



USC Marshall School of Business
MOR 462-69: MANAGEMENT CONSULTING
FALL 2024
Monday & Wednesday
10:00 to 11:50 AM
August 26 to December 3, 2024
Classroom: JFF 416
4.0 Units

Instructor: Michael A. Mische, MBA, MS, CAI
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Office Hours: M & W: 1:00 to 4:30 PM. Also, by appointment.
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(Note: This is a “working” syllabus and subject to minor changes & refinements. Please check Brightspace for updates.)

INTRODUCTION

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

Welcome to Fall 2024! MOR 462 is intended to provide you with the knowledge, insight, and the cognitive and critical thinking skills necessary to function as a professional management consultant. MOR 462 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. 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, this class is similar to 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.

Consultants are constantly learning and challenging their intellectual, cognitive and social skills. In this course, those skills are best developed through a combination of a significant amount of reading and preparation, as well as classroom engagement and team assignments. Class participation and working on team assignments are essential to success in the class. Additionally, the class includes three exams. As described herein, grading will be competitive and rigorous.

COURSE DESCRIPTION

MOR 462 is designed to train and position you for the realities of actual consulting. This 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 have a better understanding of 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 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 discuss career navigation strategies, firm governance structures and the challenges of managing client relationships. Central to the course is our study of the widely used Mische-3-Part Process Consulting Model, as well as the various components associated with marketing, performing, delivering, and managing consulting services. If you are successful in this course, then you could be well ahead of your professional 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, (5) learning the language of the management consultant, (6) assessing client problems as a management consultant, and (7) 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 in interviews Specifically:

MOR 462 LEARNING OBJECTIVES & MAP TO COURSE DESIGN				
No.	TOP 12 LEARNING OBJECTIVES	Module	How	Assessment
1	Demonstrate mastery of use of consulting terms through proper application of terms to class discussions, problems, & cases.	All	All Class Sessions	In-class. Exam-1. Exam-2. Final Exam
2	Demonstrate critical thinking & reasoning through the proper application of FITS, CTP & CRP to consulting problems & cases.	4		All Exams. All Cases ELC
3	Develop & apply consulting client relationship management competencies to simulated consulting problems & client behaviors	2, 4, 5	ELC-1-Dega. ELC-3- Wishful Deloitte Case	ELC-1 In-class. Exams
4	Demonstrate competency of consulting project management measurements through proper application to a case.	5	Calculations	Exam-3
5	Demonstrate competency & understanding of law & ethical issues & application of the 5 moral dilemmas	6	Cases & Situations	Exam-3
6	Demonstrate competency of marketing consulting services through development & presentation of a responsive proposal based on RFP criteria	5	ELC-1-Dega	ELC-1 Team Case Grading Rubric
7	Demonstrate competency of consulting revenue model through the calculation of rates, costs & fees & proper use & application of rate types (definitions).	3	Calculations	Exam-2. Final Exam
8	Demonstrate competency by applying consulting Case Analysis Method, CTP & CRP to strategy case	7	Case	Team Case Grading Rubric
9	Demonstrate competency by applying consulting Case Analysis Method, CTP & CRP to market-entry case	7	Case	Team Case Grading Rubric
10	Demonstrate competency by applying consulting Case Analysis Method, CTP & CRP to AI- case	7	Case	Team Case Grading Rubric
11	Demonstrate collaborative competencies by contributing to team assignments.	7	Cases	Team Case Peer Review
12	Integration & Application of Consulting Knowledge & Problem Solving Competency	All	All	Final Exam

