

**MGT 4102**  
**Management Consulting - Summer 2012**  
**Syllabus and Class Schedule**

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Office:	Room 423D COM
Office Hours:	TTh 1:45 – 2:30 pm plus by appointment for other times
Class Meeting Time:	TTh 12 – 1:45 pm
Class Meeting Location:	Classroom 224 COM
Course Home Page:	TSQUARE

**Texts and Other Required Course Materials:**

**Text:** **The Basic Principles of Effective Consulting**, by Linda K. Stroh and Homer H. Johnson

**Cases:** The following case studies are available in student coursepack Xanadu No. 374391, MGT4803 Management Consulting Summer 2012 -- available from the Barnes and Noble Bookstore.

**How to Choose and Work With Consultants**, HBS U9809A

**Developing Professionals the BCG Way (A)**, HBS 9-903-113

**Michael Lester at Lachlan Consulting**, HBS 9-412-041

**Bon Star Hotel**, HBS 909M72

**Deloitte & Touche Consulting Group**, HBS 9-696-096

The following pre-read is provided by the instructor and is available at the course website in TSQUARE

**When Consultants and Clients Clash**, by Idalene F. Kesner, HBR Article, Reprint 97605X

**Bain & Company Management Consulting Tools Survey 2010**

## **Course Overview**

Management Consulting will continue to be a significant career option for many students, regardless of whether a student's academic foundation is in business, engineering, or the basic sciences. Careers in Management Consulting often provide individuals an opportunity for challenging work, continued self-development, access to important social and professional networks, and, over time, significant financial rewards. The Management Consulting Industry has grown in size and complexity particularly since the early 1990's. Although there are many very small firms, the industry is dominated by a relatively few very large global organizations that practice in a variety of business settings and business disciplines. In addition many businesses have developed internal consulting organizations to provide consulting related services within the organization and often in conjunction with consulting services offered by third party firms.

In this course we explore what it means to be a Management Consultant, and will introduce students to consulting frameworks and methods; simulate consulting project activities and situations using business cases; and network students with practicing consulting professionals from a variety of global and local firms. Within the context of this course, consulting is view broadly and is inclusive of a number of practice areas including Strategy Consulting, IT Consulting, Marketing Consulting, Human Resource Consulting, Operational/Process Consulting, and Organizational Consulting. Course participants will be organized into consulting teams and will have the opportunity to identify and complete two simulated consulting "engagements" including participating in a Case Competition sponsored and judged by Deloitte Consulting.

## **Objectives**

1. Develop an understanding of the nature and rigor of management consulting and to develop skills in management consulting fundamentals.
2. Learn how to identify, analyze, and negotiate consulting opportunities – important in building a practice or progressing upward within an existing one.
3. Demonstrate problem solving, design, and other analytical skills and learn overall consulting process skills.
4. Practice and sharpen executive writing and presentation skills.

A student who has successfully completed the coursework should be able to clearly articulate how consultants add value; how consulting practices are built and sustained; approaches to identifying and securing consulting opportunities; how client relationships can be managed and what to do in problem situations; and have demonstrated skills and the effective use of typical analytical frameworks used by consulting organizations today.

## **Course Structure and Administration**

The approach taken in this course is to 1) use traditional lecture, class discussion, and pre-reads to teach and reinforce basic concepts regarding the consulting process – which is defined as developing new clients, identifying and defining consulting opportunities,

developing proposals, contracting, performing business diagnostics, managing and conducting consulting engagements, and developing the management presentation and support materials; 2) provide guest speakers that give the student the opportunities to learn from and obtain insights from current practitioners in various consulting areas; and 3) develop and demonstrate analytical skills in typical consulting settings using a combination of management case discussion in class and written case analyses.

All students will be organized into 4 person teams. Each team will be responsible for preparing for two (2) in class case discussions and two (2) written case analyses. As indicated below, about 45% of a student's grade will be based on these team activities and specifically on the two written cases (and case presentation). Two workshop classes (called Business Labs) have been set-aside in the class schedule to help accommodate teams in the development of the written case analysis materials for the Deloitte Case competition. Workshop classes ensure that all students in a team have a common time for meeting, planning, and preparing the case analysis.

The following are a few suggestions on how the student can gain a fuller understanding of the course content. As an individual contributor you should:

1. Read the assigned case pre-reads prior to each class session.
2. Present cogent analysis and creative solutions backed by logic and common sense. Note that a best practice in preparation is for members of each consulting team to work together to prepare for the in-class case discussions
3. Support your arguments with evidence obtained from the assigned readings and your own research.
4. Be prepared to defend your arguments as well as voice supporting opinions and/or tactful opposition to the opinions of other class members.
5. Contribute to class discussion and understanding of course content through your individual point of view or prior experiences relevant to discussion topics.

