprietary to me and are my intellectual and personal property.
- d. Either USC or I will post video content of the lectures for you on BB.

ASSIGNMENT SUBMISSION, EXAMS & MAKE-UP 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 full grade deduction (for example, if your work is a B+ grade, you will receive a C+ grade).
- b. **Contribution & Participation.** For class session engagement and participation, students may submit make-up work as per the instructions in herein.
- c. **ELC Sessions** (If Applicable). ELC sessions are scheduled far in advance and require the coordination and oversight of USC’s ELC’s experts and teaching specialists. ELC sessions are unique and therefore, sessions cannot be re-scheduled and there **are no make-up sessions or make-up assignments**. Attendance at scheduled ELC sessions is mandatory and missing a session may adversely affect your final grade.
- d. **Retention of Graded Coursework.** Final exams and all other graded work, which affected your 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 or exam to you, it is your responsibility to retain it...no exceptions).

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.

POLICY ON ARTIFICIAL INTELLIGENCE

Use of AI. The use of AI, in any form, degree, and level, is strictly forbidden in this class and any unauthorized use will result in a summary grade of “F” for the entire course.

ACADEMIC CONDUCT & SUPPORT SYSTEMS

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. 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. 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>.

Students and Disability Accommodations:

USC welcomes students with disabilities into all the University’s educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

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 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 for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086
eeotix.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.

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 for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

The Office of Student Accessibility Services (OSAS) - (213) 740-0776
osas.usc.edu

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

USC Campus Support and Intervention - (213) 821-4710
campussupport.usc.edu

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity, Equity, and Inclusion - (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.

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

ombuds.usc.edu

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

Occupational Therapy Faculty Practice - (323) 442-3340 or otfp@med.usc.edu

chan.usc.edu/otfp

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

COURSE CALENDAR & ASSIGNMENTS BY CLASS SESSION & WEEK

The Course Calendar is the most important document for the class as it contains the assignments, due dates, and readings. A more user-friendly version, in Excel, is available for your use on Blackboard > “Syllabus > Course Calendar & Assignments.” Please note, I may be updating the Course Calendar as we journey through the semester together, so watch for announcements of updates on BB!

See next page.

AUGUST

| SESSION | DATE | DAY | TOPICS & ASSIGNED READINGS |
|--|------|-----|---|
| Introduction to 557 & Management Consulting | | | |
| 1 | 8/21 | M | Welcome and Overview of 557 |
| | | | Course Materials |
| | | | Course Calendar & Schedule of Events |
| | | | Student Performance Expectations |
| | | | Grading Transparency & Policies |
| | | | Typical Class Agenda |
| | | | Team Projects |
| MODULE 0: Consulting Basics | | | |
| 2 | 8/23 | W | Managing & Navigating Your Career in Consulting |
| CR = Course Reader | | CR | <i>Reading</i> - Bain & Co., Inc.: Making Partner (899066) |
| BB = Blackboard | | CR | <i>Reading</i> - What the Top Consulting Firms Get Wrong About Hiring (H05CVH) |
| TB = Text Book | | | |
| 3 | 8/28 | M | Consulting Basics - Part 1 |
| | | | Who is a consultant and what do they do? |
| | | CR | <i>Reading</i> - Consulting Is More Than Giving Advice (82510) |
| | | CR | <i>Reading</i> - Confessions of a Trusted Counselor (R0509C) |
| | | BB | Posting - Key Consulting Terms & Definitions (Posted on BB) |
| | | BB | Posting - Industry Structure & Perceptual Map- Mische (Posted on BB) |
| | | | In-Class Self-Assessment: How Much Do I Really Know About Consulting? |
| 4 | 8/30 | W | Consulting Basics Part 2 & Industry Evolution & History |
| | | | The Consulting Revenue Model |
| | | CR | <i>Reading</i> - Does It Pay to Hire Consultants? Evidence from the Bordeaux Wine Industry (H03NZB) |
| | | CR | <i>Reading</i> - 3 Traits of a Strong Professional Relationship (H0528K) |
| | | CR | <i>Reading</i> - Consulting on the Cusp of Disruption (R1310F) |
| | | | Historical Evolution & Milestones |
| | | CR | <i>Reading</i> - McKinsey and the Globalization of Consultancy (806036) |
| | | CR | <i>Reading</i> - McKinsey & Company (413109) |
| | | BB | <i>Reading</i> - Timeline (Posted on BB "Assignments> Readings") |
| | | BB | Team Case Discussed- Totter Toys; See "Assignments > Cases > Totter Toys" on BB |

