Instructor: Alan Flury
E-mail: alan.flury@scheller.gatech.edu
Office: Room 423D Scheller College of Business
Office Hours: MW 2:00 to 2:55 pm plus by appointment for other times
Class Meeting Time: MW 9:35 to 10:55
Class Meeting Location: Classroom 224, Scheller College of Business
Course Home Page: TSQUARE

Texts and Other Required Course Materials:

Text: The Practice of Professional Consulting, by Edward G. Verlander

Cases: The following case studies are available in HBSP Course Pack Title: Management Consulting Spring 2014. Course pack link: https://cb.hbsp.harvard.edu/cbmp/access/23363805

- Developing Professionals the BCG Way (A and B), HBS 903113 and HBS 904068
- Bon Star Hotel, HBS 909M72
- Deloitte & Touche Consulting Group, HBS 9-696-096
- East Central Ohio Freight, HBS NA0009
- When Clients and Consultants Clash by Idalene F. Kesner and Sally Fowler, HBS 97605

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

- Bain & Company Management Consulting Tools Survey 2013

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 Capital 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 and participate 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 three (3) in class case discussions and three (3) written case analyses (6 cases in total). As indicated below, over 50% of a student’s grade will be based on these team activities and specifically on the three written cases. Central to the course will be a case competition where Deloitte Consulting provides case materials and judges. Students will be expected to leverage class learnings in a written case analysis and presentation to current practicing professionals. 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; 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
Wednesday January 29. The instructor will 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 625 points. Points can be earned as follows: (note that 300 points can be earned as an individual grade and 325 as a team grade)

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Basis</th>
<th>Due</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Written Case #1 Analysis (Bon Star Hotel)</td>
<td>Team</td>
<td>February 17</td>
<td>100</td>
</tr>
<tr>
<td>2. Written Case #2 Analysis (East Central Ohio Freight)</td>
<td>Team</td>
<td>March 26</td>
<td>100</td>
</tr>
<tr>
<td>3. Deloitte Case Written Analysis and Presentation (Case 3#, Provided by Deloitte)</td>
<td>Team</td>
<td>April 24</td>
<td>125</td>
</tr>
<tr>
<td>4. Attendance</td>
<td>Individual</td>
<td>On-Going</td>
<td>100</td>
</tr>
<tr>
<td>5. Mid-Term Exam</td>
<td>Individual</td>
<td>February 26</td>
<td>100</td>
</tr>
<tr>
<td>6. Second Half Exam</td>
<td>Individual</td>
<td>April 14</td>
<td>100</td>
</tr>
</tbody>
</table>

Students who earn at least 559 points will receive an A, 496 to 558 points a B, 434 to 495 a C, 371 to 433 a D, and below 371 points a F. The team that wins the Deloitte Case competition will earn 20 points extra credit (for each team member). There will be no other extra credit opportunities.

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 Verlander 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 February 26; and the second half exam will be scheduled for April 14. Review materials will be provided at least one week prior to the each exam.
The Team Projects (Written Case Analysis 1 and 2, Deloitte Case Competition and Case Analysis)

Three cases will form the basis for the team projects. The first case, Bon Star Hotel will be due on February 17. The second case, East Central Ohio Freight, will be due on March 26. A 3rd case provided by Deloitte Consulting will be due on Thursday April 24 (by email to alan.flury@scheller.gatech.edu). The Deloitte case will be based on an actual Deloitte engagement and will form the fact base for a “case competition” between the courses’ consulting teams. The case competition will be held during our final exam slot (tentatively scheduled for on Wednesday April 30 at 8 am) and will be judged by Deloitte consultants. Students on the winning team (as selected by Deloitte) will receive a small prize and 20 points extra credit towards their final course grade. The case grade will be provided by the instructor based on the written case materials. The competition winner will be based on the team’s oral presentation. Also the teams performance (as judged by the instructor) will factor into the 125 point case grade which will be determined as follows: up to 100 points for the written case grade, up to 25 points for the presentation grade. All teams are required to participate in the Deloitte Case competition. Any team member that fails to participate in the competition will have his/her team written paper and presentation grade reduced by two letter grades (20%).

