SYLLABUS

A. COURSE GOALS AND OVERVIEW

This course is designed (i) to develop the analytic and communications skills that will help you to succeed in consulting-type case interviews, (ii) to build on the skills that you developed in J420 so that you are able to hit the ground running when you start work as a consultant, and (iii) to develop the interpersonal skills that are crucial to longer-term success as a consultant.

The first part of the course is focused on structured thinking. While we will spend significant time on topics that will help you in case-type interviews – i.e., class sessions on how to structure analysis, drafting a practice case (to provide insight into cases and how interviewers think about them), extensive case practice with your classmates, and a mock case with me – the actual goal of the course goes beyond just helping you to get a job. My goal for this part of the course is for you to improve your skills at structuring and communicating your analyses of typical business issues. These are core skills of any consultant (and most business people).

The second part of the course will focus on interpersonal skills that contribute to success as a consultant. These include how to work with colleagues and clients as well as change management. We also will discuss some recurring ethical issues that arise in consulting. Finally, we will finish with a session about things that would be helpful to know when you first start work.

B. LEARNING OBJECTIVES

By the end of this course, a student should be able (i) to structure and communicate clearly a quick analysis of a given business scenario, and (ii) to work constructively with colleagues and clients and to manage the interpersonal aspects of an engagement and his or her career. (These learning outcomes support learning goal 8 - among others - of the KSB’s undergraduate program. A complete listing of the program’s learning goals may be found in the appendix to this syllabus).

C. CLASS TIMES & LOCATIONS

Tuesday and Thursday, 2:30-3:45 p.m. in HH3075

D. CONTACT INFORMATION FOR PROFESSOR RUBIN

Office: HH4080
Telephone: (812) 856-5244
E-Mail: jorubin@indiana.edu
Office Hours: Wednesday, 2:00-4:00 p.m. (except for September 19th) or by appointment

E. MATERIALS

1. Recommended books:

   a. If you will be interviewing this fall, you should read either*
      
      • Tim Darling, HOW TO GET INTO THE TOP CONSULTING FIRMS (2nd ed. 2009), or
      • Marc Cosentino, CASE IN POINT (9th ed. 2016), or
      • David Ohrvall, CRACK THE CASE SYSTEM: HOW TO CONQUER YOUR CASE INTERVIEWS (2nd ed. 2015)

* Of the three books, I recommend Darling’s. It appears to be out of print; although, it is may be available on-line.
b. If you are not totally comfortable performing quick calculations in your head (not just for interviews, but also in your work), you should read and work thru
   • Arthur Benjamin & Michael Shermer, SECRETS OF MENTAL MATH (2006)

c. If you have room to improve on networking, and just about everyone does, you might want to check out
   • Keith Ferrazzi & Tahl Raz, NEVER EAT ALONE (2005)

2. Readings (starred items are available in a classpak in the IU Bookstore/TIS; other items are available in Canvas (under “Pages”>”Readings”):
   a. Marc Cosentino, CASE IN POINT, 15-20 (5th ed. 2007)
   b. Tim Darling, HOW TO GET INTO THE TOP CONSULTING FIRMS, 29-33 & 71-75 (2nd ed. 2009)
   g. Irene Y.M. Yeung & Rosalie L. Tung, “Achieving Business Success in Confucian Societies: The Importance of Guanxi (Connections),” ORGANIZATIONAL DYNAMICS (Autumn 1996)
   h. Terri Morrison & Wayne Conaway, KISS, BOW, OR SHAKE HANDS 457-68 (2nd ed. 2006)
   m. Joel D. Rubin, “Tyrone’s Dilemma”

3. Background materials (available online):
   a. UCSO website
   b. Websites of consulting firms

4. To be prepared for interviews and work as a consultant you also need to keep up with the daily news, especially the news relevant to business. I recommend reading the Wall Street Journal (or at least its front page) every day. The Wall Street Journal makes free copies available to Kelley students in bins in the halls outside HH1049 and HH2075 (in the nook across the hall). Students also have access to the Wall Street Journal online through the KSB’s free link to WSJ.com.
F. COURSE ACTIVITIES AND GRADING

The grading scale will be based on a total of 200 points for the semester, broken down as follows.

