BUSADM 3630 – Consulting Industry Cluster

Course Syllabus

Autumn, 2016 (Section 34363)

Fisher College of Business

The Ohio State University

Professor Information

Dr. Mark Sullivan
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313 Fisher Hall
Email: sullivan.956@osu.edu

Course information

Thursday
3:15 – 5:15pm
Hitchcock Hall - 131

Office Hours

Tuesday: 3:00 – 4:30 pm
Wednesday: 11:00 – 12:30 pm
Or by appointment

Teaching Assistant:

Eric Vinson: vinson.49@osu.edu

Course Description:

The overall objective of this year-long, two-part course series in the Consulting Industry Cluster is to familiarize the consulting student with a working understanding of the consulting role, client engagement process, solution development and presentation techniques -- and its applicability in a diverse client business environment for any industry. This course will utilize both faculty from Fisher College as well as Corporate Executives from sponsoring companies and recognized consulting vendors such as Accenture, Deloitte, Infosys, McKinsey and Navigator. These consulting executives will lead discussions on various topics central to consulting. At the end of the fall semester, you should have acquired an understanding of the client engagement and consulting process. All this effort is foundational and iterative for building on to a spring semester, which will substantially focus on client case studies and projects.

Effective consulting involves “interaction” and being “engaged”. Therefore, in-class and team-based contributions will be critical aspects of one’s overall grade, and you are expected to be prepared each week to be fully involved, engaged and interact with assignments, discussions, case analysis, problem-solving, presenting, etc.

Keep in mind, this is a fast-paced, immersive, experiential-based course. It includes a broad range of structured and spontaneous-driven engagement that will challenge and support consulting students to occasionally stretch beyond
one’s comfort zone. Its’ aim is to further develop critical thinking skills and communication, presentation and client relations practices.

There will be multiple opportunities/requirements for each student to present in class. This includes presenting to your peers, OSU Faculty and external speakers. Students will also be expected to provide thoughtful, constructive feedback and recommendations on a broad range of experiences and observations as consultants do in real life. Support will be provided in this area as well.

**Learning Objectives:**

1. To gain a clear understanding of the consulting industry and the expectation of consultant leadership roles from a client perspective
2. Understand client engagement, relationship management and communication strategies.
3. Appreciate the methodologies and required rigor and adaptability of the consulting process life cycle from business development, to initial client engagement through delivery/implementation, inclusive of project management best practices
4. Build functional ability to conduct applied research and select business analytic tools for addressing options for clients
5. Understand and practice analytical skills and methods as applied in a variety of case environments
6. Be educated and skilled on the critical nature of proposal presentation and delivery techniques and approaches for multiple levels and personas of clients
7. Apply the above in the context of representative projects

**Required Materials:**

One textbook will be required in this year-long course for use in both the Autumn, 2016 and Spring, 2017 semesters:


The above book, a classic in the industry, will be supplemented with regular use of on-line resources from a broad range of consulting houses and other related sources. Along with this will be a rich collection of real client experience and consulting industry guest expertise that will further supplement the reading collateral.

**Course Expectations:**

Each of us is responsible for the success of this class. I have designed the course to maximize learning and I am committed to creating a positive learning environment in the classroom. What you get out of the course is, however, ultimately up to you the consulting student. Therefore, regular attendance throughout the semester is critical. Keep up with the readings. Engage in regular introspection and apply the course material to your own experiences. Come ready for class.

Also, I fully expect a high level of courtesy and professionalism in the classroom with peers and in interactions with the external speakers. This includes interactions during presentations, and in any outside classroom events (social or otherwise). As an aside, if you come in late to class be sure that you do so in a way that does not distract your peers or guests. If you don’t want to be in class, don’t be in class.
When you’re here, be here. Discussions in class can only be fueled by those individuals that are ready to ask relevant questions, provide feedback (objective, on topic, connective) and influence/defend their positions with logic and facts – just as you will have to do in a corporate environment.

In summary, this course is for your benefit and development and you will get the most out of the course (and ultimately be most successful) by making it relevant to your own life situation. If we both do our parts, this course will make a difference for you and be a positive learning experience for all of us.

Grading:

*Individual class participation – 40%
Individual presentation – 40%
Small group project and discussion contribution - 20%

*Note: your amount and quality of individual class participation will be documented in each class by both a rotating student recorder and the instructor. Also, from time-to-time, your project groups will be surveyed and asked to provide feedback on the quality of group interaction.

Attendance Policy:

Students are expected to attend all cluster activities and classes. Remember missing class translates to missing highly important knowledge and thoughtfully structured experiences, which are essential to master for consulting. Missing the interactive exercises are impossible to make up. However, you are allowed one “free” pass. All other absences will be excused only in the case of health problems (doctor’s note required) or significant life events (e.g. death in the family). Unexcused absence will result in reduction of points from the final course grade.