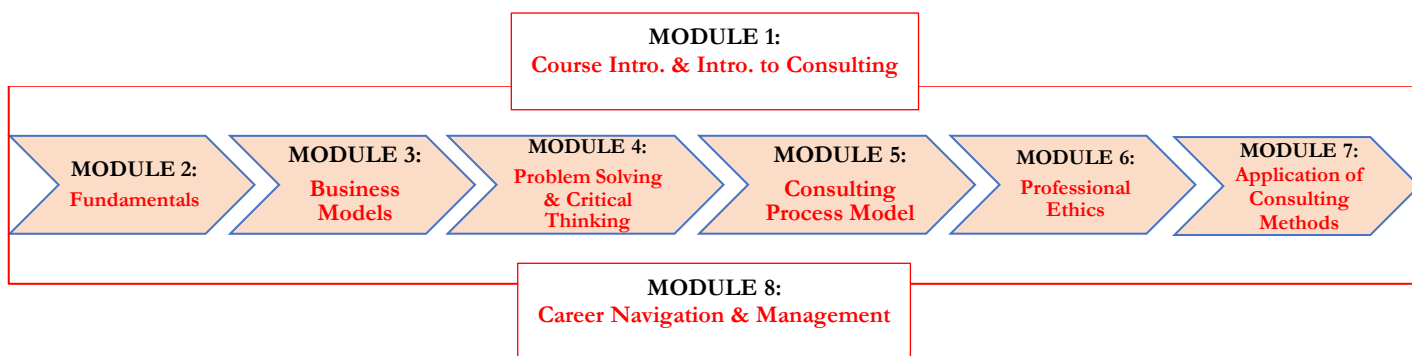
Some of the key questions that are addressed in this course include: how management consulting firms are organized and managed, how consulting firm manage their internal economics and set professional rates, how consulting firms compete, market, and secure clients, the types of services consulting firms 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 Brightspace (<https://Brightspace.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 **8** 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, Brightspace 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. 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.

REQUIRED COURSE TEXT & MATERIALS

MOR 462 readings, course content and exercises have been carefully selected and structured to support course objectives and the desired learning outcomes. MOR 462 **requires** a textbook and a 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.

Textbook Title: 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-NI-004>

(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/1203188>

(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.)

- **Required Supplemental Reading Materials**

See announcements and Course Calendar for additional required reading materials posted on Brightspace that are not in the Course Reader.

- **Additional Resources (Not Required)**

Additional, but not required resources that may be used or referred to in the course include:

- Mische, Michael A. *Strategic Renewal: Organizational Change for Competitive Advantage*. Prentice-Hall. (2000). ISBN-0-13-021919-3.
- Bennis & Mische. *The Twenty-First Century Organization: Reinventing Through Reengineering*. Pfeiffer/Prentice Hall. (1995). ISBN-0089384-273-7.
- Pouffelt & 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.)
- Boganich & Forsythe, *When McKinsey Comes to Town*. Bodley Head (2022). ISBN 9781847926258.
- USC's Code of Ethics <https://policy.usc.edu/code-of-ethics/>
- AICPA Code of Professional Conduct-
<http://www.aicpa.org/InterestAreas/ForensicAndValuation/Resources/Standards/DownloadableDocuments/SSCS.pdf>.
- Institute of Management Consultants: <http://www.imcusa.org/?page=ETHICSCODE>.

PERFORMANCE ASSESSMENT & GRADING

Grading

This is a professional competency class and grading will be 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.

GPA Expectations

Each class differs from semester to semester. Competition for grades will be intense and you are expected to do the necessary work to earn your grade. For this course, you can expect an overall target class GPA of **3.3-3.4**. The actual final class GPA may vary upwards or downwards from the target range. Competition for high grades and “A” 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.

How Your Final Grade is Determined

Your final grade will be determined by a combination of (1) your total quantitative scores (points) as determined by the sum of the various weighted grading components, and (2) your where you total quantitative scores (points) rank as compared to the other students. Thus, your **final grade reflects where you rank in total points, in comparison to other students**. Grades are assigned based on a ranking from highest to lowest. 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. For this course, the quantitative scores (points) include the following grading components: individual class contribution score, individual exams scores, and team scores.

Grading components and weightings

MOR 462- COURSE GRADING	
Grading Event	Weighting
Test 1: Quiz	10
Test 2: Midterm	25
Test 3: Final	30
Team Cases	30
Individual Participation	5
Total Points	100

FINAL GRADE INFORMATION

This is a professional practice class and therefore, grading will be competitive. Your final grade is based on the sum of the weighted scores on all grading events and the ranking of the sum of all grading events from highest to lowest as compared to the total class.

INFORMATION ABOUT PARTICIPATION, ASSIGNMENTS, EXAMS & GRADING

Class Participation. Class engagement, contribution and participation are essential to 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 expectations are that you are prepared for *all* classes and **will actively participate** in and meaningfully contribute to class discussions. Be prepared to be called upon randomly, that is, be prepared for cold-calling.