<table>
<thead>
<tr>
<th>Points</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>Assignment #1: Drafting a case</td>
</tr>
<tr>
<td>10</td>
<td>Assignment #2: Preparing for behavioral (fit) interviews</td>
</tr>
<tr>
<td>40</td>
<td>Practice case interviews – Peer assessments</td>
</tr>
<tr>
<td>50</td>
<td>Mock case interview with Professor Rubin</td>
</tr>
<tr>
<td>60</td>
<td>Assignment #3: Client change paper</td>
</tr>
<tr>
<td>20</td>
<td>Class participation</td>
</tr>
<tr>
<td>200</td>
<td>Total</td>
</tr>
</tbody>
</table>

[Note: I will make special arrangements for those students who have accepted job offers at the beginning of the semester and, therefore, will not be interviewing in the Fall. For such students, the major benefits of the course will be improving your analytical skills and preparing you to hit the ground running when you start work and to be successful over the longer term. Accordingly, I will adjust the above scale to deemphasize the second and third items.]

1. Assignments

Each student will be required to draft a case similar to the ones that you would expect in a consulting case interview. This assignment has three purposes. First, the exercise of crafting a case will provide you with insight into the structure of interview cases (e.g., what types of information are provided, what types of info should be available if the interviewee asks for them, when an interviewee should/must make estimates or assumptions) as well as the mindset of an interviewer. Second, you can use the case that you have drafted when you play the role of interviewer in practice cases with your classmates. Third, I will collect the cases to add to a “Consulting Workshop case bank” (and maybe, in the future, a case book) for future classes of Workshop students.

Each student also will be required to write out answers to a list of typical questions for behavioral (fit) interviews. (I will provide the questions.) This assignment will force you to consider carefully those questions before they are posed to you in an interview and thereby to ensure that you are prepared for your interviews.

Finally, each student will be required to write a 5-page paper recommending a change in a “client” organization and detailing how to manage the change process. This paper will give you the opportunity to apply the client management skills that we will be discussing in class to a concrete issue. That, in turn, will highlight one of the most valuable skills that a consultant can develop, namely the ability to manage change.

2. Practice cases

Like the old joke about getting to Carnegie Hall, the best way to get to a consulting firm is “practice, practice, practice.” To this end, each student will be required to complete a minimum of 6 practice case interviews in each of the three roles as interviewee, interviewer, and observer – i.e., a total of 18 cases. The role of interviewee will provide you with experience in the role you will assume in your firm interviews. The role of interviewer will provide you with perspective on how an interviewer perceives a student analyzing a case. Hopefully that perspective will help you to refine your skills as an interviewee. Finally, the role of observer will benefit both the interviewee and the observer. The interviewee will benefit from the observer’s critical assessment of his or her strengths and improvement opportunities as reflected in the interview observed. The observer will gain from yet another perspective on the interview.
Moreover, the requirement to provide feedback to the interviewee will force the observer to crystallize his or her understanding of strengths and improvement opportunities in the context of a case interview. In addition to the peer interviews, each student will participate in one mock interview with me. The purpose of the mock interview is to demonstrate your ability to structure and to communicate your analysis of a business scenario. Those students who will not be interviewing in the fall, and therefore do not need interview practice, should consider it an assessment of your ability to structure a problem and to communicate clearly in the context of an interpersonal interaction (i.e., with a colleague or client).

3. Class participation
Class participation will be composed of two components. First, for many of the sessions on structuring your thinking during the first half of the course I will expect you to prepare an analysis tree before the class. I will collect those trees at the beginning of the class. Second, I will make a subjective evaluation of each person’s in-class participation. I will base my evaluation on a combination of quality and quantity of participation, professionalism, and attendance.

4. Grading scale
Your course grade will be based on the sum of your scores on the assignments, practice cases and class participation according to the following scale.

<table>
<thead>
<tr>
<th>Semester grade</th>
<th>Percentage of maximum possible points</th>
<th>Total number of points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90% +</td>
<td>180 +</td>
</tr>
<tr>
<td>B</td>
<td>80-89.9%</td>
<td>160-179.9</td>
</tr>
<tr>
<td>C</td>
<td>70-79.9%</td>
<td>140-159.9</td>
</tr>
<tr>
<td>D</td>
<td>60-69.9%</td>
<td>120-139.9</td>
</tr>
<tr>
<td>F</td>
<td>Below 60%</td>
<td>Below 120</td>
</tr>
</tbody>
</table>

I may add pluses and/or minuses to grades on the margins. I will make a decision whether or not to do so, and if I do so what grades would qualify for a “+” or a “−”, only at the end of the semester after I have an opportunity to look at the distribution of student point totals.

