



THE UNIVERSITY OF TEXAS AT AUSTIN

McCOMBS SCHOOL OF BUSINESS

MAN 328: CONSULTING & CHANGE MANAGEMENT

FALL 2011

#04530-UTC 1.118

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Course Web Page via Blackboard (<http://courses.utexas.edu>)

Course Overview and Objectives

The Consulting and Change Management course is designed to prepare students to become effective contributors in consulting firms, organizations that require consulting assistance, and organizations implementing important changes. From time-to-time every organization experiences the need to renew its ability to be successful and often uses external consultants to assist in the process. These consulting processes often involve extensive analyses of the firm's competitive position, capabilities, organizational processes, culture, etc. Once a new direction is developed the process of implementing the changes must be managed. Even if you do not plan to make consulting your career goal, you will have many opportunities in both your professional and personal life to use consulting skills.

The purpose of this course is to enhance your understanding of the process and the challenge of effective management consulting. This course will also specifically focus on consulting as it relates to managing organizational change. Exercises, discussions and projects will cover models of management consulting and activities will allow students to practice the specific skills required to be effective consultants. Students will be introduced to models of effective change management and will engage in a rich change management simulation.

Through readings, discussions, cases, experiential exercises, and field work, this course will focus on the patterns of interaction that occur between consultants and people and teams in organizations, and how those interactions ultimately impact the sustainable success of the organization.

The learning philosophy in this course can be summed up as follows: Theory informs Practice. In short, this means that you learn best when you understand the underlying theoretical principles and then how those principles translate into specific behavioral practices, followed by actual implementation of those practices. I will use every opportunity to have you actually apply what you are learning through the course assignments and activities.

This model requires your active participation in each class session. The reading assignments provide an especially important foundation for class discussions and must be completed prior to each class session. Come to class prepared to discuss the assigned readings. Your responsibility in this course is to be an active participant in the ongoing learning processes inside and outside the classroom.

Materials

Required:

Block, 2011. *Flawless Consulting* (3rd Edition). San Francisco: Pfeiffer.

Cosentino, 2010. *Case In Point* (10th Anniversary Edition). Needham, MA: Burgee Press.

Kotter & Cohen, 2002. *The Heart of Change*. Boston, MA: Harvard Business School Press.

Maister, Green, & Galford, 2001. *The Trusted Advisor*. New York: Free Press.

Textbooks are available from the University Co-op.

Reading/Case Packet: Required to be purchased from University Duplicating Service on the 3rd floor of the GSB. Cost includes fees for several simulations and exercises. I will notify you when the packet is ready to be picked up. Proof of purchase from the packet must be turned in to the instructor. Additional materials and exercises may be handed out in class.

Course Requirements and Grading

Your grade in the course will be determined as follows:

	Points	Weight
In-Class Contribution	2	2%
Teaching Tool	3	3%
Learning Exercises & Activities	10	10%

Reflection Blog	10	10%
Exams	30	30%
Interview	3	3%
Top Ten Take-Aways	2	2%
Final Exam	10	10%
Team Consulting Project	<u>30</u>	<u>30%</u>
	100	100%

Assessment

Your final grade in the course will be based on the total points earned on the assignments. Anyone scoring less than 70% on an assignment needs to meet with me as soon as possible.

A	-	93-100 pts.
A-	-	90-92 pts.
B+	-	87-89 pts.
B	-	83-86 pts.
B-	-	80-82 pts.
C+	-	77-79 pts.
C	-	73-76 pts.
C-	-	70-72 pts.
D+	-	67-69 pts.
D	-	63-66 pts.
D-	-	60-62 pts.
F	-	0-59 pts.

Description of Requirements

Prerequisite

- Credit for MAN 336 or 336H, Organizational Behavior, with a grade of C or better.