It is expected that each student will spend about 1 to 2 hours per class completing the required pre-read assignments and about 2 to 3 hours for each oral (discussed in class) case and 10 to 16 hours for each written case.

The instructor's role will be to present (briefly lecture) specific content, typically to supplement the pre-reads and to facilitate class discussions where students and the instructor alike can express points of view and analysis.

As a member of a team you should be expected to work together with other team members and contribute equally towards the completion of your team's written casework. Just as in an actual professional management consulting setting where strong teams generally include a set of multi-disciplinary business and functional skills representing various organizational levels/responsibilities, your team should be a mix of class members from various management and engineering disciplines. As you begin to think about the team you will help form, keep in mind that the team should bring a mix of academic and practical experience, a wide range of communication skills (both oral and

written), and leadership skills. Teams will be self-selected and should be finalized by the fifth class session (**Tuesday May 29**). I will reserve the right to make team assignments for any class participants unaligned by the end of the team building process.

## **Course Evaluation**

This course will provide a variety of opportunities to learn new facts, develop new skills and explore new ways of thinking. Final grades will reflect an evaluation of knowledge gained, skills developed and perspectives explored. Grades will be determined using a point system. Each student will have the opportunity to earn up to 450 points. Points can be earned as follows: (note that 250 points can be earned as an individual grade and 200 as a team grade)

<b>Requirement:</b>	<b>Basis</b>	<b>Due</b>	<b>Points</b>
1. Written Case #1 Analysis	Team	June 7	75
2. Written Case #2 Presentation And Analysis (Deloitte)	Team	July 17	125
3. Peer Assessment	Individual	July 24	25
4. Attendance	Individual	On-Going	100
5. Mid-Term Exam	Individual	June 14	50
6. Final Exam	Individual	Finals Week	75

Students who earn at least 402 points will receive an A, 357 to 401 points a B, 312 to 356 a C, 267 to 311 a D, and below 267 points a F.

## **Mid-Term and Final Exams**

In order to assess how well class participants understand the concepts presented in the course and to provide feedback for improvement, students will complete two exams over the course of the semester. Each exam will consist primarily of multiple choice, true/false, and short answer questions based on course content taken from the class pre-reads and lecture notes. In particular, an understanding of the Stroh and Johnson text, business cases, and other pre-read materials will be critical to achieving a high test score. The first exam (mid-term) will be on **Thursday June 14**; and the second exam will be scheduled for final exam week (**Tuesday July 31 at 8 am**). Review materials will be provided at least one week prior to the each exam.

## **The Team Projects (Written Case Analysis 1 and 2)**

Two cases will form the basis for the team projects. The first case, **Bon Star Hotel** will be due on June 7. The second case will be provided by Deloitte Consulting who will also introduce the case to the class on **Thursday June 21**. The case will be based on an actual Deloitte engagement and will form the fact base for a “case competition” between the

course's consulting teams. The case competition will be held on **Monday July 17** and will be judged by Deloitte consultants. Students on the winning team (as selected by Deloitte) will receive a small prize **and** have the **option** to be excused from the Final Exam.

In general each case deliverable (the two written projects) will be about 7 to 8 pages, single spaced, formatted as a formal business document and should provide a description of the critical issues and problems, the analysis and conclusions, and the specific team recommendations developed in a matter consistent with a consulting team providing deliverables to a consulting client. Grades for the Deloitte case competition will be determined by the instructor (although the "winner" of the competition will be selected by Deloitte)

Because of the 11-week short semester, team projects will not involve performing consulting engagements for actual, local firms. Team cases were viewed as the next best alternative. If a team would prefer to substitute a real client engagement AND the team has a specific client opportunity (either through an existing relationship, internship, etc.) and IF approved by the professor this syllabus will be customized by the professor -- specifically for that team -- in which the written case analysis (both 1 and 2) would be dropped in return for a written client proposal letter with a detailed work plan (for case #1) and a written management report (for case #2). The team however would still be responsible for reading the team project cases and be prepared for any in-class discussion related to those cases. Teams that elect this option also will not participate in the Deloitte Case "competition". Customization of the syllabus must be approved by the instructor in writing by **Thursday June 7**.