| SEPTEMBER | | | |
|--|------|----|--|
| | 9/4 | M | LABOR DAY HOLIDAY - NO CLASS |
| 5 | 9/6 | W | Consultant Cognitive Thinking Processes - Part 1 |
| | | | How Do Consultant's Think? Critical Thinking & Reasoning |
| | | TB | Reading - CasePro: Chapters 3 and 4 |
| | | CR | Reading - Using Hypothesis-Driven Problem Solving in Strategy Consulting (UV0991) |
| | | | In-class Critical Thinking Exercise: Abductive, Deductive, Inductive Reasoning (Totter Toys) |
| | | | In-class FITS Question Method |
| 6 | 9/11 | M | Consultant Cognitive Thinking Processes - Part 2 |
| | | | Consulting Project Case Analysis |
| | | TB | Reading - CasePro: Chapters 5 and 6 |
| | | BB | In-class case exercise (Posted on BB "Assignments> Readings") |
| | | | Team Case Due: Totter Toys |
| MODULE 1.0 - Consulting Firms Structures & Dynamics | | | |
| 7 | 9/13 | W | The Consulting Revenue Model |
| | | | Basic Calculations |
| | | | Rates & Rate Types |
| | | CR | Reading - Profitability Drivers in Professional Service Firms (904064) |
| | | BB | In-class Exercise - Mische: Consulting Revenue & Cost Calculations, Posted on BB |
| 8 | 9/18 | M | ELC Session # 1- ASK - JKP 3rd Fl. |
| | | | Attendance is required & the session cannot be repeated; therefore, there is no make-up. |
| | | BB | Assignment Description: Ask Simulation Information (Posted on BB > Assignments > Ask) |
| | | | <i>Note: This simulation is run by ELC faculty (I'm purely an observer), please be on time and please be mindful that there is no eating in the ELC.</i> |
| | | | Final Project Teams Assignments After D/A Period (randomly assigned) |
| 9 | 9/20 | W | Consulting Structural Models - Operational, Legal & Service Structures of Firms |
| | | | <i>ELC Debrief</i> |
| | | | Basic Business Models & Variations (GPs, LLPs, Private, Public, Freelance, Confederations) |
| | | | Basic Governance Structures |
| | | BB | Reading - Mische: Titles & Positions in Elite 8 Firms (Posted on BB) |
| | | | Team Case Due: Totter Toys |
| | | | In-class Discussion of Totter |
| 10 | 9/25 | M | Test 1, Quiz: Multiple Choice on BB > Assessments > Tests > Test 1 (MC, Open book) |
| | | | <i>Multiple choice; 20-25 questions w/ calculations, open book, calculators allowed, 50 mins w/ class to follow.</i> |
| 11 | 9/27 | W | Growth Imperatives & Issues - M&A |
| | | BB | Case: L&H (Posted on BB) |
| | | | In-class discussion of Case |