Assignments

Class Contribution (2%)

Each of you has valuable work and life experience, and that experience will provide essential alternate points of view on the concepts discussed. Therefore, as you will see, both in your teams and in class, a sizeable portion of your learning will be dependent upon listening to, interacting with, and discussions with your peers. Moreover, this course demands analysis, synthesis and evaluation of those concepts for a variety of situations and applications. To this end, active discussion is required in order to permit the exploration of ideas. Therefore, as a member of this class, it is part of your responsibility to actively contribute to the learning of your peers.

You are welcome to consult with the instructor regarding your class contribution performance at any time during the course.

Some of the things that have an impact on effective class participation and contribution are the following:

- *Is the student a good listener? Does the student give the person speaking his or her full attention?*
- *Are the points that are made relevant to the discussion? Are they linked to the comments of others?*
- *Does the student ask questions that probe understanding of the concepts?*
- *Does the student share experiences that connect to the concepts being discussed?*
- *Do the comments show evidence of analysis of the assignments or readings?*
- *Does the student distinguish among different kinds of data (e.g., facts vs. opinions.)?*
- *Is there a willingness to test new ideas, or are all comments “safe”? (For example, repetition of case facts without analysis and conclusions or a comment already made by a colleague.)*
- *Is the student willing to interact with other class members?*
- *Do comments clarify and highlight the important aspects of earlier comments and lead to a clearer statement of the concepts being covered?*

Teaching Tools (2%)

Remember the old saying that the best way to learn something is to teach it? We'll practice that philosophy in this class by having each student create slides or other audio-visual for one of the concepts from the course. You will then have 5 minutes in class to teach the concept to the class. You will also post your teaching tool on Blackboard.

Learning Exercises and Activities (10%)

This course is taught in an experiential workshop format. Many of the learning activities for the course will occur during class time. You will receive 1 point for fully participating in and successfully completing each of ten learning exercises and activities during the semester.

Reflection Blog (10%)

An educator once said, “Experience is mandatory. Learning is optional.” The ability to critically reflect on your own learning is one of the core competencies for a consultant. Blogging provides an opportunity to synthesize and apply your learning from the course. It also provides an opportunity to learn from others. You will receive further information on blogging in class.

Exams (30%)

There will be two exams in this class. Each exam counts as 15% of the total grade. The exams may include multiple-choice, true-false, discussion and short answer questions that focus on readings, exercises and class discussions. They will require you to have carefully read the assigned reading and to understand the class exercises and discussions.

Interview (3%)

Conduct an interview with a consultant. Write a one to three page summary of your learning from that interview. The insights of a practitioner in the field can be very helpful to your understanding of a consultant's responsibilities and career possibilities.

Team Consulting Project (30%)

Purpose. This project is the largest collaborative learning activity for the course. Class members will work in teams of four to five people to conduct a consulting project. The team will choose an organization to work with. The organization can be a for-profit business, university department or organization, or a nonprofit organization. The project should focus on a change effort the organization would like to make. The project should be one that can be completed during the course of the semester. All phases of the project require instructor approval.

Deliverables. This assignment includes six deliverables: (1) the proposal, (2) the research methodology, (3) an executive summary, (4) a final project report, (5) a presentation, and (6) an assessment and evaluation of the project. Further details will be provided in class on the assignment. Due dates are shown on the course calendar.

(1) Proposal. (2%) You should develop a written proposal for the work you will do for the client organization.

(2) Research Methodology. (2%) You will submit a document detailing the research methods you will utilize to gather data. This might include an interview protocol, survey questions, observation sheet, etc.

(3) Executive Summary. (1%). Provide a one-page summary of your work with your client on this project. Please include a photo of your team on the page.

(4) Project Report. (10%) The final written report will include the results of your inquiry. It will be presented to your client and to your instructor.

(5) Presentation. (10%) You will prepare a business presentation about your project that will be presented to your classmates. Clients are welcome to attend your presentation in class.

(6) Assessment and Evaluation. (5%) You will conduct an individual, team, and organizational assessment of your work. You will also receive feedback from your professor.