In-class participation is **5%** of the total grade and evaluated based on your level of involvement in class discussions and in-class exercises. One of the primary goals of this course is to help you develop the ability both to clarify your own position on an issue and to be able to articulate and defend it clearly. Sharing your perceptions and ideas with others is crucial for learning and for understanding how the diverse opinions that you are likely to encounter in an organization are debated. You will find yourself presenting and testing new ideas that are not wholly formulated and assisting others in shaping their ideas as well. You should be prepared to take some risks and be supportive of the efforts of others.

Effective class participation consists of analyzing, commenting, questioning, discussing, and building on others' contributions; it is not repeating facts or monopolizing class time. The ability to present one's ideas concisely and persuasively and to respond effectively to the ideas of others is a key business skill. One of the goals of this course is to help you sharpen that ability. In-class participation grading will be based on students' demonstrated willingness to participate, and the quality of the comments expressed, rather than quantity.

Outstanding Contribution: Your contributions reflect considerable preparation; they are substantive and supported by evidence from the case, readings, and logic. Your comments or questions create a springboard for discussion by making a critical insight. You synthesize and build upon what has already been said in the discussion. The class learns from you when you speak; in your absence, the discussions would suffer.

Potential Impact on Grade: You will receive full credit for class contribution; therefore, 5% of your grade will be graded with a score of 100 points.

Expected Contribution. You are expected to come prepared with substantiated comments. You demonstrate good insight and clear thinking. You are able to make some connection to what has been said in prior discussion. The class notices when you're not part of the discussion.

Potential Impact on Grade: You will receive significant credit for class contribution; therefore, 5% of your grade will be graded with a score of 85 points.

Minimal Contribution. You participate but are unprepared. You rarely offer interesting insights into the discussion.

Potential Impact on Grade: You will receive significant credit for class contribution; therefore, 5% of your grade will be graded with a score of 70.

No Contribution. You say little or nothing in class. If you were not in the class, the discussion would not suffer. It appears that you are not listening to what others are saying during discussion.

Potential Impact on Grade: You will no credit for class contribution; therefore, 5% of your grade will be graded with a score of 0 (zero).

Negative Contribution. You are disengaged, texting, or are seemingly dispassionate and involved in other activities that are not related to the class discussion.

Potential Impact on Grade: You may receive negative credit for class contribution; therefore, 5% of your total grade points may be reduced by a score of negative 5 points.

Evaluation of Your Assignments (Per USC Policy)

You may regard each of your submissions as an "exam" in which you apply what you've learned according to the assignment. I will do my best to make my expectations for the various assignments clear and to evaluate them as fairly and objectively as I can. If you feel that an error has occurred in the grading of any assignment, you may, within one week of the date the assignment is returned to you, write me a memo in which you request that I re-evaluate the assignment. Attach the original assignment to the memo and explain fully and carefully why you think the assignment should be re-graded. Be aware that the re-evaluation process can result in three types of grade adjustments: positive, none, or negative.

Exam Information

Course exams are designed to assess and *reinforce* your knowledge, competency, and ability to identify and apply course concepts and information to a set of questions, facts, and circumstances. To be successful on exams will take more than just memorization of definitions, tools, and methods. Exams are intended to test and constructively challenge your comprehension of concepts, themes, readings, facts and cases and your ability to interpret, adapt and apply those to a specific set of questions and circumstances. The exams in this course 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. Unless stated otherwise, all exams are electronically administered and graded on Brightspace. Exams are organized into three categories of questions:

1. Course Concepts & Theory, which stress important concepts, frameworks, and theories.
2. Cases & Readings, which focus on authors, research, and key concepts.
3. 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 Brightspace. 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.

- a. **Study Guides (SG).** As noted, a comprehensive study guide is published ahead for 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.
- b. **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.
- c. **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 BRIGHTSPACE.
- d. **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.
 - See the Course Calendar for the planned exam date for this course. See also, <https://classes.usc.edu/term-20243/final-examinations-schedule/>.
- e. **All Exams are Required.** Per USC policy, no student is permitted to omit taking 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.
- f. **Make-up Exam.** A make-up for the final exam requires special scheduling arrangements. Make-up exams are subject to prior approval or approval due to technical issues with Brightspace. Make up exams for the midterm must be taken within a 7 (seven) business day period of the scheduled exam date.

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.

- d. **Videotaping Exam.** All in-class and in-person exams are subject to videotaping. In-class exams **may be** monitored and managed by a proctor. The proctor is there to administer the exam, ensure academic integrity, and to help ensure a safe, fair, and secure exam environment for all. Please follow the instructions of the proctor.

