

## Course Outline

MOS 4488 Management and Organizational Consulting

Winter, 2023

Course Meets:

Tuesday's 3:30-5:30: HC-V207

Thursday 2:30-3:30: HC-V207

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Instructor: Dr. Matt Bazely  
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### Course Scope and Mission:

This course examines the role of the management consultant and how the consulting industry serves to enhance the effectiveness of the organizations it serves. From an internal perspective, the course examines what it means to act as an external advisor, what skills are necessary to develop a successful consulting business model, and how to professionally engage clients to assist them in successfully reaching their goals through design and implementation of novel approaches and techniques that generate competitive advantage.

Emulating the skills necessary to be a successful consultant, this course will aid in development of problem-identification and solving abilities, communication and influencing skills, and introduce a project-based management mindset. These components lead to success in the consulting marketplace by balancing formal processes, methodologies, and models with the spontaneous creativity of a high-performance team, which manifest in the form of true innovation for clients and firm alike.

By following the consulting lifecycle, course participants will learn the nuances of the consulting business from uncovering issues, to framing problems, analyzing issues, presenting recommendations, and planning for the ever-important "Phase 2". Students will see the industry from both perspectives, both as future consultants on a career-path to partner and as future industry managers looking to get the most from their use of external resources. The course's 50:50 mix of lecture and in-depth case analysis will put to practice traditional strategic, process, and functional analyses together with taking on the role of "futurist" for each case organization to address business issues, to implement solutions, and to be at the forefront of knowledge development.

### Course Prerequisites:

Enrolled in 3rd or 4th year BMOS at Huron University College.

**Required Text:**

Wichman, L. & Wilcock, J. (2012). *Management consulting: Delivering an effective project (4th ed.)*, Pearson: Toronto, ON.

**Suggested Texts:**

Friga, P., (2001) *The McKinsey mind: Understanding and Implementing the Problem Solving Tools and Management Techniques of the World's Top Strategic Consulting Firm*, McGraw-Hill: Toronto.

Rasiel, E. (1999) *The McKinsey Way*, McGraw-Hill, Toronto.

Rasiel, E. & Friga , P. (2008) *The McKinsey Engagement*, McGraw-Hill: Toronto.

**Other Materials:**

Each week, a PowerPoint presentation will be delivered to students covering material relevant to the theory and practice of consulting. The PPT decks will not simply repeat what is in the text, but will be complementary. Case learning points will be summarized weekly, as key “take-aways” from the class discussion. Other materials the instructor wishes to hand-out will be distributed on an as-needed basis.

**Evaluation and Grades:**

Grades are a measure of the performance of a student in individual courses. Each student will be judged on how well he or she has command of the course materials.

**Requirements and Criteria:**

Performance in the course will be evaluated using a variety of methods that support the objectives identified above. A combination of exams, individual participation, group presentation, and case summary assignments will be used to evaluate participants on several different levels.

The criteria for success, in no particular order, are:

- Comprehension of the material
- Demonstration of an ability to think cross-functionally
- A willingness to participate for the benefit of oneself and fellow participants
- Strong work ethic to “pull your weight” in group assignments

These criteria will be applied to written and verbal work throughout the term.

Participants will be evaluated on the following activities, as listed in the table below:

