BUSADMIN P615A
Management Consulting
Fall 2024 Course Outline

Strategic Management Area
DeGroote School of Business
McMaster University

COURSE OBJECTIVE

This course is designed to offer students a variety of learning experiences to develop their management consulting skills. By applying key frameworks in strategy, marketing, and innovation, students will learn how to identify business issues and opportunities, structure effective solutions, and effectively communicate their ideas to clients and internal stakeholders. In addition to core consulting skills, the course will also focus on cultivating executive presence and leadership abilities.

INSTRUCTOR AND CONTACT INFORMATION

Section 1: Fri 10:30 – 1:30
Dr. Paul Snowdon
Instructor
Snowdonp@mcmaster.ca
Office: DSB Rm 209
Office Hours: after class
Tel: (905) 525-9140 x23015
Class Location: RJC 236

Student TA
Jechayni Khobalakrishnan
jechayni.k@gmail.com
Office:

COURSE ELEMENTS

Credit Value:	3	Leadership:	Yes	IT skills:	No	Global view:	Yes
Avenue:	Yes	Ethics:	No	Numeracy:	Yes	Written skills:	No
Participation:	Yes	Innovation:	Yes	Group work:	Yes	Oral skills:	Yes
Evidence-based:	Yes	Experiential:	No	Final Exam:	Yes	Guest speaker(s):	Yes

COURSE DESCRIPTION

This course is designed to develop the student's management consulting skills in a variety of business contexts. The overarching focus of this course is for students to use management theory as a lens to diagnose issues (and/or see opportunities), generate ideas on how to resolve these issues, and develop practical recommendations for their client. Upon completing this course, students will have developed their consulting mindset and gained a deeper understanding of how to improve businesses through their strategy, their customers, and targeted innovation.

LEARNING OUTCOMES

Upon completion of this course, students will be able to:

➢ Critically evaluate the effectiveness and suitability of different strategies in varied industry, regulatory, and competitive contexts

➢ Apply management theories dynamically and creatively to identify, research, and analyze business issues.

➢ Develop recommendations that are strategically correct, yet pragmatic in orientation, so the client can implement them.

➢ Learn how to select and apply problem solving frameworks that are commonly used in management consulting

➢ Calculate, analyze and provide implications for industry metrics, marketing data, accounting ratios, financial statements and projections to defend recommendations

➢ Communicate simply and effectively verbally, in written form, and in a presentation format

➢ Rapidly form consulting teams and develop effective working relationships with their peers

➢ Develop their leadership skills through in-class activities, assignments, and projects

➢ Engage in market research, analyze trends, and identify potential consulting offerings

➢ Articulate their strengths and weaknesses as a consultant

- ➢ Demonstrate the ability to adhere to course timelines and manage individual and group tasks efficiently and effectively to meet project requirements
- ➢ Meet all deadlines and complete all course components as instructed
- ➢ Learn to anticipate potential roadblocks and develop contingency plans to ensure timely completion of all strategic tasks and projects
- ➢ Develop resilience and adaptability skills in the face of changing timelines or unexpected delays, understanding how to recalibrate strategies and team alignment accordingly
- ➢ Treat classroom sessions as business meetings by coming fully prepared to discuss and debate the issues of the day. This entails completing all necessary readings and course components on-time and arriving to class fully prepared to actively participate in case discussions each week while empirically defending your analysis, choices and actions
- ➢ Cultivate a habit of critical thinking, self-reflection, and continuous learning in the field of management consulting to adapt to rapidly changing business environments

REQUIRED COURSE MATERIALS AND READINGS

Avenue registration for course content, readings and case materials http://avenue.mcmaster.ca	
Course Text Book (This is available digitally via OMNI) Garrette, B., Phelps, C., & Sibony, O. (2018). Cracked it! How to solve big problems and sell solutions like top strategy consultants (1st ed. 2018.). Springer International Publishing. https://doi.org/10.1007/978-3-319-89375-4	$ FREE

IVEY Cases & Readings
    ➢ Purchase electronic access here:
    ➢ https://www.iveypublishing.ca/s/ivey-coursepack/a1ROF000001vIhZ2AQ
	$ 64.33 CAD