Grading. This assignment is worth a maximum of 30% of your grade. It is designed to provide 360 degree feedback on the project. All members of the team will receive the same grade unless the team decides otherwise.

Top Ten Take-Aways Presentation (2%)

This assignment provides a final opportunity for you to synthesize and share your learning with the class. Reflect on your learning in this class and write up a list of your “Top 10 Take-Aways” from the course and post them on Blackboard as Blog 10. Explain why you chose each concept, how you have utilized it in your own life, and how you think it will help you in your future role as a leader. The same guidelines as a blog apply.

Your presentation in class will be fairly informal. Each member of the class will have about a minute or so to share a point or two about your most important learning from the course. It is simply an opportunity to reflect on your learning with your peers. Sometimes hearing what is important to other people can also contribute to your own learning. Obviously you will not be graded on whether your choice of a learning point is valid or not. Your learning is your learning. Your grade will be based on how well you explain that concept’s application to your life to the class. This assignment is worth 2% of your grade.

Final Exam (10%)

The final exam in this course is to create your own model of consulting based on your learning. This is a take-home assignment and should be turned in no later than the scheduled date for the final exam listed on the course calendar.

Re-grade Requests

If you believe that your graded work received too little credit, you may submit it for a re-grade under the following restrictions:

1. All re-grade requests must be submitted with a clear, written statement that explains why you believe the original grade was incorrect.
2. All requests for re-grades must be submitted within 1 calendar week of when the graded work is returned.
3. I will re-grade the entire work, and if I was overly generous I will deduct points. Thus, your grade can go up or down on a regrade.

McCombs Classroom Professionalism Policy

The highest professional standards are expected of all members of the McCombs community. The collective class reputation and the value of the Texas McCombs experience hinges on this.

Faculty are expected to be professional and prepared to deliver value for each and every class session. Students are expected to be professional in all

respects.

The McCombs classroom experience is enhanced when:

- **Students arrive on time.** On time arrival ensures that classes are able to start and finish at the scheduled time. On time arrival shows respect for both fellow students and faculty and it enhances learning by reducing avoidable distractions.
- **Students display their name cards.** This permits fellow students and faculty to learn names, enhancing opportunities for community building and evaluation of in-class contributions.
- **Students minimize unscheduled personal breaks.** The learning environment improves when disruptions are limited.
- **Students are fully prepared for each class.** Much of the learning in the McCombs program takes place during classroom discussions. When students are not prepared they cannot contribute to the overall learning process. This affects not only the individual, but their peers who count on them, as well.
- **Students attend the class section to which they are registered.** Learning is enhanced when class sizes are optimized. Limits are set to ensure a quality experience. When section hopping takes place some classes become too large and it becomes difficult to contribute. When they are too small, the breadth of experience and opinion suffers.
- **Students listen carefully to each other and respect the views and opinions of their colleagues.** Disagreement and discussion are encouraged. Intolerance for the views of others is unacceptable. Please also avoid side conversations when another person is speaking.
- **Laptops are closed and put away.** When students are surfing the web, responding to e-mail, texting, or otherwise not devoting their full attention to the topic at hand they are doing themselves and their peers a major disservice. Those around them face additional distraction. Fellow students cannot benefit from the insights of the students who are not engaged.
- **Phones, i-pods, and wireless devices are turned off.** We've all heard the annoying ringing in the middle of a meeting. Not only is it not professional, it cuts off the flow of discussion when the search for the offender begins. When a true need to communicate with someone outside of class exists (e.g., for some medical need) please inform the professor prior to class.

Additional Class Policies

- **When slides or other materials are made available, you may view the slides or hand-outs and print a copy for your personal use.** Slides and other materials are copyrighted; please do not in any way distribute or post without the instructors' permission.
- **Late Policy.** Late assignments will not be accepted unless arrangements with the instructors have been made in advance of the due date. Assignments should only be emailed to the instructors in the case of an

emergency. Do not put off completing or printing assignments until the last minute when problems may arise.