Assignment/ Exams/Cases	Dues Date	Weight (%)	Description
Class Participation	On-Going	15	<p><b>Participation:</b> To maximize your participation grades – and overall learning – students should attend all classes to maximize opportunities to speak to their colleagues and concentrate on providing class comments which:</p> <ul style="list-style-type: none"> <li>• Move the analysis along and/or take it to a “higher” level</li> <li>• Provide insight that others may not have seen</li> <li>• Are relevant to the class discussion</li> <li>• Leverage prior learnings and other references, of your choice, in the context of the case</li> <li>• Add clarity to course PowerPoint slides (required reading) in the context of the case</li> <li>• Challenge colleagues in a professional and logical manner</li> <li>• Drawn similarities to previous learnings</li> <li>• Demonstrates their relation to the current case scenario being discussed</li> </ul> <p>Preparation for class case discussion, as demonstrated by:</p> <ul style="list-style-type: none"> <li>• willingness to lead and actively participate class discussions in a professional manner</li> <li>• providing valuable insights and analysis</li> <li>• responding to “cold-calls”</li> </ul> <p>Using blackboard / PowerPoint / Excel spreadsheets to present analyses and findings.</p>
Critical Analysis: Problem Solving Frameworks	Jan 20	10%	Students will research critically examine and apply Problem Solving Frameworks by applying them to authentic vignettes provided by the Professor.
Annotative Research Bibliography	Feb 14	10%	Write a critical annotated bibliography, details will be provided in class.
Mid-Term (Case- Based Short Answer)	Feb 28	20%	<p>This exam will be 2-hours in length and contain two parts, as shown below. Aides allowed: Calculator, one, double-sided 8 ½” x 11” paper, text</p> <ol style="list-style-type: none"> <li>1. A medium-length comprehensive case testing all course material <i>and</i> application of summary lessons captured at the end of each session (worth 70%)</li> </ol> <p>Five to Seven (5-7) short answer / mini scenario / multiple choice and/or True-False questions testing material from the text readings</p>
Group Project Deliverable & Presentation	Last day of Class	45%	<p>Taking on the role of external consultants, groups of 3 or 4 students (or as determined by the professor in conjunction with the client requirements) will propose (estimated to be 8-10 real-life projects available), project manage, and execute a “real-life”, pro-bono (non-paid) consulting project with a company who has expressed interest in utilizing the skills of students as a client of a RLCP team.</p> <p>Students will be responsible for understanding the need, engaging the client representative, scoping the requirements, conducting analyses, providing client status updates, preparing their recommendations, and developing an implementation plan. Several hand-ins are required, signed by the client sponsor, as identified below in addition to a group listing and research approach.</p> <ol style="list-style-type: none"> <li>(1) A Client Proposal, including scope and approach</li> <li>(2) An Interviewee Listing, Approach &amp; Interview Guide</li> <li>(3) A Project Plan</li> <li>(4) A Weekly Status Report</li> <li>(5) A Deliverable Listing</li> </ol>

			<p>(6) A complete Client Deliverable in hard-copy format, complemented with a ten (10) minute group presentation of key findings.</p> <p>Groups will apply to Professor (resume &amp; cover letter, plus other relevant materials) then self-select their members. The group will work together on their own time, allocating the work effort evenly to each of the team members.</p> <p><i>By taking on this Real-Life Consulting Assignment, all team members are giving their express implicit agreement to contribute effectively and evenly in the best interest of the client, and to respect each other, the client, and the reputation of Huron University College, your instructors, and the broader consulting profession.</i></p> <p>The assignment details are as follows:</p> <p><i>Objective:</i> To provide the client organization with the most beneficial analyses, recommendations, and modes of operationalization, based on the agreed client-organization requirements (could be strategy, operations, IT, etc.)</p> <p><i>Tools:</i> Groups should utilize learnings from the text, related PowerPoint slides, and any additional books on consulting, project management and/or strategy to structure the written assignment parts and presentation. Students should be prepared to apply a variety of models learned both in this and other classes.</p> <p><i>Components of Assignment:</i> Each group will be responsible for submitting several components of the overall assignment as follows (due dates are prescribed in the schedule at the end of this course outline):</p> <ul style="list-style-type: none"> <li>• Proposal (Statement of Work) (guideline: 10 pages), worth 7.5%</li> <li>• Project Plan, worth 5%</li> <li>• Weekly Status Report (1 page), worth 2.5%</li> <li>• Deliverable Listing (1 page), worth 5%</li> <li>• Project Deliverable Write-Up (guideline: 25 pages), worth 15%</li> <li>• Presentation (guideline: 10 slides, 10 minutes), worth 5%</li> <li>• Non-Disclosure Agreement (professor, students, and client sign) 0%</li> <li>• Working papers (various models given to client) 5%</li> </ul>
<b>TOTAL</b>		100	