Harvard Business Publishing – Readings & Simulations
    ➢ Purchase electronic access here:
    ➢ https://hbsp.harvard.edu/import/1147999
	$ 4.50 USD

OPTIONAL COURSE MATERIALS AND READINGS

How to analyze a case study, Harvard Business School Press
> Download from www.hbs.edu $ 9.50 USD

EVALUATION

Learning in this course results primarily from in-class discussion and participation of comprehensive business cases as well as out-of-class analysis. The balance of the learning results from the lectures on strategic concepts, from related readings, and from researching your presentations, cases, assignments, simulation decisions and projects. All work will be evaluated on an individual basis except in certain cases where group work is expected. In these cases, group members will share the same grade adjusted by peer evaluation. Your final grade will be calculated as follows:

Grade Component	Ind/Grp	Weight	Description	Due Date
Participation - Developing Your Executive Voice & Presence	Individual	20%	Developing our executive voice and presence will be assessed via a variety of methods each week	Weekly, except for Week 1, Reading Week, and Week 9
Building Client-Ready Decks	Individual	5%	Students will create an executive presentation in the McKinsey, Bain, Boston Consulting Group (MBB) style	Sept 19, 2024
Identifying a Consulting Niche	Individual	20%	Students will select an industry and organizational function (ex: Finance, Marketing, Operations, HR etc..) of their interest. They will conduct primary and secondary research and apply frameworks learned in the course to develop possible consulting offerings.	Nov 7, 2024
MDTRC Lab	Group	20%	Student teams will analyze practical aspects of digital transformation and user experience in a hands-on state-of-the art lab.	Nov 21, 2024
Consulting Phase 1 Report	Group	20%	Student teams will work deliver the final client presentation for Phase 1	Dec 6, 2024
Course Reflection	Individual	5%	Students will write a reflective paper on their learning experience through the course	Dec 6, 2024
Case Exam	Individual	10%	Students will be presented with a case exam to demonstrate their knowledge of concepts from this course	Exam Period

NOTE: The use of a McMaster standard calculator is allowed during examinations in this course. See McMaster calculator policy at the following URL:
   www.mcmaster.ca/policy/Students-AcademicStudies/UndergraduateExaminationsPolicy.pdf

Grade Conversion

At the end of the course your overall percentage grade will be converted to your letter grade in accordance with the following conversion scheme:

LETTER GRADE	PERCENT	POINTS
A+	90-100	12
A	85-89	11
A-	80-84	10
B+	75-79	9
B	70-74	8
B-	60-69	7
F	00-59	0

Course Deliverables

Assessment #1 – Participation - Developing Your Executive Voice and Presence (Individual)
The purpose of this assessment is to develop your executive voice and presence.

Effective communication is a prerequisite to success in the business world. For that reason, all participation marks in this course will be based on both the substance of your work and the quality of your written and oral communication. Each week, students will be given a participation challenge to develop their executive voice and presence. These challenges will be based on the cases and current issues in the Canadian business landscape.

In the past, students who have received the highest grades in this course also had the highest participation marks. They were also the students that contributed high quality insights several times during class. The key to a high participation mark is making numerous quality contributions during every case discussion.

Students are expected to arrive on time and be prepared. The case-method requires students to be cooperative in sharing their views. Instructors and TAs will feel free to cold call on anyone at any time. Hence, it is imperative that you prepare for each and every case and reading.

In general, case contributions are evaluated in an ascending order from basic ideas and opinions, to quite substantial comments, to case-cracking contributions. Debate and challenge are important activities that help in the learning process and the willingness of individuals to engage in such activities with their classmates is appreciated. However, using airtime involves an obligation to actually contribute. None of us has time for recitation of case facts, bland summaries of prior discussion, and so on, that are devoid of implications. Before you speak, always ask yourself:
   1) How you can your contribution advance the conversation?

2) How can you link this discussion to a framework or analysis that has been conducted earlier in the course? Can you connect-the-dots with other topics in a meaningful way?
3) Can I succinctly describe the impact of my analysis on the business decision.   What recommendation would you make as a consultant?