Team Assignments

In addition to the exams, this course 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 complex course issues and cases to which they apply the concepts, theories, and methods. Team Assignments are posted on BRIGHTSPACE.
- Individual team performance and contribution is subject to mandatory peer assessment by members of the team. In this manner, students experience the process of performing formal performance assessments and receiving assessments.
- Note, if you do not like working on teams, sharing a team grade, or if you have time or scheduling challenges with team meetings, then this course may not be suitable for you.

EXAMPLE GRADING RUBRIC FOR CASES (Subject to Change Based on Assignment)

TYPICAL TEAM CASE PROJECT GRADING- EXAMPLE ONLY				
DATE:			Typical grading rubric. Subject to change based on semester and assignment.	
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 Course 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, Readings, Lectures, etc.	0.015	3.7	0.0555
4	Proper Use of Course Tools, Processes & Theories	0.015	3.7	0.0555
5	Proper Application of Course Models, Components & Processes	0.015	3.7	0.0555
6	Quality of Critical Questions/Reasoning- Depth, Quality, Relevancy related to Problem/Situation	0.1	3.5	0.35
7	Proper Application of Appropriate Course Methodological Frameworks (Specific to case needs)	0.1	3.5	0.35
8	Depth & Quality of Analytical Process & Use of Data in Assignment	0.25	3.7	0.925
9	Quality of Effort	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	3.6465
11	<i>Grade Point Deduction: Failed to Hand in Assignment as Required or Was Late</i>	.15 points	0	0
YOUR FINAL ADJUSTED SCORE & GRADE FOR THE PROJECT:				3.6465
YOUR GRADE:				91.1625
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 executive/professional skills and/or application of course concepts.			
3.7	Exceeds Expectations- This work is very good & is indicative of executive/professional skills...small improvements would make the work "professional."			
3.3	Meets Expectations- All around good work; satisfies assignment & needs; good start and room for improvement.			
3	Meets the Most Minimum of Expectations- Barely acceptable; not client ready; can be remediated with considerable effort & additional work.			
0-2.9	Fails to Meet Expectations- Completely unacceptable in all respects; not 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.)

Peer Team Performance & Contribution Assessment Process

Grades for individual student contributions to team projects are assigned by me, based on my observations of the team’s working dynamics, my assessment of the team’s project quality, and thoughtful consideration of the information provided through your peer evaluations as provided in the example below.

Example-Peer Input/Evaluation Form (Subject to Change Based on Assignment)
Complete one form for each of your teammates/group members, including yourself.

Name of group member:

<i>Assess your teammate's contributions on a scale of 1-5 (5 is excellent) EXAMPLE ONLY</i>	5	4	3	2	1
Attended and was engaged in team meetings from beginning to end					
Asked important questions					
Listened to and acknowledged suggestions from every teammate					
Made valuable suggestions					
Took initiative to lead discussions, organize and complete tasks					
Contributed to organizing the assignment					
Contributed to writing the assignment					
Reliably completed tasks on time in a quality manner					
Demonstrated commitment to the team by quality of effort					
Was cooperative and worked well with others					
I would want to work with this team member again.					
Describe your teammate's (or your) contributions to the assignment:					
How might your teammate (or you) have made more effective contributions to the assignment?					
EXAMPLE ONLY					
Your name:			Date:		

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

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 **most objective**, best and fairest grade that I possibly can.
- b. 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 ten (10) 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 10-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- 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:

- (1) Pre-Class Preparation. Pre-class preparation requires your commitment and dedication to learning before class. Pre-class activities include:
 - a. Reviewing the course syllabus and topic for the week/class session.
 - b. Reading the assigned case and articles.
 - c. 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.
 - d. Developing your questions for each reading/case and bring those to class.
- (2) During Class.
 - a. Come to class, relaxed and ready to participate and contribute.
 - b. Speak up! Contribute & ask as many questions as you want!
 - c. Have fun learning.
- (3) Post-Class. Please come see me with any questions, ideas, needs, etc. Stop by the office or flag me down if you see me on campus. Schedule a “coffee chat” at Literate or lunch on Farmer’s Market Wednesday!