| OCTOBER | | | |
|--|-------|----|---|
| 12 | 10/2 | M | Alternative Consulting Models |
| | | CR | Reading- MacPhie & Company (W16499) |
| | | CR | Reading- Eden McCallum: Consulting Redefined (LBS130) |
| | | CR | Team Case Discussed- A.T. Kearney: The Push to Become a Management Consulting Titan" (W20848). See BB "Assignments > ATK" |
| 13 | 10/4 | W | ELC Session #2 - Dega - JKP 3rd Floor |
| | | | Attendance is required & the session cannot be repeated; therefore, there is no make-up. |
| | | | Assignment Description: Dega Simulation (Posted on BB > Assignments > Dega) |
| | | BB | Pre-exercise Reading- Rodenhauer- How to Choose & Work with Consultants (U9809A) (Posted on BB>Assignments > Supplemental Readings) (Note: this is a great reading!) |
| | | | Note: This simulation is run by ELC faculty (I'm purely an observer), please be on time and please be mindful that there is no eating in the ELC. |
| 14 | 10/9 | M | Midterm Prep & Career Choices |
| | | | ELC Debrief |
| | | | Reflections on Career Choices |
| | | BB | Posting: Career Trajectories in Consulting (See BB "Content > C10") |
| 15 | 10/11 | W | Test 2: Midterm Exam- Multiple Choice on BB > Assessments > Tests > Test 2 |
| | | | Mandatory. In-class. Midterm exam is multiple choice w/ 40 to 45 questions, w/ calcs, 80 mins., closed book & is electronically timed & administered on BB. Calculators are permitted. |
| MODULE 2.0: Marketing Consulting Services | | | |
| 16 | 10/16 | M | Overview of the Consulting Process Model |
| | | | Introduction to the 3 Phase Consulting Model |
| | | | Discussion of Phase Components |
| | | | Team Case Due- A.T. Kearney: The Push to Become a Management Consulting Titan" (W20848). See BB |
| 17 | 10/18 | W | Phase 1.0-A: Marketing Consulting Services- Methods |
| | | | Marketing Concepts & Key Terms |
| | | BB | Consulting Marketing Process & Selling Cycle (Posted on BB) |
| | | CR | Reading- Marketing at Bain (M290) |
| 18 | 10/23 | M | Phase 1.0-B: Proposal Writing |
| | | BB | Proposal Writing Process (posted on BB) |
| | | BB | See: Mische's 7-C's of Proposal (Posted on BB) |
| | | BB | Examples - See examples of proposals, ToC, formats, etc. posted on BB |
| | | BB | Reading: Letter of Transmittal (Posted on BB) (Posted on BB>Assignments > Supplemental Readings) |
| 19 | 10/25 | W | Phase 1.0-C: Proposal Writing Workshop |
| | | | In-class writing exercise - Mini Proposal |
| | | | Craft - Mini Proposal |
| | | | Present - Mini Proposal |
| | | | Evaluate - Mini Proposal |
| MODULE 3.0: Performing Consulting Services | | | |
| 20 | 10/30 | M | The Service Delivery Model |
| | | | Building Project Plans |
| | | | Work Plans |
| | | | Staffing Plans |
| | | | Estimating Time |
| | | | Estimating Fees |