To be clear, while attendance for each class is mandatory, attendance does NOT constitute participation. Additionally, participation will NOT be graded by counting each contribution a student makes. Participation will be graded by examining the QUALITY of contributions in each class.

General speaking, student participation in each class will be assessed according to the following scale:

Participation	Description
Level 0	Attended class but didn't talk or contribute to the open class or case discussion. Executive presence was not demonstrated.
Bronze	Conducted analysis of the case and contributed several times with little context. Need to strengthen the analysis and recommendations. Executive Presence is at the early stage of development.
Silver	Participated multiple times throughout the class with several quality contributions. Demonstrated expertise on the 'what, and so what', but needs to further develop the 'now what' portion of their analysis. Executive presence developing but not fully manifested.
Gold	Made several memorable contributions that connected ideas and brought clarity to the issues. Succinctly described the 'what, so what, now what'. Made case-cracking contributions with empirical backing and provided detailed implications and context. Executive presence was demonstrated consistently.

Here are ways to achieve Gold standard participation and develop your executive presence:

• Shape the discussion through the meaningful introduction of theoretical concepts, current events, financial calculations, or alternative analysis
• Triangulate case discussions with current events or readings and by matching or referring to previous points made during the class
• Link or contrast the main highlights of this particular case with previous cases
• Change or reverse the direction of the discussion when appropriate and support the alternative hypothesis or opposing view, and
• Summarize and bridge the comments of others without undue repetition
• Great contributions use the following structure: What, So What, Now What.
  o **What** – Share the pertinent context to frame the issue/dilemma/analysis

o **So What** – Share the INSIGHTS from your analysis
o **Now What** – Share what should the protagonist in the case do with this information? What are their next steps?

How to develop your case analysis skills

- Immerse yourself in each discussion case by reading it twice, the first time to obtain an overview, the second to flesh out the detail.
- Make notes to facilitate your contribution to the class discussion.
- Work with other students when preparing for a case discussion in order to learn from each other.

Final thoughts on Participation

You will get next to nothing out of a case discussion (or the broader class discussions) if you are not fully prepared, and you run the risk of being embarrassed if you are called upon to contribute. Please note participation marks may also be evaluated for homework assignments. Case discussion marks and homework assignments cannot be made up if you miss a class. An interim participation grade will be posted mid-term.

Assessment #2 – Building Client-Ready Decks - MBB Format (Individual Project)
The purpose of this assignment is to assess your current ability to make client ready decks.
Students will create an executive presentation in the McKinsey, Bain, Boston Consulting (MBB) Group style.

To do this, you will select your favorite celebrity, athlete, or business icon. Build a 4-slide presentation (in the MBB style) that answers the following:
- Slide 1: Overview/highlights of their career. Overview of their financial success (sources of their revenue, amount per revenue stream, etc..)
- Slide 2: Competitive analysis – how do their accomplishments compare to their peers?
- Slide 3: Threats and challenges to their current dominance. Recommend a path forward.
- Slide 4: Reflective exercise: utilize the content-process-premise framework to self-reflect on what you learned through this exercise

Assessment #3 – Identifying a Consulting Niche (Individual Project)
The purpose of this assignment is to accelerate your identification of capability gaps in the industry and job function that aspire to have a career in, AND to use this information to position yourself as an ideal candidate to close the gaps you have identified.

Students will select an industry and role that they aspire to have a career in. They will engage in primary and secondary research on the key issues/trends/opportunities/need in their target industry/role. They will identify key gaps that organizations are facing relative to overcoming the gaps.

They will develop a plan on how they can use the MBA to develop the skills to be an ideal candidate for this job.

The final output will be an MBB style deck (5- 10 slides) that synthesizes their findings into an MBB style presentation that outlines the following:
1.   Background Information
2.   Gaps/Opportunities identified
3   Recommendations on how they should use the MBA to become the ideal candidate
4.   Reflective exercise: utilize the content-process-premise framework to self-reflect on what you learned through this exercise.