Coaching Tips on 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. **Statement on Open Expression and Respect for All.** An important goal of the educational experience at USC Marshall is to be exposed to and discuss diverse, thought-provoking, and sometimes controversial ideas that challenge one’s beliefs. In this course we will support the values articulated in the USC Marshall “Open Expression Statement.”

In this class, all relevant perspectives and opinions are welcomed. I encourage everyone to speak up, ask questions, challenge your classmates and challenge your instructor on relevant matters pertaining to the course and our readings, cases and class discussions...just remember that we are here to learn from one another and that we are members of a very special community, the Trojan Family. Be respectful, speak-up, and be heard!

2. **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 contribute to all classes.
 - c. Bring your energy.
 - d. Bring your curiosity and questions.
 - e. Participate and contribute when called upon.
 - f. Be ready for cold-calling.

3. **In the Classroom.** Class attendance and participation are important to developing competency 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. Avoiding eating food with strong odors (sushi & fish) in class as some people may have allergies.
 - e. Coming to class on time.
 - f. Acting like a responsible adult and Trojan...be professional.
 - g. Being ready to be called upon by the instructor (sometimes called “cold-calling”)
 - h. Be Happy!

4. **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

5. **In-class Use of Technology.** Laptop and Internet usage is not permitted during academic or professional sessions unless otherwise stated by the respective professor and/or staff. Use of other personal communication devices during academic or professional sessions is considered unprofessional and is not permitted. **Any e-devices (cell phones, iPads, other texting devices, laptops, I-pods) must be completely turned off during class time.** Upon request, you must comply and put your device on the table in off mode and FACE DOWN. You might also be asked to deposit your devices in a designated area in the classroom. **Videotaping faculty lectures is not permitted due to copyright infringement regulations.** Audiotaping may be permitted if approved by the professor. Use of any recorded or distributed material is reserved exclusively for the USC students registered in this class. Exceptions to this policy may be granted to individual students with appropriate documentation on a case-by-case basis.

6. **Collaboration.** Students are permitted and encouraged to discuss with others their ideas for completing assignments; however, once a student begins writing the deliverable, all work must be individual and independent. Students may not seek help from anyone outside the class, including but not limited to former students of this course, friends and family, tutors, and online forums. Students may consult course materials and web resources. Students may not post anything related to the assignments online. Failure to abide by the above guidelines may constitute a case of suspected plagiarism or cheating, which will be reported and investigated.
 For more information about unauthorized collaboration visit <https://libraries.usc.edu/tutorial/academic-dishonesty> or http://lib-php.usc.edu/tutorials/academic-dishonesty/story_html5.html.

TEACHING STYLE, COURSE NOTES, PPTs & POSTINGS

I use Socratic teaching methods, and my teaching style is direct. Lectures are **critical** to learning the course material and performance on exams.

- a. It is your responsibility and **SOLELY** your responsibility to frequently check Brightspace (BRIGHTSPACE) 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 BRIGHTSPACE.
- c. **DO NOT** video tape me, record me or transmit, post, or stream my likeness, lectures, exams, exercises assignments, etc.,

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.

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. I do not post video content of the lectures and do not do lectures via Zoom.
- e. Please, always feel free to come to office hours or make an appointment. Also, if you happen to see me on campus, wave me down for a chat! Coffee chats at Liberate are always welcome, as well as grabbing a sandwich on Farmer's Market Wednesdays!

MISCHE OFFICE HOURS, ADVISEMENT & CHATS

I'm here to help you achieve your academic and career aspirations. Please, always feel free to come to office hours or make an appointment. Also, if you happen to see me on campus, wave me down for a chat! Coffee chats at Liberate are always welcome, as well as grabbing a sandwich on Farmer's Market Wednesdays! Feel free to text me with any needs.

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 learning 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).

POLICY ON USING ARTIFICIAL INTELLIGENCE

Use of AI. The use of AI in this course is limited to assignments that are specific to AI. The use of AI, in any form, on any non-AI assignment is not authorized and will be considered as a violation of academic integrity. In this course, I encourage you to use artificial intelligence (AI)-powered programs on certain designated assignments that indicate the permitted use of AI. You should be aware that AI text generation tools may present incorrect information, biased responses, and incomplete analyses; thus, they may not produce results that meets the standards of this course. When using any AI-tool or generated result, you must cite (reference) the AI-generated source(s) and material (e.g., text, images, etc.) included in your work and provide the prompts used to generate the content. Using an AI tool to generate content without proper attribution will be treated as plagiarism and reported to the Office of Academic Integrity. Please review the instructions in each assignment for more details on how and when to use AI Generators for your submissions.