**Grade review:** The instructor does not discuss grades without a substantive reason. Substantive reasons include errors made during grading. If you would like me to re-evaluate your grade in any component of the course, you should follow this procedure:

- (a) Write a memo explaining why you need me to re-evaluate your grade. The memo should contain substantive arguments only, and not humanitarian (e.g., “I *really* need an A,” “I worked so hard”), or social justice (e.g. “he got an A for saying the same thing”) appeals. If you do feel that a social justice appeal is justified, you should get the cooperation of the person who you are comparing with and have them also submit their paper. You may submit this memo to the commerce office.
- (b) You will normally get a response from me within a week.
- (c) The entire exam or paper will be reevaluated, and you should be aware that any grade changes are possible (i.e., decrease, increase or none). The only exception to the “entire paper gets reevaluated” policy is a case where there is a mathematical error in determining a grade.

## **COURSE FORMAT AND EXPECTATIONS**

### **Course Objectives**

This is a 50-50, lecture & case-based course that will draw upon real-world applied learnings highlighted in the text and PowerPoint slides each week, shared insights from students, instructor-led facilitation, and active individual/group participation each week to achieve the following measurable learning objectives:

1. Demonstrate understanding of management consulting concepts, as articulated in the weekly slides, text, through a final exam, two quizzes, and group & individual assignments that mimic those activities performed daily by real-world professionals
2. Provide valuable insights to business case discussions in class, on a regular basis, through active class participation and attendance at each class session
3. Exhibit an ability to plan and execute a long-term, group assignment, including development of a proposal, analyses, spreadsheet modeling, report, and group presentation
4. Highlight personal analytical, deduction, presentation and writing skills through a single, individual case interview guide assignment selected by the student from among those in the course timetable below

Grades will be a function of student's success on the activities noted above (and described below in more detail) to ensure a fair and objective assessment of performance.

It is expected that successful participants will have also achieved the following learning milestones by completion of this course:

- Applied cross-functional skills to make real-world-type decisions as they set and plan for the execution of engagements for several well-known organizations highlighted in the cases
- Learned several new analytical techniques utilized by professionals in the practice of strategy consulting and business advisory services
- Analyzed and evaluated various aspects of several case organizations, their competition, their business issues, their context, and related tactical options
- Developed client issue responses, decide among alternatives, and created implementation plans to ensure project success, client satisfaction, and firm profitability
- Created innovative "visions for the future" of each industry space in which case organizations play, including how the marketplace might evolve, what products/services will be like, what the consultant can do to assist to prepare for that future, and what can they do to "shape their destiny", drive thought ware development, and gain market eminence
- Presented the results of their analyses and decision-making to their peers in a executive-style client summary

- Understand the use of these techniques in real-life settings, as demonstrated by consulting guest speaker(s)
- Enhanced communication skills by clearly and concisely sharing of complex information with their peers

Achieving the additional learning milestones will be evaluated as part of the participation grade and the overall quality of case analyses and recommendations made during class cases, quizzes, final exam, and the assignments.

**For Written Assignments:**

Please note that spelling and grammar will be considered in the evaluation of all assignments. That is, you may lose points for spelling mistakes and grammatical errors. Students who require additional support and/or tutoring with respect to their writing skills are encouraged.

**For Group Work:**

Learning to work together in teams is an important aspect of your education and preparation for your future careers. That said, project-based teamwork is often new to students; to work well in teams, it helps to follow a set of core expectations to best succeed at your team projects.