### **Peer Assessment**

Peer assessments will be developed by each team member for all team members. The assessment process is best described by the example below:

Team A has 4 team members -- Joyce, Raul, Amit, and Blake. As a member of Team A, Blake develops a peer assignment for Joyce, Raul, and Amit. Blake cannot develop a peer assessment for himself. Since Team A has four members, Blake has a total of 75 points that can be awarded to his team members ( $4 \text{ (number of team members)} - 1 \text{ (Blake)} \times 25 \text{ points equals } 75$ ). Blake is required by the peer assessment process allocate all 75 points based on his own assessment of team member contribution. In his view Joyce and Amit participated on a comparable basis and made equivalent contributions. Raul was a slacker and failed to carry his share of the project. Based on Blake's assessment, he awarded points as follows: Raul 15 points, and Joyce and Amit, 30 points a piece. In turn, Blake was assessed by the remaining three members of his team. In total, Blake received 80 points (30 each from Raul and Joyce, and 20 from Amit). Blake's total points awarded for the purpose of calculating his course grade will be 26.67 points (80 divided by 3).

Peer Assessments are confidential and are due on **Thursday July 24. Students that fail to turn in a peer assessment will be given a zero for their own individual peer assessment grade regardless of how the other team members assessed them.**

The instructor also reserves the right to adjust any peer assessment grade based on the instructor's own observations and assessment.

## **Class Attendance**

The class participation grade will be determined based specifically on attendance. In determining the attendance grade, each **class absence** will result in either a 12 or 18 point reduction to the students course grade – 12 points for any absence from a lecture class, 18 points for any absence from a mandatory class (see explanation below). There is no limit to the number of points that can be deducted for absences.

Students with no absences for the semester will be awarded 100 points towards their final grade. For each absence however that 100 points will be systematically reduced by 12 or 18 points (mandatory classes) until exhausted completely. **At that point continued absences will result in reductions to the students overall course grade.**

Students who sign in on a class attendance sheet but leave before the class is over will be counted as absent for that class – unless the student has received permission in advance from the instructor to leave class early. Attendance will be posted at the class website in TSQUARE within 24 hours of the class completion. **Students should check attendance records weekly and note any attendance errors to the instructor within one week of class completion.** Incorrect class attendance will not be corrected **unless reported within one week of the error.**

**Mandatory Classes:** The 2 cuts (see below) will first be applied towards regular class absences, then if regular class absences are exhausted, applied to the mandatory class absences. Remaining mandatory class absences result in a 18 point reduction, lecture classes, a 12 point reduction. Mandatory classes are noted in the attached class schedule and are typically those classes where we will have a guest speaker.

**Excused Absences:** Each student will be allowed up to 2 “cuts” (a non attendance for any reason) before the grade reduction process begins. There will be **NO** provision for excused absences – the 2 cuts are intended to cover student absences for whatever reason.

**Examples:** Ralph misses 2 classes during the semester. Since Ralph is allowed 2 cuts he receives no grade reduction (and the full 100 points towards attendance). Richard misses 4 classes during the semester, 2 lecture classes and 2 mandatory classes. Richard's 2 cuts will be applied to his lecture class misses and he will receive a 36 point reduction (2 mandatory classes) from his 100 point attendance grade. Russell misses 8 classes during the semester – 7 lecture classes and 1 mandatory class. Russell's 2 cuts will be applied to his lecture classes and he will receive in total a 78 (5 x 12 plus 1 x 18) point reduction to

his attendance grade. Ronda misses 14 classes during the semester – 11 lecture classes and 3 mandatory classes. Ronda's 2 cuts will be applied towards her lecture class misses giving her 9 lecture class absences and 3 mandatory class absences. Ronda in total will have 162 points ( $3 \times 18$  plus  $9 \times 12$ ) reduced from her course grade -- the entire 100 points given for attendance plus an additional 62 point reduction from her final course grade.

**Laptop Policy.** Open laptops will not be allowed during class lectures or class discussion. Students are also expected to turn-off their smartphones, cell phones, and PDAs. I recognize that students feel the need to be constantly within their "digital cocoon" but the fact is that even for the best-intentioned students open laptops and smartphones, etc. are distracting and using class time to surf the internet, check email, update facebook, text a friend, etc is not a productive use of that time. Students who violate this policy will be asked to leave the classroom and will be marked as absent for that class.

All class related PowerPoint will be loaded to the course website no later than 12 hours in advance of the class in which the specific PowerPoint is used. Students who wish to write class notes directly on their PowerPoint slides will need to print out the slides in advance.

### **Academic Honesty and Student Rights**

This course will follow the guidelines established by Georgia Tech's honor code and student handbook. All sources of information utilized in any of the course assignments are to be appropriately acknowledged. Please keep in mind that academic dishonesty includes (a) cheating, (b) fabrication and falsifications, (c) multiple submissions, (d) plagiarism, and (e) complicity in academy dishonesty.