USC STATEMENT ON UNIVERSITY ACADEMIC INTEGRITY (Revised June 2024)

Academic Integrity

I will enforce academic integrity standards and report them, as necessary, to USC's Office of Academic Integrity. The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is in contrast to the university's mission to educate students through a broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the USC Student Handbook. All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity.

Other violations of academic misconduct include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage. Academic dishonesty has a far-reaching impact and is considered a serious offense against the university. Violations will result in a grade penalty, such as a failing grade on the assignment or in the course, and disciplinary action from the university itself, such as suspension or even expulsion.

For more information about academic integrity see the [student handbook](#) or the [Office of Academic Integrity's website](#), and university policies on [Research and Scholarship Misconduct](#). Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment or what information requires citation and/or attribution.

USC STATEMENT ON UNIVERSITY SUPPORT SYSTEMS (Revised June 2024)

Students and Disability Accommodations. USC welcomes students with disabilities into all of 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 Financial Aid and Satisfactory Academic Progress. To be eligible for certain kinds of financial aid, students are required to maintain Satisfactory Academic Progress (SAP) toward their degree objectives. Visit the [Financial Aid Office webpage](#) for [undergraduate](#)- and [graduate-level](#) SAP eligibility requirements and the appeals process.

Student Support Systems:

[Counseling and Mental Health](#) - (213) 740-9355 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

[988 Suicide and Crisis Lifeline](#) - 988 for both calls and text messages – 24/7 on call

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline consists of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

[Relationship and Sexual Violence Prevention Services \(RSVP\)](#) - (213) 740-9355(WELL) – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

[Office for Equity, Equal Opportunity, and Title IX \(EEO-TIX\)](#) - (213) 740-5086

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) 740-2500

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 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) 740-0411

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

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 MOR 462-69-MW-Syllabus-Fall- 2024

Prof. Michael A. Mische

Email: mische@marshall.usc.edu

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

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) 442-1200 – 24/7 on call

Non-emergency assistance or information.

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

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) 442-2850 or otfp@med.usc.edu

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, Excel version of the Course Calendar, is available for your use on Brightspace in “Contents.” Please note, I may be updating the Course Calendar as we journey through the semester together, watch for announcements of updates and class news on Brightspace.

MOR 462-69-MW				
FALL SEMESTER 2024				
JFF 416				
10:00 - 11:50 AM				
4.0 Units				
Professor Michael A. Mische				
Office: HOH 426				
Office Hours: 1:00 to 4:30 PM, M & W and By Appointment				
Required Course Materials				
Required Textbook- CasePro: https://store.cognella.com/83137-1B-NI-004				
Required Course Reader: https://hbsp.harvard.edu/import/1203188				
COURSE CALENDAR & ASSIGNMENTS				
PRE-CLASS				
			Topic	Readings & Assignments
			It is highly recommended that you prepare	Gartner Group Presentation (Posted in "Content")
			for MOR 462 and your career in consulting	Consulting Outlook 2024 (Mische) (Posted in "Content")
			by doing some "pre-class "reading.	CasePro- Chpts. 1 & 2
AUGUST				
Session	Date	Day	Topic	Readings & Assignments
1	26-Aug	M	Introduction to MOR 462 & Consulting	Unless noted, readings are in the HBSP Course Reader &/or Textbook
			Course Description & Objectives	Reading: <i>Does it Pay to Hire a Consultant?</i> (H03NZB)
			Course Design	Reading: <i>What the Top Firms Get Wrong</i> (H05CVH)
			Exam, Cases & Grading	
			ELC Sessions & Cases	ELC Session Dates: 18-Sep, 16-Oct, 6-Nov.
			Industry Perceptonal Map & Structure	All ELC Sessions are held in JKP-3rd Fl.
			Industry Dynamics	
2	28-Aug	W	Consulting Fundamentals & Concepts	
			Defining Consulting & Consultant	Reading: <i>Confessions of a Trusted Advisor</i> (R0509C)
			Organization of Firms	Reading: <i>Consulting is More Than Giving Advice</i> (82510)
			Legal Structure of Firms	Reading: <i>Gartner Presentation Posted in "Content"</i>
			Titles, Roles, Responsibilities in the Firm	Posted in "Contents"
			What Consultants Do	
			The Need for Independence & Objectivity	
			Why Clients Engage Consultants	
			Drivers of Consulting Services & Revenues	
			The Consulting Process Model (CPM)	
			P1-Marketing Consulting Services	
			P2-Performing Consulting Services	
			P3-Managing Projects, Client & Firm	