In general each case deliverable (the three 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 -- all developed in a matter consistent with a consulting team providing deliverables to a consulting client.

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 10 or 15 point reduction to the students course grade – 10 points for any absence from a lecture class, 15 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 10 or 15 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 3 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 15 point reduction, lecture classes, a 10 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 3 “cuts” (a non attendance for any reason) before the grade reduction process begins. There will be NO provision for excused absences – the 3 cuts are intended to cover student absences for whatever reason. The 3 cuts are intended to cover medical issues, job interviews, family emergencies, flat tires, and other reasons for missing class EXCEPT when the class absence is due to an institute (Georgia Tech) requirement (examples GTAA excused absences for athletes at away events, academic competitions as approved by the student’s advisor, or speaking at an academic conference).

Examples: Ralph misses 2 classes during the semester. Since Ralph is allowed 3 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 3 cuts will be applied to his lecture class misses and one mandatory class miss and he will receive a 15 point reduction (1 mandatory classes) from his 100 point attendance grade. Russell misses 8 classes during the semester – 7 lecture classes and 1 mandatory class. Russell’s 3 cuts will be applied to his lecture classes and he will receive in total a 55 (4 x 10 plus 1 x 15) point reduction to his attendance grade. Ronda misses 14 classes during the semester – 11 lecture classes and 3 mandatory classes. Ronda’s 3 cuts will be applied towards her lecture class misses giving her 8 lecture class absences and 3 mandatory class absences. Ronda in total will have 125 points (3 x 15 plus 8 x 10) reduced from her course grade -- the entire 100 points given for attendance plus an additional 25 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

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic and Pre-Reads</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>1/6</td>
<td>Course Introduction and Introduction to Management Consulting&lt;br&gt;Pre-Read: None</td>
</tr>
<tr>
<td>2</td>
<td>1/8</td>
<td>Lecture: Consulting Industry Overview&lt;br&gt;Pre-Read: Verlander Text, Chapter 1. Also review History of Consulting (See Resources Section in Class Website)</td>
</tr>
<tr>
<td>3</td>
<td>1/13</td>
<td>Lecture: Consulting Firm Structure and Business Practices (Part 1)&lt;br&gt;Pre-Read: Verlander Text, Chapter 11&lt;br&gt;&lt;strong&gt;First Class Where Attendance Will Be Taken&lt;/strong&gt;</td>
</tr>
<tr>
<td>4</td>
<td>1/15</td>
<td>Lecture: Consulting Firm Structure and Business Practices (Part 2)&lt;br&gt;Case Discussion: Developing Professionals the BCG Way (A)&lt;br&gt;Pre-Read: Developing Professionals the BCG Way (A) (HBS 9-903-113)</td>
</tr>
<tr>
<td>5</td>
<td>1/20</td>
<td>No Class – MLK Day</td>
</tr>
<tr>
<td>6</td>
<td>1/22</td>
<td>Lecture: Authority vs. Influence&lt;br&gt;Pre-Read: Verlander Text, Chapter 2</td>
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</tbody>
</table>
## Syllabus

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture Activity</th>
<th>Details</th>
</tr>
</thead>
</table>
Pre-Read: Verlander Text, Chapters 3 and 4 |
| 1/29 | Lecture: Needs Assessment | Pre-Read: Verlander Text, Chapter 5 |