### **TSQUARE/Changes to the Syllabus**

The above procedures for grading and the class schedule that follows are subject to change. Any changes will be posted at the class web site in TSQUARE. Also grades, class presentations, announcements, and student resource materials will be loaded to this site. It is your responsibility to check the web site before each class session. Any changes to a specific class session syllabus and discussion questions for the upcoming class will be posted on later than 12 hours before the upcoming class session

### **Class Schedule**

<b>Session</b>	<b>Date</b>	<b>Topic and Pre-Reads</b>
1	5/15	Course Introduction and Introduction to Management Consulting Pre-Read: None

- 2            5/17    Lecture: The Consulting Industry  
Pre-Read: History of Consulting (See Resources Section in Class Website)
- 3            5/22    Lecture: Careers in Management Consulting  
Case Discussion: Developing Professionals the BCG Way (A)  
Pre-Read: **Developing Professionals the BCG Way (A)** (HBS 9-903-113)  
**First Class Where Attendance Will Be Taken**
- 4            5/24    Lecture: The Consulting Process and Nurturing the Client Relationship  
Pre-Read: Stroh and Johnson Text, Chapter 1 and **How to Choose and Work With Consultants**, HBS U9809A
- 5            5/29    Lecture and Case Discussion: Identifying and Shaping the Consulting Opportunity  
Pre-Read: Stroh and Johnson Text, Chapter 2  
Case: TBD  
**Consulting Teams Formed**
- 6            5/31    Lecture: Proposals, Arrangements, and Legal Considerations in Client Engagement  
Pre-Read: Stroh and Johnson Text, Chapter 3
- 7            6/5     **Guest Speaker:** Anna Pinder, Senior Manager; Chris Reinking, Founding Co-Partner, Jabian Consulting  
**Mandatory Attendance**
- 8            6/7     Lecture: Data Collection and Interview Techniques  
Pre-Read: Stroh and Johnson Text, Chapter 4  
**Case Project 1 Due**
- 9            6/12    Lecture: Data Collection and Interview Techniques  
Pre-Read: Stroh and Johnson Text, Chapter 5  
Case Discussion: **Michael Lester at Lachlan Consulting**, HBS 9-412-041
- 10          6/14    **Mid-Term EXAM**
- 11          6/19    Lecture: Analytical Tools and Frameworks  
Pre-Read: Bain & Company Management Consulting Tools White Paper in Resources Section of the Class Website.



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| 12 | 6/21 | <b>Guest Speaker</b> and Case Introduction: Debbie Fox, Senior Manager, Deloitte<br>Pre-Read: None. Students will be provided a case by Deloitte Consulting (Carolina Golf)<br><b>Mandatory Attendance</b>  |
| 13 | 6/26 | Lecture: Analytical Tools and Frameworks<br>Pre-Read: TBD (probably website links)  |
| 14 | 6/28 | Lecture: Analytical Tools and Frameworks<br>Pre-Read: TBD (probably website links)  |
| 15 | 7/3  | <b>Business Lab – Work in Teams on Deloitte Case Assignment</b>   |
| 16 | 7/5  | <b>Business Lab – Work in Teams on Deloitte Case Assignment</b>   |
| 17 | 7/10 | Lecture: Developing Recommendations and Presenting Findings to Management<br>Pre-Read: Stroh and Johnson Text, Chapters 6 and 7   |
| 18 | 7/12 | <b>Guest Speaker:</b> Kristine Pettoni Clarkston Consulting<br><b>Mandatory Attendance</b>  |
| 19 | 7/17 | <b>Deloitte Case Team Presentations</b><br><b>Guest Judges:</b> Debbie Fox, Senior Manager, John Martin, Manager Technology, Junaid Qureshi, Consultant, Strategy and Operations, and Arthur Anglin, Analyst, Strategy and Operations. All Deloitte Consulting<br><b>Mandatory Attendance</b>               |
| 20 | 7/19 | Lecture and Case Discussion: Project Management and Typical Project/Relationship/Ethical Issues<br>Pre-Read: <b><u>Deloitte and Touche Consulting Group</u></b> (HBS 9-696-096) and <b><u>When Consultants and Clients Clash</u></b> (in resources section of Class Website)<br><b>Peer Assessments Due</b> |
| 21 | 7/24 | <b>Guest Speaker:</b> Fred Jewel, Executive Director, Jabian Consulting. Topic: Leading Change<br><b>Mandatory Attendance</b>   |
| 22 | 7/26 | <b>Guest Speaker:</b> Matt Russell, North Highland<br><b>Mandatory Attendance</b>   |

**END of SEMESTER**