SEPTEMBER				
	2-Sep	M	Holiday- No Class	
3	4-Sep	W	The Consulting Business Models	
			Business Models	Reading: Consulting on the Cusp of Disruption (R1310F)
			Traditional v. Boutique v. Facilitated Network	Reading: McKinsey & the Globalization of Consulting (806036)
			The Revenue Model	Reading: Profitably Drivers in PSF (904064)
			Types of Consulting Fees	
			Calculating Hourly Billing Rates	
			Calculation Cost of Service	
			Consulting Revenue, Fees & Rates	
			Utilization Concepts & The Staffing Model	
			Case Teams Assigned	
4	9-Sep	M	Consultant Thinking & Problem Solving-1	
			Critical Thinking	Reading: Using Hypothesis-Driven Problem Solving (UV09)
			Critical Logical Reasoning	Reading: CasePro Chpt. 3 and 5
			Understanding & Using Domains of Interest	Reading: Before the Hypothesis: Asking the Rt.Quest. (UV8815)
			Consulting Problem Solving- P1	Exercise Posted in "Assignments"
			Understanding & Using MECE	Resource: https://slideworks.io/resources/mece-mutually-exclusive-collectively-exhaustive
			Application of FITS: In-class Case Analysis	Reading: Critical Thinking is About Asking Quests (H0707)
5	11-Sep	W	Consultant Thinking & Problem Solving-2	
			In-class Case	Exercise Posted in "Assignments"
			Application of CTP: In-class Case Analysis	Reading: CasePro Chpts. 8 and 9
			Application of Domains: In-class Case Analysis	
			In-class Interviewing Example	
6	16-Sep	M	CPM-P1-Marketing Consulting Services	
			Marketing & Client Acquisition Methods	Reading: Marketing at Bain (M290)
			Proposal Formats & Writing	Reading: Making Your Proposal Come on Top (C0207A)
			Understanding Client Buyer Values	Reading: What Today's Rainmakers Do Differently (R2306)
			Framing Scope & Objectives	
			Building the Client Value Proposition	
7	18-Sep	W	CPM-P1-ELC-1- Dega-Proposing to Client	Meet in ELC in JKP 3rd Floor
			Client Interviewing & Fact Finding	See "Dega Assignment" on Brightspace
			Client Problem Diagnosis	Reading: Avoid These 3 Pitfalls (H08AUA)
			Proposing to the Client- Elements of Proposal	Reading: How to Choose & Work w a Consultant (Posted- B)
			Client Cons. Evaluation & Selection Process	
			Applying FITS, CTP & Domains of Interest	
8	23-Sep	M	CPM-P1-Dega Proposals Due	Meet in Classroom
			Proposing to the Client	See "Dega Assignment" on Brightspace
			Client Cons. Evaluation & Selection Process	Reading: Persuasive Client Presentations (423083)
			Client Presentation Skills	Reading: The Solution Shop & Storytelling (UV8640)
			Team Presentations	5-7 mins; Dega Execs Select Winning Consulting Firm
9	25-Sep	W	CPM-P2-Performing Consulting Services-1	
			Designing Workplans & Budgets	See "Assignment" on Brightspace
			Understanding Deliverables & Types	
			Staffing the Project Team	
			Designing the Project Management Org.	
			Test-1: Take-home Available	Posted in "Assignments > Quizzes"
10	30-Sep	M	CPM-P2-Performing Consulting Services-2	
			In-class Exercise	
			Building the Workplan	
			Estimating Hours	
			Estimating Fees	
			Designing the Service Delivery Model	
			Assigning Resources & Talent	
			Test-1: Due	