1. When working in a team, BMOS students are expected to:

- Treat other members with courtesy and respect;
- Honour the ground rules established by the team;
- Contribute substantially and proportionally to the final project;
- Ensure enough familiarity with the entire contents of the group project/assignment so as to be able to sign off on it as original work;
- Meet the project timeline as established by the team.

2. Resolving conflicts:

Conflicts are part of the team’s process of learning how to work together. When handled well, it can generate creativity and bring-multiple perspectives to the solution.

Student teams are expected to work through their misunderstandings as soon as they arise (and prior to submission of the final project). When teams are unable to arrive at a solution that works for all members, the team must meet with the Course Instructor. The Instructor will listen to the team and help develop options for improving the team process. All members of the project team must commit to, and, utilize their action plans.

**Weekly Schedule**

Section	Date	Topic	Readings (additional readings may be assigned each week via OWL)
1	Jan 10 / 12	Consulting and Management	Chapter 1 (1.1-1.2) Chapter 4, Chapter 10
2	Jan 17 / 19	Overview	Chapter 2 (2.6 – 2.10)

3	Jan 24 / 26	Proposal	Chapter 3 (3.5-3.7)
4	Jan 31 / Feb 2	Preliminary Review	Chapter 5
5	Feb 7 / 9	Consulting Skills	Chapter 3 (3.1-3.4) Chapter 7 Chapter 12 (12.1-12.4, 12.7-12.8)
6	Feb 14 / 16	Managing the Project	Chapter 8 & 11
	Feb 20-26	Reading Week	
7	Feb 28 / Mar 2	Case Study (details will be discussed)	
8	March 7 / 9	Consulting Tools	Chapter 6, Chapter 9
9	March 14 / 16	Using the Consulting Experience	Chapter 13 (13.4-13.9) Chapter 14 (14.5-14.6)
10	March 21 / 23	Report	Chapter 12 (12.5-12.8)
11	March 28 / 30	Follow-Up	Chapter 13 (13.1-13.3)
12	April 4 / 6	Final Presentation of Client Case Findings	Presentation session, clients will be invited to attend

Appendix to Course Outlines: Academic Policies & Regulations 2021 - 2022 Mandatory Use of Masks in Classrooms Students will be expected to wear triple layer non-medical masks at all times in the classroom as per Huron policy and public health directives. Students are now permitted to drink water in class by lifting and replacing the mask each time a drink is taken. Students will be able to eat and drink outside of the classroom during scheduled breaks. Students unwilling to wear a mask as stipulated by Huron policy and public health directives will be referred to the Dean's Office, and such actions will be considered a violation of the Huron Student Code of Conduct.

### **Pandemic Contingency**

In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, all remaining course content will be delivered entirely online, typically using a combination of synchronous instruction (i.e., at the times indicated in the timetable) and asynchronous material (e.g., posted on OWL for students to view at their convenience). Any remaining assessments will also be conducted online at the discretion of the course instructor. In the unlikely event that changes to the grading scheme are necessary, these changes will be clearly communicated as soon as possible.

### **Student Code of Conduct**

Membership in the community of Huron University College and Western University implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. While in the physical or online classroom, students are expected to behave in a manner that supports the learning environment of others. Please review the Student Code of Conduct at: <https://huronatwestern.ca/sites/default/files/Res%20Life/Student%20Code%20of%20Conduct%20%20Revised%20September%202019.pdf>.

### **Prerequisite and Antirequisite**

Information Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

### **Attendance Regulations for Examinations**

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations: 1) A student may be debarred from writing the final examination for



failure to maintain satisfactory academic standing throughout the year. 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Review the policy on Attendance Regulations for Examinations here:

[https://www.uwo.ca/univsec/pdf/academic\\_policies/exam/attendance.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/exam/attendance.pdf).

Statement on Academic Offences Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website:

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

The appeals process is also outlined in this policy as well as more generally at the following website: [https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/appealsundergrad.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsundergrad.pdf).