**TEAMS FORMED**

<table>
<thead>
<tr>
<th>Date</th>
<th>Guest Speaker Activity</th>
<th>Details</th>
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</table>
| 2/3  | Guest Speaker: Chris Scislowicz, Accenture | Pre-Read: None  
Mandatory Attendance |
| 2/5  | Lecture: Project Planning and Mobilization (Part 1) | Pre-Read: Verlander Text, Chapters 6 and 7 |
| 2/10 | Guest Speaker: Kristine Pettoni Clarkston Consulting | Pre-Read: None  
Mandatory Attendance |
| 2/17 | Lecture: Project Planning and Mobilization (Part 2) | Pre-Read: Verlander Text, Chapter 8  
**Team Project 1 Due (Bon Star Hotel HBS 909M72)** |
<p>| 2/19 | Lecture: Collecting Data, Business Research, Interviews and Surveys Best Practices | Pre-Read: Website links in Resources section of the class website. |
| 2/24 | Case Discussion: Bon Star Hotel | Pre-Read: None (Teams Will Have Already Read and Analyzed the Case Materials) |
| 2/26 | <strong>Exam 1</strong> | |
| 3/3  | Analytical Tools and Frameworks (Part 1) | Pre-Read: Bain &amp; Company Management Consulting Tools White Paper in Resources Section of the Class Website and Analytical Website links (In Resources section at Class Website) |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Topic</th>
<th>Pre-Read</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/5</td>
<td></td>
<td>Lecture: Analytical Tools and Frameworks (Part 2)</td>
<td>Pre-Read: Analytical Tools Website links (In Resources section at Class Website)</td>
<td></td>
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<tr>
<td>3/10</td>
<td></td>
<td>Guest Speaker: Insight Sourcing, Lindsay Bryant (Director) and Kirk Poucher (Senior Associate))</td>
<td>Pre-Read: None</td>
<td>Mandatory Attendance</td>
</tr>
<tr>
<td>3/12</td>
<td></td>
<td>Lecture: Strategic Planning, Benchmarking, and Industry Analysis</td>
<td>Pre-Read: Analytical Tools Website links (In Resources section at Class Website)</td>
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<tr>
<td>3/17</td>
<td></td>
<td><strong>No Class – Spring Break</strong></td>
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<tr>
<td>3/19</td>
<td></td>
<td><strong>No Class – Spring Break</strong></td>
<td></td>
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<tr>
<td>3/24</td>
<td></td>
<td>Guest Speaker: Dan Porter, BCG</td>
<td>Pre-Read: None</td>
<td>Mandatory Attendance</td>
</tr>
<tr>
<td>3/26</td>
<td></td>
<td>Lecture: Findings, Recommendations, and Handling Resistance</td>
<td>Pre-Read: None</td>
<td>Team Project 2 Due (East Central Ohio Freight HBS 909M72)</td>
</tr>
<tr>
<td>3/31</td>
<td></td>
<td>Guest Speaker: Deloitte Consulting</td>
<td>Pre-Read: None</td>
<td>Mandatory Attendance</td>
</tr>
<tr>
<td>4/2</td>
<td></td>
<td>Case Discussion: East Central Ohio Freight</td>
<td>Pre-Read: None (Teams Will Have Already Read and Analyzed the Case Materials)</td>
<td></td>
</tr>
<tr>
<td>4/7</td>
<td></td>
<td>Lecture: Implementation, Deployment, and Leading Change</td>
<td>Pre-Read: Verlander Text, Chapter 9</td>
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<tr>
<td>4/9</td>
<td></td>
<td>Lecture: Working With Clients – Typical Business and Ethical Problems</td>
<td>Case Discussion: When Clients and Consultants Clash</td>
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<tr>
<td>4/14</td>
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<td><strong>Exam 2</strong></td>
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<td>Week</td>
<td>Date</td>
<td>Activity</td>
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| 30   | 4/16 | Guest Speaker: Fred Jewell and Anna Pinder, Jabian Consulting  
Mandatory Attendance |
| 31   | 4/21 | Business Lab – Work in Teams on Deloitte Team Case |
| 32   | 4/23 | Business Lab – Work in Teams on Deloitte Team Case Assignment |