Assessment #4 – MDTRC Lab (Group Project)
The purpose of this assignment is to learn how to use experimental data to inform the design and evolution of digital services.

Students will form teams to engage in a hands-on user experience lab at the McMaster Digital Transformation Research Centre. In this lab, student teams will work through a series of tasks to analyze user experience data, develop recommendations on how to improve the product/service, and pitch their recommendations.

Details of the lab will be provided in Week 8 of the course.

Assessment #5 – Consulting Phase 1 Presentation/Report (Group Project)
The purpose of this assignment is to present a consulting presentation to your client that summarizes your insights from Phase 1.

Students will engage in a series of stakeholder sessions to develop a deep understanding of the project. The central issues of the project will be articulated and a recommended project plan for the Winter term will be presented to the client.

Marks will be allocated by:
1. Use of tools, frameworks, concepts learned through this course to support the issue identification
2. Pragmatism of the recommended project plan
3. Quality of the slides
4. Quality of the presenting skills during the client pitch
5. Quality/depth of lessons learned reflections
6. Client feedback on project team's work

Assessment #6 – Course Reflection (Individual)
The purpose of this assignment is critically reflect on how you have grown through this course.
Students will engage in a critical reflection of their personal development through this course. They will utilize Mezirow's 'Content-Process-Premise' framework to write a 750-1000 word paper on how they have grown.

Marks will be allocated by:
1) Quality/depth of lessons learned reflections
2) Implications for their MBA and future career as a business leaders

Assessment #7 – Case Exam (Individual)

The purpose of this assignment is to demonstrate what the student has learned through this course. Students will be provided a case which they will analyze through the lenses taught in the course. It will be a 4-hr closed-book exam.

COMMUNICATION AND FEEDBACK

Students that are uncomfortable in directly approaching an instructor regarding a course concern may send a confidential and anonymous email to the respective Area Chair or Associate Dean:

http://mbastudent.degroote.mcmaster.ca/contact/anonymous/

Students who wish to correspond with instructors or TAs directly via email must send messages that originate from their official McMaster University email account. This protects the confidentiality and sensitivity of information as well as confirms the identity of the student. Emails regarding course issues should NOT be sent to the Administrative Assistant.

Instructors are encouraged to conduct an informal course review with students by Week #4 to allow time for modifications in curriculum delivery. Instructors should provide evaluation feedback for at least 10% of the final grade to students prior to Week #8 in the term.

ACADEMIC INTEGRITY

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at:

Students are responsible for being aware of and demonstrating behaviour that is honest and ethical in their academic work. Such behaviour includes:

- following the expectations articulated by instructors for referencing sources of information and for group work;
- asking for clarification of expectations as necessary;
- identifying testing situations that may allow copying;
- preventing their work from being used by others (e.g., protecting access to computer files); and
- adhering to the principles of academic integrity when conducting and reporting research.

AUTHENTICITY/PLAGIARISM DETECTION

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software.

All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to www.mcmaster.ca/academicintegrity.

COURSES WITH AN ONLINE ELEMENT

All courses use some online elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course.

Students may be required to use the Respondus LockDown Browser and Respondus Monitor. The Respondus LockDown Browser is a downloadable program that allows a student to take an Avenue to

Learn quiz in a secure environment. Quizzes can be set to use LockDown Browser or LockDown Browser.

For more details about McMaster's use of Respondus Lockdown Browser please go to
https://avenuehelp.mcmaster.ca/exec/respondus-lockdown-browser-and-respondus-monitor/

The available information is dependent on the technology used. Continuation in a course that uses online elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure, please discuss this with the course instructor.

ONLINE PROCTORING

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

CONDUCT EXPECTATIONS

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the *Code of Student Rights & Responsibilities* (the "Code"). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx, Teams, or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students' access to these platforms.

ATTENDANCE

Arriving late or missing class disrupts the learning experience for both you and your peers. Punctuality and attendance are crucial to maintaining a respectful, professional, and productive

environment for everyone, including our faculty. Attendance will be recorded in each class to help identify students who may be at risk or in need of additional support.

Instructors will be using Top Hat to capture attendance in their classes. Attendance is recorded by submitting a unique 4-digit code displayed in your physical classroom using your personal device.