I reserve the right to depart from the above scale if I find doing so to be desirable to achieve an appropriate class grade distribution. Any such departure would relax the grading scale, not make it more difficult. (In other words, it only could help you.)

G. COURSE SCHEDULE
The following are the projected course schedule and the assigned readings in preparation for each topic. Both the schedule and the readings are subject to change. The actual pace of the class will be determined based on the class discussions. Hence, you should expect some variance from the schedule set out below. To accommodate that variance, just stay one day ahead of the current class in your preparation. Additional assigned readings may be provided in the form of materials e-mailed to you, posted in Canvas, or available through links posted in Canvas.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic / Activity</th>
<th>Preparation</th>
</tr>
</thead>
</table>
| Aug. 21 T | Overview; Estimation                                 | • Darling’ (pp. 7, 10-11, 16-28, 49-56)  
• Cosentino (pp. 15-20)                                                                 |
| 23 Th   | Behavioral (fit) interviewing; Structuring (general) | • “Job Applicants’ Cultural Fit Can Trump Qualifications”  
• Darling (pp. 29-33, 71-73)  
• For each of the nine problems listed on page 73, give yourself 2-3 minutes to think through and jot down a structure; read pages 74-75 only after you have jotted down your nine structures |
| 28 T    | Profitability / Revenue                              | • Darling* (pp. 34-40, 45-47)  
• Prepare a structure or structures for analyzing a revenue-side profitability issue |
| 30 Th   | Profitability / Cost                                 | • Darling* (pp. 48)  
• Prepare a structure or structures for analyzing a cost-side profitability issue |
| Sept. 4 T | Growth / New product, market entry                  | • Darling* (pp. 40-43)  
• Prepare structures for analyzing how to grow and whether to start a new business  
(N.B.: There should be overlap between the two) |
| 6 Th    | M&A / Capital investment                             | • Darling* (pp. 43-45)  
• Prepare structures for analyzing whether to engage in a merger or acquisition and for analyzing whether to make a capital investment |
| 11 T    | No class                                            |                                                                                                                                              |
| 13 Th   | Other issues (e.g., industry analysis, international issues) | • Darling* (pp. 68-70)                                                                                                                    |

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic / Activity</th>
<th>Preparation</th>
</tr>
</thead>
</table>
| 18 T   | Working With Clients                                  | • “A Consultant’s Comeuppance”  
• “When Consultants and Clients Clash”                                                                                                       |
| 20 Th   | Working with clients: Change management               | • “Leading Change”                                                                                                                        |
| 25 T    | No class                                             |                                                                                                                                              |
| 27 Th   | Consulting in a cross-cultural environment            | • Case: “Ellen Moore (A): Living and Working in Korea”  
• “Achieving Business Success in Confucian Societies”  
• Morrison & Conaway (pp. 457-68) |

* All readings from Darling are recommended (if you have the book), but optional (in case you do not have the book), other than the reading on August 28th which is posted in Canvas and required of everyone in the class.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic / Activity</th>
<th>Preparation</th>
</tr>
</thead>
</table>
| Oct. 2 T | No class                               | • “Six Degrees of Lois Weisberg”  
|        | Video Networking                       | • “A Note on Social Networks and Network Structure”  
|        |                                        | • Never Eat Alone*  |
| 4 Th    | Mentorship; How consulting firms work  | • Case: “Developing Professionals – The BCG Way (A)”  |
| 9 T     | Ethics and consulting                  | • Case: “Martha McCaskey”  
|         |                                        | • “Tyrone’s Dilemma”  |
| 11 Th   | Getting a good start: What I wish that I had known when I started as a consultant |  |

The following are the due dates for the deliverables. All deliverables are due by 5:00 p.m. on the dates specified via the corresponding assignment in Canvas.