### **Turnitin.com**

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Statement on Use of Electronic Devices It is not appropriate to use electronic devices (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

### **Statement on Use of Personal Response Systems (“Clickers”)**

Personal Response Systems (“clickers”) may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else’s clicker in class constitutes a scholastic offence

- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

### **Academic Consideration for Missed Work**

Students who are seeking academic consideration for missed work during the semester may submit a self-reported absence form online provided that the absence is 48 hours or less and the other conditions specified in the Senate policy at [https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_illness.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf) are met.

Students whose absences are expected to last longer than 48 hours, or where the other conditions detailed in the policy are not met (e.g., work is worth more than 30% of the final grade, the student has already used 2 self-reported absences, the absence is during the final exam period), may receive academic consideration by submitting a Student Medical Certificate (for illness) or other appropriate documentation (for compassionate grounds). The Student Medical Certificate is available online at [https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf).

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services to determine appropriate forms of accommodation. Further details concerning policies and procedures may be found at: <http://academicsupport.uwo.ca/>.

### **Policy on Academic Consideration for a Medical/ Non-Medical Absence**

- (a) Consideration on Medical Grounds for assignments worth less than 10% of final grade:  
Consult Instructor Directly and Contact Academic Advising

When seeking consideration on medical grounds for assignments worth less than 10% of the final course grade, and if the student has exceeded the maximum number of permissible Self-Reported absences, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor may require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. If documentation is requested, the student will need to complete and submit the Student Medical Certificate. The instructor may not collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge

as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

(b) Consideration on Non-Medical Grounds: Consult Huron Support Services/Academic Advising, or email [huronsss@uwo.ca](mailto:huronsss@uwo.ca). Students seeking academic consideration for a non-medical absence (e.g. varsity sports, religious, compassionate, or bereavement) will be required to provide appropriate documentation where the conditions for a Self-Reported Absence have not been met, including where the student has exceeded the maximum number of permissible Self-Reported. All consideration requests must include a completed Consideration Request Form. Late penalties may apply at the discretion of the instructor. Please review the full policy on

Academic Consideration for medical and non-medical absence at:

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_illness.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf).

Consult Huron Academic Advising at [huronsss@uwo.ca](mailto:huronsss@uwo.ca) for any further questions or information.

### **Support Services**

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron's Student Support Services at [huronsss@uwo.ca](mailto:huronsss@uwo.ca). An outline of the range of services offered is found on the Huron website at: <https://huronatwestern.ca/student-life/student-services/>.

Department Chairs, Program Directors and Coordinators are also able to answer questions about individual programs. Contact information can be found on the Huron website at:

<https://huronatwestern.ca/contact/faculty-staff-directory/>.

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult your Academic Advisor. If you are considering reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Advising website, <https://huronatwestern.ca/student-life/student-services/academic-advising/> or review the list of official

Sessional Dates on the Academic Calendar, available here:

<http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP and/or Scholarship/Bursary eligibility. Huron Student Support Services:

<https://huronatwestern.ca/student-life/student-services/> Office of the Registrar:

<https://registrar.uwo.ca/> Student Quick Reference Guide: <https://huronatwestern.ca/student-life/student-services/#1>

Academic Support & Engagement: <http://academicsupport.uwo.ca/>

Huron University College Student Council: <https://huronatwestern.ca/student-life/beyondclassroom/hucsc/>

Western USC: <http://westernusc.ca/your-services/#studentservices>

Mental Health & Wellness Support at Huron and Western University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing.

Please visit <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for more information or contact staff directly:

Wellness Services: [huronwellness@huron.uwo.ca](mailto:huronwellness@huron.uwo.ca)

Community Safety Office: [safety@huron.uwo.ca](mailto:safety@huron.uwo.ca) Chaplaincy: [gthorne@huron.uwo.ca](mailto:gthorne@huron.uwo.ca)

Additional supports for Health and Wellness may be found and accessed at Western through, <https://www.uwo.ca/health/>.