MISSED ACADEMIC WORK

Missed Mid-Term Examinations / Tests / Class Participation

Please do not use the online McMaster Student Absence Form (MSAF) as this is for Undergraduate students only. The MBA program will not accept an MSAF.

When students miss regularly scheduled term work which contributes 10% or more to the final grade, for legitimate reasons as determined by the Student Experience – Academic Office (SEAO (Student Experience Academic Office)), the activity necessary to compensate for the missed work will be determined by the course instructor. The compensatory activities assigned will vary with the nature of the course and the missed requirement. They include, but are not restricted to, an alternative assignment, a rescheduled midterm exam, or re-weighting the marks for the missed component to other mark components. Documentation explaining such missed work must be provided to the SEAO (Student Experience Academic Office) within five (5) working days of the scheduled date for completion of the work.

Acceptable reasons for missed work, along with the Petition for Missed Term Work and the MBA Student McMaster University Student Health Certificate, can be found on the DeGroote MBA Student website (mbastudent.degroote.mcmaster.ca). Please direct any questions about acceptable documentation to the MBA Academic Advisors (askmba@mcmaster.ca).

University policy states that a student may submit a maximum of three (3) Petition for Missed Term Work per academic year, after which the student must meet with the Director of the program.

If term work is missed without an approved reason, students will receive a grade of zero (0) for that component.

Missed Final Examinations

Students must be available for the duration of the posted exam period regardless of their personal exam schedule. This is to ensure student availability throughout the entire exam period in the event that an exam must be rescheduled due to unforeseen circumstances (university closure, power outage, storm policy, etc.). A student who misses a final examination without valid reason will receive a mark of 0 on the examination.

Students who have missed a final exam for a valid reason can apply to the SEAO (Student Experience Academic Office) to write a deferred examination by submitting an Application for

Deferring a Final Exam with supporting documentation. The application must be made within five days of the scheduled exam.

The Application for Deferring a Final Exam and the MBA Student McMaster University Student Health Certificate can be found on the DeGroote MBA Current Student website (mbastudent.degroote.mcmaster.ca)

Deferred examination privileges, if granted, are normally satisfied during the examination period at the end of the following semester. In select cases, the deferred examination may be written at a time facilitated by the SEAO (Student Experience Academic Office) (Student Experience Academic Office) and agreed to by the course instructor.

Requests for a second deferral or rescheduling of a deferred examination will not be considered.

ACADEMIC ACCOMMODATION FOR STUDENTS WITH DISABILITIES

Student Accessibility Services (SAS) offers various support services for students with disabilities. Students are required to inform SAS of accommodation needs for course work at the outset of term. Students must forward a copy of such SAS accommodation to the instructor normally, within the first three (3) weeks of classes by setting up an appointment with the instructor. If a student with a disability chooses NOT to take advantage of an SAS accommodation and chooses to sit for a regular exam, a petition for relief may not be filed after the examination is complete. The SAS website is:

http://sas.mcmaster.ca

Use of Test Accommodations at McMaster University Burlington Campus Ron Joyce Centre

Whereas Student Accessibility Services (SAS), on Main Campus, determines all MBA student accommodations, the MBA Faculty Office manages the coordination of accommodations for tests, midterms, and exams at the Ron Joyce Centre in Burlington.

Process for Students

- Students must activate their accommodation(s) (e.g., extra-time, memory aid, etc.) for each upcoming test, midterm, or exam, at least two weeks in advance. Students can do this by emailing their Instructor and the DeGroote MBA SAS scheduling office at DSBSAS@mcmaster.ca. If a student cannot meet this deadline, they should contact DSBSAS@mcmaster.ca to discuss alternative arrangements. The program is committed to exploring flexibility where possible to support students.

- All tests, midterms, and exams are booked synchronously with the class's start time. Any deviations from the start time (e.g. start earlier than the class to enable completion at the same

end time) requires a discussion with their instructor on protocol at the time of accommodation activation.