Cell phone use:

Demonstrating good judgement in when and why to use your cell phone is required. Cell phone usage prevents full in-classroom engagement and focus, and is an overall distraction. During breaks or outside of classroom, there is no problem on use of phones. Excessive/distracted use of a cell phone, will lead to reduced class participation points.

Screen Use:

Screens of any kind is allowed in the classroom for class related activities - only (taking notes or presentations). You may occasionally be asked to post your notes to a Canvas drop box for instructor review as well as be called upon during class to lead a topic recap. You will want to take quality notes for future reference.

Projects/Case studies:

The class will be divided into project teams at various points in the semester. During consulting engagements, teamwork and team performance is a critical success factor and you are expected to invest yourself in contribution to your team in a valued and professional manner. A team Lead will typically be assigned by Instructor or Guest Lecturer.
Class Participation:

Given that class participation is 40% of the overall grade, each student should be fully prepared each week for whatever is asked of them: The weekly classroom topics and content will be thought provoking, but bringing all this “to life and reality” can only come from having candid, detailed dialogues and readily sharing viewpoints and perspectives.

Participation does not mean you need to be the dominant force in the classroom, but it does mean that you need to come prepared with the right “mindset” to add value and thought leadership during each conversation to maximize the groups and your personal learning experience. You should come prepared with a series of well thought through key points you would like to make based upon the dynamics and flow of the classroom dialogue. Guest lecturers will leave plenty of time at the end of their lecture/discussion for questions and as a result the students need to be actively listening and engaged during the presentation.

Over time, it is expected you will stretch in new ways in demonstrating thoughtful questions, summarizing experiences and observations, spontaneously addressing challenging scenarios in a thoughtful manner, engaging constructively in group and team dialogue. The intent is to grow your capacity to “think-on-your-feet”; to quietly listen and observe; to quickly analyze for patterns and practices - for meaningful information and insight; to authentically support and challenge others for individual and collective benefit.

Academic Integrity:

This is an important area that is taken seriously by me and hopefully by you. Without personal and academic integrity there is little we can be proud of as an individual or as an institution. The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University’s Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University’s Code of Student Conduct and this syllabus may constitute “Academic Misconduct.”

The Ohio State University’s Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, submitting the same or similar work for credit in more than one class, and possession of unauthorized materials during an examination. Ignorance of the University’s Code of Student Conduct is never considered an “excuse” for academic misconduct, so you need to review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to COAM. If COAM determines that you have violated the University’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct in this class could include a failing grade for the course, disciplinary probation, suspension or dismissal from the University. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me or review the Code of Student Conduct http://studentlife.osu.edu/csc/.” Please do not even think of testing me or your fellow colleagues on the seriousness of the Code and the consequences thereof.
Disability Services:

“Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; [http://www.ods.ohio-state.edu/].”