| NOVEMBER | | | |
|--|-------|----|--|
| 21 | 11/1 | W | ELC Session # 3 - Wishful - JKP 3rd Fl. |
| | | | <i>Attendance is required & the session cannot be repeated; therefore, there is no make-up.</i> |
| | | BB | Assignment Description: Wishful Simulation (Posted on BB > Assignments > Wishful) <i>Note: This simulation is run by ELC faculty (I'm purely an observer), please be on time and please be mindful that there is no eating in the ELC.</i> |
| 22 | 11/6 | M | Phase 2.0- Performing Consulting Services |
| | | | <i>ELC Debrief</i> |
| | | | Phase 2.1- Planning Consulting Work- Task Plans, Work Streams, Hours, Rates, Staffing & Budgets |
| | | BB | Project Organization & Structure (See examples posted on BB) |
| | | CR | Team Case Discussed- Deloitte & Touche Consulting Group (696096)- See BB "Assignments > Cases > Deloitte" |
| 23 | 11/8 | W | Phase 2.2- Performing Consulting Services- The Deloitte Dilemma |
| | | | Entering & Exiting the Client |
| | | | Team Case Due- Deloitte & Touche Consulting Group (696096) |
| | | | In-class Discussion of Team Assignments |
| 24 | 11/13 | M | Phase 2.3- Performing Consulting Work- Delivering Results |
| | | | Understanding Deliverables and Types of Deliverables |
| | | TB | <i>Reading - CasePro: Chapter 6</i> |
| | | BB | <i>Reading - How to Write an Executive Summary (Mische) (Posted on BB)</i> |
| | | CR | <i>Reading - Managing the Client Portfolio (410139)</i> |
| | | | <i>Optional Video - Report writing Video: https://www.youtube.com/watch?v=1y15zjp47KQ</i> |
| | | | Exiting the Client & Final Letter |
| | | | Team Project Assignment Discussed |
| 25 | 11/15 | W | Phase 3.0: Managing Service Delivery |
| | | | <i>Debrief ELC</i> |
| | | | Managing Service Delivery & Projects |
| | | CR | <i>Reading - Project Management as a Process: Four Phases (6181BC)</i> |
| | | CR | <i>Reading - Lies, Damned Lies, and Project Plans: Recurring Human Errors that can Ruin the Project Planning Process (BH561)</i> |
| | | BB | <i>Optional Reading- Symptoms of a Terminally Ill Integration Project (Mische) Posted on BB under Content</i> |
| | | | In-class Exercise- Project Mgt. Calculations & Status Reporting |
| MODULE 4.0: Managing Your Career & Professional Dilemmas & Ethics | | | |
| 26 | 11/20 | M | Managing Professional Dilemmas & Conflicts of Interest |
| | | CR | <i>Reading - Essence of Professionalism: Managing Conflict of Interest (903120)</i> |
| | | CR | <i>Reading - KPMG (A): A Near-Death Experience (408073)</i> |
| | | CR | <i>Reading - McKinsey & Co.-Protecting its Reputation (A) (415022)</i> |
| | | BB | <i>Optional Reading - When You Have the Time- Boganich & Forsythe, "When McKinsey Comes to Town," (2022).</i> |
| | | BB | <i>Optional Reading - Current Ethics Cases</i> |
| | | | LADWP v. PwC (Read the below in numerical order) |
| | | | 1 https://www.citywatchla.com/index.php/cw/los-angeles/11417-beres-what-troubles-me-about-dwp-s-cases-against-pwc |
| | | | 2 https://www.courthousenews.com/la-drops-suit-on-overbilling-debacle-at-department-of-water-and-power/ |
| | | | 3 https://www.justice.gov/usao-cdca/pr/ex-la-special-counsel-agrees-plead-guilty-accepting-nearly-22-million-kickback |
| | | | 4 https://www.latimes.com/california/story/2020-07-03/pricewaterhousecoopers-seeks-millions-la-dwp-billing-case |
| | 11/22 | W | THANKSGIVING BREAK - NO CLASS |
| 27 | 11/27 | M | Projects Due & Team Presentations |
| 28 | 11/29 | W | Course Wrap Up |
| | | | Summary of Key Learning Points |
| | | | Prep for Final Exam |
| | | | Schedule for Optional Study Session |
| | | | In-class Course Evals |

| DECEMBER | | | |
|----------|-------|---------|---|
| | 12/4 | M | STUDY SESSION - NO CLASS |
| | 12/6 | W | STUDY SESSION - NO CLASS |
| 29 | 12/11 | M | TEST 3: FINAL EXAMINATION - ON BLACKBOARD- MANDATORY: 4:30-6:30 PM |
| | | | It is your responsibility to check BB & USC to reconfirm & verify the final exam location, date & time! |
| | | | The Final Exam is mandatory for all students, no exceptions. |
| | | | Only valid USC exceptions, needs, etc. will be granted |
| | | | Final exam is multiple choice w/ 60 to 70 questions, w/ calcs, 120 mins., <u>closed</u> book & is electronically timed & administered on BB. Calculators are permitted. |
| | | | Make sure to always check BB for updates regarding final exam, study guides & optional study sessions. |
| | | | See USC Exam Schedule at: https://classes.uscedu/term-20233/finals/ |
| | 12/15 | Approx. | Final Course Grades Submitted to USC (<i>approximate target date for submission, workload permitting.</i>) |