<table>
<thead>
<tr>
<th>Due date</th>
<th>Deliverable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday, August 24th</td>
<td>Assignment #1: Drafting a case</td>
</tr>
<tr>
<td>Friday, August 31st</td>
<td>Assignment #2: Answers to behavioral interview questions</td>
</tr>
<tr>
<td>Friday, September 7th</td>
<td>First 3 practice interview reports</td>
</tr>
<tr>
<td>Thursday, September 20th</td>
<td>Second 3 practice interview reports</td>
</tr>
<tr>
<td>Friday, October 5th</td>
<td>Assignment #3: Client change paper</td>
</tr>
</tbody>
</table>

H. POLICY ON ACADEMIC DISHONESTY (I’m against it!!)
Students are subject to the provisions of the Kelley School of Business Student Honor Code, the Indiana University Code of Student Rights, Responsibilities, and Conduct (which can be found at http://www.indiana.edu/~code/), and all School and University rules and regulations regarding academic conduct / misconduct. Any student involved in an incident of academic misconduct in connection with this course will be removed from the course with a grade of "F" (although I reserve the right to impose an alternative penalty in those rare circumstances in which, in my opinion, the situation so warrants).

I. ADMINISTRATIVE MATTERS
1. Students with disabilities
Any student with a disability requiring reasonable accommodation should inform me by e-mail within the first two weeks of class (or within one week of qualification by the Office of Disability Services for Students, if that occurs later). You also must provide to me a completed copy of the “Testing / Classroom Modifications” form from the Office of Disability Services for Students with enough lead-time for me to provide the specified accommodation(s).

2. Religious holidays
Any student who cannot participate fully in any aspect of the class due to a religious conflict must inform me by e-mail within the first two weeks of class so that we can make alternative arrangements. If you

* Recommended, but optional
cannot hand in any deliverable on its due date due to a religious conflict, it is your obligation to plan ahead and either submit the item prior to the due date or make alternative arrangements with me.
APPENDIX

KSB UNDERGRADUATE PROGRAM LEARNING GOALS

Learning Goal 1: An Integrative Point of View
Graduates of the Kelley School of Business Undergraduate Program will be able to evaluate and make business decisions from an integrative point of view, one that reflects an understanding of mutually interdependent relationships among competitive and environmental conditions, organizational resources, and the major functional areas of a business enterprise.

Learning Goal 2: Ethical Reasoning
Graduates of the Kelley School of Business Undergraduate Program will be able to recognize ethical issues, demonstrate familiarity with alternative frameworks for ethical reasoning, and discern tradeoffs and implications of employing different ethical frames of reference when making business decisions.

Learning Goals 3: Critical Thinking & Decision Making
Graduates of the Kelley School of Business Undergraduate Program will be able to use a variety of research methodologies to identify and critically evaluate implications of business decisions for organizational stakeholders (e.g., customers, colleagues, employees, stockholders, suppliers, foreign governments, communities, cultures, regulatory agencies) and the natural environment.

Learning Goal 4: Communication
Graduates of the Kelley School of Business Undergraduate Program will be able to communicate effectively in a wide variety of business settings (e.g., live, virtual, synchronous and asynchronous), employing multiple mediums of communications (e.g., written, oral and visual).

Learning Goal 5: Quantitative Analysis and Modeling
Graduates of the Kelley School of Business Undergraduate Program will be able systematically apply tools of quantitative analysis and modeling to make recommendations and business decisions.

Learning Goals 6: Team Membership & Leadership
Graduates of the Kelley School of Business Undergraduate Program will be able to collaborate productively with others, functioning effectively as both members and leaders of teams.

Learning Goal 7: Respect, Inclusiveness & Valuing People
Graduates of the Kelley School of Business Undergraduate Program will be able to create and sustain personal and work environments that are respectful and inclusive, valuing the contributions of all persons.

Learning Goal 8: Personal and Professional Development
Graduates of the Kelley School of Business Undergraduate Program will be prepared to become the “authors” of their own futures, make informed and deliberate choices about personal and professional development, assume responsibility for their decisions, take pride in excellence, contribute to community, and demonstrate college-level mastery of the skills needed for pursuing and managing a career as a business professional.

Learning Goal 9: Global Awareness
Graduates of the Kelley School of Business Undergraduate Program will be conversant with major economic, social, political, and technological trends and conditions influencing foreign investment and development of the global economy and demonstrate an understanding of the cultural, interpersonal and analytical competencies required for engaging in global business activities.

Learning Goal 10: Innovation and Creativity
Graduates of the Kelley School of Business Undergraduate Program will know how to respond to the need for innovation or creativity by engaging in ongoing learning, broadening their points of view, exploring cross-contextual links, and consulting with others.