Key Elements to the Fisher Consulting Industry Cluster
<table>
<thead>
<tr>
<th>Week</th>
<th>Lecturer</th>
<th>Topics</th>
<th>Learning Objective Summary</th>
<th>Readings and Assignments</th>
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</thead>
<tbody>
<tr>
<td>#1</td>
<td>Sullivan</td>
<td>Course introduction and expectations. Having the right mindset. What does it mean to be in a consultant role? Lifestyle Career opportunity</td>
<td>Review of course topics, objectives, expectations and case study approach. Definition of the role of a consultant, types of consultants, relevance, careers and lifestyle. Leadership example setting, mindset, influence and consulting.</td>
<td>Block: Ch 1, <em>A Consultant by Any Other Name</em> P 1-11</td>
</tr>
<tr>
<td>#2</td>
<td>Vinson</td>
<td>Intern Panel Highlights of consulting industry, market and what’s trending</td>
<td>Key experiences and insights. Explore varying trends, industry and market opportunities.</td>
<td>Block: Ch 2, <em>Techniques Are Not Enough</em> P 13-23 (Part I)</td>
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<tr>
<td>#3</td>
<td>Navigator Partner (John Hrusovsky, Chief Client Officer)</td>
<td>Client engagement-Why do firms retain consultants and what value are they seeking?</td>
<td>What kinds of information, knowledge and solutions are clients seeking? What defines value? What are their expectations and why?</td>
<td>Block: Ch 2, <em>Techniques Are Not Enough</em> P 23-36 (Part II)</td>
</tr>
<tr>
<td>#4</td>
<td>Vinson</td>
<td>Shadow Program Debrief The critical nature of client relationship management - Do’s and don’ts</td>
<td>Key learnings from the field. What does this mean? Why is this so critical and essential? How does one effectively manage relationships at multiple levels?</td>
<td>Block: Ch 3, <em>Flawless Consulting</em> P 37-51</td>
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<tr>
<td>#5</td>
<td>Deloitte Partner</td>
<td>Hear your client! Approaches to gaining an understanding of client needs (needs analysis and opportunity mapping)</td>
<td>The importance, approaches and methods to seeking to understand client needs, strategies, opportunities areas and pain points.</td>
<td>Block: Ch 4, <em>Contracting Overview</em> P 53-68</td>
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<tr>
<td>#6</td>
<td>Accenture Partner (Paula Reilly)</td>
<td>Understanding the typical consulting/client engagement lifecycle</td>
<td>Gaining an understanding of what processes, steps and actions are frequently necessary from the earliest start to the completion of a client project. What is business development?</td>
<td>Block: Ch 5, <em>Contracting Meeting</em> P 69-78 (Part I)</td>
</tr>
<tr>
<td>#7</td>
<td>Vinson</td>
<td>Understanding the typical consulting/client engagement life cycle</td>
<td>A review of how to use the client engagement cycle in your future client-based team projects.</td>
<td>Block: Ch 5, <em>Contracting Meeting</em> P 79-88 (Part II)</td>
</tr>
<tr>
<td>#8</td>
<td>Sullivan Vinson</td>
<td>Mid Term placeholder – Essay &amp; Presentations??</td>
<td>Additional topics-TBD</td>
<td>Interim Summary: Discussion highlights of Chapter readings</td>
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<tr>
<td>#</td>
<td>Date</td>
<td>Instructor</td>
<td>Topic</td>
<td>Objectives</td>
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<tr>
<td>#9</td>
<td>10/20</td>
<td>Sullivan</td>
<td>Consulting communication strategies and styles (consultant, client, team)</td>
<td>Master varying communication situations and techniques to ensure clarity and maximum effectiveness of impacts</td>
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<tr>
<td>#10</td>
<td>10/27</td>
<td>Sullivan Vinson</td>
<td>Client needs analysis workshop (includes dialogue groups on key learnings from the Book Club)</td>
<td>Techniques how to replay and reframe what you heard and to start to set yourself up for success</td>
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<tr>
<td>#11</td>
<td>11/3</td>
<td>Accenture Executive (Kwan Lee)</td>
<td>Consulting project management setup and methodology/framework</td>
<td>Effective best practice methodologies, constraint management and processes to ensure quality, on time, on budget delivery of client projects</td>
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<td>#12</td>
<td>11/10</td>
<td>McKinsey Consultant (Seth Meyers)</td>
<td>Understanding a structured, focused approach to analyzing a case</td>
<td>Use of critical thinking skills within a disciplined structured format to enhance depth and efficiency of analysis</td>
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<tr>
<td>#13</td>
<td>11/17</td>
<td>Business Analytics Cluster AD (Ralph Greco, FCOB Academic Director)</td>
<td>Techniques for conducting applied research and business analytic tools</td>
<td>Use of relevant tools, formulas and data sets for analyzing, insight and solution development w/ varied business client environments</td>
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<tr>
<td>#14</td>
<td>11/24</td>
<td>NA</td>
<td>Thanksgiving-no class</td>
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<tr>
<td>#15</td>
<td>12/1</td>
<td>Infosys Executive (Chip York)</td>
<td>Using consultant influence that maximizes outcomes</td>
<td>Approaches and techniques to understand how and where to use influence to evaluate, sell and propose solutions or optional approaches</td>
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<tr>
<td></td>
<td></td>
<td>Sullivan Vinson</td>
<td>Course close-out and summary</td>
<td>Dialogue groups to summarize key learnings and insights</td>
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*I reserve the right to make changes to the readings and/or topics as needed. Also, “guest dates” are subject to guest speakers’ capacity to fulfill dates and other unanticipated considerations thereof. In the event that I do make changes, I will announce these changes in class and via Canvas.*
About the Professor:

Dr. Mark Sullivan, an organizational psychologist, nationally recognized thought-leader and core MBA faculty member of the OSU Fisher College of Business, brings 38 years of industry and executive educational expertise.

He has held C-level, cross-industry leadership positions as an executive manager of a $1B product portfolio, Dow 30 chief learning officer; Fortune 50 consulting partner; chief talent officer; lead business negotiator and Pacific Rim expatriate for a legacy G-1000 airline conglomerate; and advisor/coach to a broad range of senior executives.


About the Teaching Assistant:

Mr. Eric Vinson