Overall course learning objectives summary

1. To gain a clear understanding of the consulting industry and the expectation of consultant leadership roles and competencies from a client perspective
2. Understand client engagement, relationship management, communication strategies and key leadership competencies and behaviors.
3. Demonstrating those key leadership competencies in the context of consulting
4. Appreciate the methodologies and required rigor and adaptability of the consulting process and project management life cycle from business development, to initial client engagement through delivery/implementation, inclusive of project management best practices
5. Learn how to conduct research and create value propositions through proposal options for clients by use of case increasing levels of complex and diverse case studies
6. Be highly educated and versed on the critical nature of proposal content development, presentation, development of presentation influence skills and delivery techniques and approaches for assessing and persuading multiple kinds of client personas, levels and needs

Spring semester course overview

The overall objective of the second part of the course series in the Management Consulting industry cluster is to increase the student’s consultative ability, through increasing complex case studies. This will occur by creating an excellent classroom active learning environment, interaction and overall experience. The interaction will go well beyond the course content itself. On a continuum from the first semester, we will continue to expand the students working understanding of 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 continue to utilize both faculty from Fisher College as well as Corporate Executives from sponsoring companies and recognized consulting vendors (Accenture, McKinsey and Deloitte). These industry partner individuals will lead discussions on various topics central to consulting leveraging case study methods. At the end of the spring semester, students should have acquired an understanding of the client engagement and consulting process, with heavy emphasis on solution development and presentation delivery as management consultant leaders.

Effective consulting involves “interaction” and being “engaged”. Therefore, in class and team based interaction will be critical aspects of your overall grade, and students are expected to be prepared each week to be fully involved, engaged and interact when they attend. It is assumed that each student will be familiar with basic technology (web search, etc.), have access to a computer (not an iPad), and have basic knowledge of customers, business and the importance of effective communication and process (project) management. Be prepared accordingly.

All students are expected to maintain professionalism in their interactions with the external speakers. This includes interactions during their presentations, and in any outside classroom events (social or otherwise). Students need to be ready to go each week in class. 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.
There will be multiple opportunities/requirements for the student to present in class. This includes presenting to, influencing and persuading their peers, OSU Faculty and external speakers.

Finally, you will be required to provide course feedback to the instructor throughout the semester. Constructive feedback is considered to be an essential part of any business and client engagement and here of the learning process and you should be prepared to offer your thoughtful ideas and recommendations at any point.

**Grading**

Class participation – 30% (includes contribution, thought leadership, bringing value, peer feedback)
Individual presentation – 40% (includes work product quality, content, etc.)
Small group contribution-30% (includes value contribution, teamwork, and leadership)

Note that you should keep a log of your participation, team based and classroom interaction so that if there is a disagreement with your instructor’s notes, you have a documented reference point. 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. Missing class translates to missing highly important knowledge and interaction experiences, which are essential to mastery of consulting. The classroom interaction and overall experience goes well beyond the course content. Absences will be excused only in the case of health problems (doctor’s note required) or death in the family. Unexcused absence may result in reduction of points from the final course grade.

**Cell phone use**

Absolutely no cell phone use in class whatsoever! 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.

**Computer/Tablet use**

These are only allowed in the classroom for class related activities (taking notes or presentations or research when allowed by professor). You may occasionally be asked to post your notes to a Carmen 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 and to augment the lecture material.

**Projects/Case studies**

The class will be divided into project teams routinely throughout the semester. During consulting engagements, teamwork, personal leadership and team performance is a critical success factor and you are expected to invest yourself in contributing to your team in a valued and professional manner. A team Lead may be assigned by Instructor or Guest Lecturer.
Class participation

Given that class participation is 30% of the overall grade, each student should be “ready to go” each week. 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 discussion 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 during and 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.

Class Material

You are required to purchase the HBR Guide to Persuasive Presentations book by Nancy Duarte. There will be additional supplemental material provided for case study's, reference for assignments as well as through research you and/your project team have conducted on requested topics.

Tentative Schedule – spring, 2015

Following is the current schedule and course flow. It is subject to revisions based upon scheduling considerations, the need to incorporate additional topics and how we are proceeding overall. At times, your input and feedback will be sought relative to certain topic considerations and their sequencing.

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecturer</th>
<th>Main Topics</th>
<th>Learning Objective Summary/Supplemental and Sub Topics</th>
<th>Readings and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 15</td>
<td>Slavinski</td>
<td>Value creation brief review (from last semester) Solution development/“The Proposal”-part one</td>
<td>You’ve developed a client relationship; understand their needs, objectives and pain points. You are now ready to create a valued solution(s) in the form of a proposal. How do you do that?</td>
<td>Duarte book Case study</td>
</tr>
<tr>
<td>Jan 22</td>
<td>Slavinski, IP</td>
<td>Proposal development-Part two Workshop</td>
<td>Approaches to effective proposal development.</td>
<td>Accenture Industry Partner (IP) case study</td>
</tr>
<tr>
<td>Jan 29</td>
<td>Slavinski, IP</td>
<td>Client proposal/presentation/delivery-Part three</td>
<td>Communication (verbal, visual, media, etc.) of delivering a high impact presentation that will resonate with clients at all organizational levels</td>
<td>McKinsey IP case study</td>
</tr>
<tr>
<td>Feb 5</td>
<td>Slavinski, Corp speaker</td>
<td>Effectively identifying and handling challenging presentation situations Presenting to a corporate executive</td>
<td>Challenging client conditions and situations will be ever present. How do you proactively maintain</td>
<td>Corporate CIO guest</td>
</tr>
</tbody>
</table>
Consulting from a corporate perspective awareness, prevent issue prone situations and understand how to navigate and respond?

Feb 12 Slavinski Understanding the impacts of a firms culture, organizational change design and leadership characteristics on your proposals All firms have organizational behavior, beliefs, values and attitudes (said differently, their unique culture). Understanding and leading through culture and demographics is critical to your success. Duarte book Case study

Feb 19 Slavinski IP Handling challenging project launch conditions Your client has approved the project. Now what? What can go right and/or wrong? Duarte book Case study Industry partner

Feb 26 Slavinski IP Client presentation delivery workshop Duarte book Case study Industry partner

Mar 5 Mid-term essay placeholder Case study oriented Essay

Mar 12 Spring break-no class

Mar 19 Slavinski Consulting global and regional clients and understanding cultural behavior Culture exists not only from within a firm, but also regionally and globally geographically. How do you gain an appreciation of them and assess how they can and will impact your deliverable success? Case study

Mar 26 Slavinski IP Case study presentation skills workshop Case study Industry partner

Apr 2 Slavinski IP Personal development and continued leadership journey as a consultant Staying current and relevant. Managing your consulting career journey and paths Case study Industry partner

Apr 9 Slavinski Two semester wrap up session and celebration Case study presentations

April 16 Final-TBD-Essay & Presentations Case study presentations

**Academic Misconduct**

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct [http://studentlife.osu.edu/csc/]."

**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/](http://www.ods.ohio-state.edu/).”