- Students will leverage the accommodation (e.g., extra-time, memory aid, etc.), in a designated testing room. Rooms will be booked according to the student's SAS accommodation. Unless the accommodation states otherwise, students should expect that they will be writing in a room with other students. One or more invigilators will always be in the room.

- Following the request to activate the accommodation(s), dsbsas@mcmaster.ca will reach out to the student with their test, midterm, or exam details, including the date, time, and room number. As there may be other students writing tests in the room, we ask that students enter the room quietly and leave all personal items at the front of the room.

All policies and procedures, including restroom access, how extra-time is allocated for assessments under Universal Design, and the submission of memory aids in advance, are consistent with those of SAS on Main Campus. The only variance in procedure is communication around, and physical location of, assessment. There is not a dedicated testing space at RJC. Existing classrooms and lecture halls will be used for most testing. All SAS-approved accommodations will be honoured by our staff; however, core testing elements are not eliminated in alternative testing formats. Students should expect and plan for invigilation, incidental noise, and other potential distractions.

ACADEMIC ACCOMMODATION FOR RELIGIOUS, INDIGENOUS OR SPIRITUAL OBSERVANCES (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students should submit their request to the SEAO (Student Experience Academic Office) *normally within 10 working days* of the beginning of term in which they anticipate a need for accommodation. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

COPYRIGHT AND RECORDING

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image

may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

POTENTIAL MODIFICATION TO THE COURSE

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.

ACKNOWLEDGEMENT OF COURSE POLICIES

Your registration and continuous participation (e.g. on A2L, in the classroom, etc.) to the various learning activities of MBA P615A will be considered to be an implicit acknowledgement of the course policies outlined above, or of any other that may be announced during lecture and/or on A2L. **It is your responsibility to read this course outline, to familiarize yourself with the course policies and to act accordingly.**

Lack of awareness of the course policies **cannot be invoked** at any point during this course for failure to meet them. It is your responsibility to ask for clarification on any policies that you do not understand.
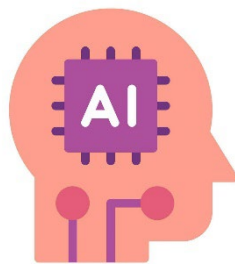
ARTIFICIAL INTELLIGENCE

AI Policy for Course Submissions

Purpose:
The purpose of this policy is to ensure the responsible and ethical use of AI tools in academic work submitted for this course. While AI tools can be valuable for certain aspects of the writing and research process, it is crucial to maintain academic integrity and ensure that all content reflects the student's original work.

1. Levels of AI Usage:
Each assignment or deliverable in this course will be clearly marked with the level of AI usage permitted.

Level of AI Usage	Description	Symbol on Assignments
Level 1: Full AI Use Permitted	All forms of AI are allowed for use, including content creation, idea generation, editing, and grammar checks. **Requirement:** Students must include an AI Acknowledgement statement specifying where and how AI tools were used in their work.	
Level 2: Limited AI Use	AI tools may only be used for editing and grammar checks. **Requirement:** An AI Acknowledgement statement is required, indicating that AI was used solely for editing and grammar improvements.	
Level 3: No AI Use	No AI tools are allowed. All content and responses must be entirely human-generated. **Requirement:** An AI Acknowledgement statement confirming that no AI tools were used in the creation of the submission.	

2. AI Acknowledgement Requirement:

All submissions must include an AI Acknowledgement statement, regardless of the level of AI usage permitted. The statement should be placed at the end of the document and should specify the tools used and the nature of their use.

Examples include:
- *Level 1:* "AI Acknowledgement: I used ChatGPT to generate ideas and improve readability in this document."

- *Level 2:* "AI Acknowledgement: I used ChatGPT to assist with grammar and readability improvements in this document. No AI tools were used for content creation."

- *Level 3:* "AI Acknowledgement: I confirm that no AI tools were used in the creation of this submission."

3. Citing Generative AI Content:

If any generative AI content is included in a submission (e.g., images created with DALL-E or text generated by ChatGPT), it must be properly cited using the APA style format. The citation should include the name of the AI tool, the version (if applicable), and the date of generation.