OCTOBER				
11	2-Oct	W	CPM-P3- Project Management-1	
			Managing the Consulting Project	Reading: Lies, Damned Lies & Project Plans (BH561)
			Measuring Progress	
			Reporting Results- Status Report Structure	
12	7-Oct	M	CPM-P3- Project Management-2	
			In-class Exercise	Reading: Managing the Client Portfolio (410139)
			Calculating % of Completion	
			Understanding Triangulation	
			Estimating Status	
13	9-Oct	W	Midterm Exam Review	
			In-class Review for Midterm Exam	
14	14-Oct	M	Midterm Exam	
			In-class; Multiple Choice; Closed Book	
15	16-Oct	W	ELC Session 2-	Meet in ELC in JKP 3rd Floor
16	21-Oct	M	Professional Ethics & Responsibilities	
			Professional Codes of Conduct	Reading: Essence of Professionalism (903120)
			The Importance of Independence	Resource: https://www.hsgac.senate.gov/subcommittees/investigations/hearings/foreign-influence-in-the-united-states-reviewing-boston-consulting-group-mckinsey-company-m-klein-and-company-and-teneos-compliance-with-congressional-subpoenas/
			Ethical Transgressions	Resource: https://oversightdemocrats.house.gov/news/press-releases/committee-releases-report-uncovering-significant-conflicts-of-interest-at (Note: Just read the summary/ landing page)
			Standards of Conduct	Resource: https://www.nbcnews.com/politics/national-security/mckinsey-worked-chinese-government-assurances-us-senator-document-1cna9053
			Enforcement Practices	
			Understanding the Concept of Reliance	
			The 5 Moral & Ethical Dilemmas	
17	23-Oct	W	Cases in Ethical Transgressions	
			Teams Will Lead Discussions of the Cases	Reading: Purdue Pharma & Opioid Crisis (MH0082)
			Teams 1, 3, 5, 7 are to read the Purdue Case	Reading: McKinsey Bribery in So. Africa (W20689)
			Teams 2, 4, 6, 8 are to read the Purdue Case	
18	28-Oct	M	Consulting Project: AI & Management Consulting-P1	
			Understanding AI	Reading: Don't Get Distracted by the Hype Around Generative AI (SR0090)
			How AI Impacts Consulting	Reading: Generative AI Value Chain (724355)
19	30-Oct	W	Consulting Project: Applying AI to a Consulting Project	
			Applying AI to a Consulting Project	In-class Exercise- Applying AI to a Consulting Problem
				Reading: Moderna (HBS Case 621032)

NOVEMBER				
20	4-Nov	M	Managing Clients & The Client Relationship	
			Understanding the 4 Types of Risks	Reading: Consultant's Comeuppance (R0302X)
			Managing the Client Relationship	Reading: 3 Traits of Professional Relationship (H0528K)
			Understanding Relationship Types	Reading: Managing the Client Portfolio (410139)
			Managing the Firm's Expectations	
			Managing Adverse Situations	
			Conflict Resolution Process	
23	6-Nov	W	Consulting Project: Strategy Consulting	
				See Assignment Posted on Brightspace.
				Reading: AT Kearney: Becoming a Titan (W20848)
21	11-Nov	M	Consulting Project: Deloitte & SKS-Manufacturing	
				See Assignment Posted on Brightspace.
22	13-Nov	W	ELC Session 3- Wishful Thinking	Meet in ELC in JKP 3rd Floor
			Client v. Consultant Fee Dispute Negotiation	See Assignment Posted on Brightspace.
				Reading: Consultant's Comeuppance (R0302X)
24	18-Nov	M	Consulting Project: Strategy Consulting	
				See Assignment Posted on Brightspace.
				Reading: AT Kearney: Becoming a Titan (W20848)
25	20-Nov	W	Your Consulting Career	
			Understanding Career Navigation	Reading: Making Partner at Bain (899066)
			Career Harzards	Reading: Why Consultant Quit (H051QM)
			Career Management Strategies-Your Brand	
			Leadership Roles: Women in Consulting	Resource: https://www.theconsultingreport.com/the-top-women-leaders-in-consulting-for-2024/
26	25-Nov	M	In-Class Study Session	
			Final Exam Study Guide Posted	
	27-Nov	W	Holiday- No Class	
DECEMBER				
27	2-Dec	M	Course Wrap-up	
			Course Evaluation	
28	4-Dec	W	Course Evals	
			In-class	
			Final Exam Prep	
Note: Always check and double check Brightspace for course & class updates & announcements				
USC Schedule of Final Exams: https://classes.usc.edu/term-20243/final-examinations-schedule/				

Note: The above Course Calendar is provided as a separate Excel spreadsheet for your use in “Content” on Brightspace.