For example:
- **Text Generated by AI:**
  OpenAI. (2024). Response generated by ChatGPT (Version GPT-4) on August 26, 2024. Retrieved from [OpenAI ChatGPT].

- **Image Generated by AI:**
  OpenAI. (2024). Image generated by DALL-E on August 26, 2024. Retrieved from [OpenAI DALL-E].

4. Compliance:

Failure to adhere to this AI Policy, including the specific level of AI usage allowed for each assignment, may result in penalties, including but not limited to grade deductions, resubmission requirements, or other disciplinary actions as deemed appropriate by the instructor.

COURSE SCHEDULE

MBA P615A
Management Consulting
Fall 2024 Course Schedule

Week	Date	Learning Loop	Lecture Topics	Experiential Learning: Case, Simulation, or In-Class Exercises	Pre-Readings
1	9/13/2024	Course Initiation	- Course Overview - Consulting Basics - Cross Cultural Leadership (and Consulting) Behaviors - Communicating as a Consultant - Building an MBB slide - Mezirow's Reflective Framework -	In-Class Exercises	Navigating the Cultural Minefield Cracked It! (Chapters 1, 2)
2	9/20/2024	Learning Loop 1 - Developing A Differentiated Strategy	-Consulting Process: Overview of 4S Process; - State the Problem (TOSCA Framework) - Consulting Frameworks & Concepts: Diamond- E, Play to Win	CASE - A.T. Kearney Inc.: The Push to become a Management Consulting Titan	Cracked It! (Chapter 3,4) Playing to Win (Ch1): Strategy Is Choice
3	9/27/2024		- Consulting Process: Structure the Problem: Pyramids and Trees - Consulting Frameworks & Concepts: 3-Circles Analysis, Blue Ocean Strategy, Strategy	CASE - Wawa: Retailing Reinvented Through Blue Ocean Strategy	Cracked It! (Chapter 5) Blue Ocean Strategy: From Theory to Practice

Week	Date	Learning Loop	Lecture Topics	Experiential Learning: Case, Simulation, or In-Class Exercises	Pre-Readings
			Canvas, 4 Actions Framework		
4	10/4/2024	Learning Loop 2 - Developing Customer Insights	Consulting Process: Structure the Problem: Analytical Frameworks, Eight Degrees of Analysis - Consulting Frameworks & Concepts: Pathway to Purchase Know Your Customer and their Journey Developing Customer Personas , Customer Journey Mapping and Analysis	In-Class Exercises	Cracked It! (Chapters 6 and 7) How to Create a Realistic Customer Journey Map
5	10/11/2024		- Consulting Process: Solve the Problem: MDTRC Orientation and Lab Prep	CASE - The Home Depot Inc.: A Digital Transformation for Customer Experience	Cracked It! (Chapter 8)
6	10/18/2024		GRIT Week		

Week	Date	Learning Loop	Lecture Topics	Experiential Learning: Case, Simulation, or In-Class Exercises	Pre-Readings
7	10/25/2024		No Lecture Topics	MDTC Lab	N/A
8	11/1/2024	Learning Loop 3 - Innovation and Disruption for Growth	- Consulting Process: Structure and Solve the Problem Using Design Thinking Consulting Frameworks and Concepts: Fundamentals of Design Thinking	In-Class Exercises	Cracked It! (Chapter 9) Design Thinking Comes of Age The Right Way to Lead Design Thinking
9	11/8/2024		- Consulting Process: Sell the Solution: Core Message and Storyline; Sell the Solution - Consulting Frameworks & Concepts: S-Curves, Three Horizons Framework, Ten Types of Innovation	CASE - McDonald's: Moving Towards a Fully Automated Future?	Cracked It! (Chapters 10 and 11) Know Your Customers' "Jobs to Be Done"
10	11/15/2024	Learning Loop 4: Consulting Project Phase 1	Consulting Project Kick-Off	In Class Coaching	N/A
11	11/22/2024		Consulting Project Working Session	In Class Coaching	
12	11/29/2024		Consulting Project Working Session	In Class Coaching	N/A
13	12/6/2024		Consulting Project Working Session	In Class Coaching	N/A