- **Missed Classes.** If you miss class, you are responsible for obtaining any notes, handouts, additional reading materials, or assignment changes from your classmates. Notify the instructor in advance if you must miss a class. With advance notice, a university related absence may be made up for partial credit.

Confidentiality

In this course we will be discussing information that relates to projects and your performance. Please keep all information related to clients and class discussions confidential.

Academic Dishonesty

I have no tolerance for acts of academic dishonesty. Such acts damage the reputation of the school and the degree and demean the honest efforts of the majority of students. The minimum penalty for an act of academic dishonesty will be a zero for that assignment or exam.

The responsibilities for both students and faculty with regard to the Honor System are described on

<http://mba.mcombs.utexas.edu/students/academics/honor/index.asp> and on the final pages of this syllabus. As the instructors for this course, we agree to observe all the faculty responsibilities described therein. By entering this program, you agreed to observe all of the student responsibilities of the Honor Code. If the application of the Honor System to this class and its assignments is unclear in any way, it is your responsibility to ask for clarification.

As specific guidance for this course, you should consider the *writing* of the examination to be an individual effort. Group *preparation* for the examination is acceptable and encouraged. Individual homework assignments are to be turned in individually, but I encourage you to work together in answering the questions. You should, however, develop your own answer and not cut and paste the work of others. Team assignments will require collaboration with other team members.

Students with Disabilities

Upon request, the University of Texas at Austin provides appropriate academic accommodations for qualified students with disabilities. Services for Students with Disabilities (SSD) is housed in the Office of the Dean of Students, located on the fourth floor of the [Student Services Building](#). [Information on how to register, downloadable forms, including guidelines for documentation](#), accommodation request letters, and releases of information are available online at <http://deanofstudents.utexas.edu/ssd/index.php>. Please do not hesitate to

contact SSD at (512) 471-6259, (471-4641 TTY) VP: (512) 232-2937 or via [e-mail](#) if you have any questions.

Consulting & Change Management
MW 2:00 p.m.
Fall 2011

Class Date	Primary Topic	Reading	Assignment Due
Aug 24	Introduction to Course	Syllabus	
Aug 29	The World of Consulting	B1; M-Part 1; C9	
Aug 31	Inquiry vs. Advice	M-Part 2; R1	

Sep 5	Labor Day Holiday	No Class	
Sep 7	The Consultant's World	B2-3; C1-4; R2	Blog 1; Accenture Speaker
Sep 12	Consulting Teams	M-Part 3; R3	Blog 2
Sep 14	EIS Simulation-Run 1	R4	Research Paper
Sep 19	The Client's World	B18-19; R5	Blog 3
Sep 21	Emotional Inquiry	R6	Proposal Draft
Sep 26	Client Contracts	B4-6	Blog 4
Sep 28	Gathering Data	B10-11; R7	
Oct 3	Data Analysis	B12-13	Blog 5
Oct 5	Data Interpretation	B14-16	Research Methods Draft
Oct 10	Ethics of Consulting	B 17-19; R8	Blog 6
Oct 12	Exam 1		Exam 1
Oct 17	The World of Organization	C5; R9	
Oct 19	The World of Change	K Intro-2; R10	Consultant Interview
Oct 24	Change Models/Frames	K3-4	Blog 7
Oct 26	EIS Simulation-Run 2	K5-6	
Oct 31	EIS Group Reports	Kcon	Blog 8-EIS Presentations
Nov 2	Change Wrap-Up	B 8-9; R11	
Nov 7	Exam 2		Exam 2
Nov 9	Data Display/Prep for Pres	R12	
Nov 14	Presentations		Presentation & Report Draft
Nov 16	Presentations		Presentation & Report Draft
Nov 21	Prep for Final Report		Blog 9
Nov 23	Project Team Time	No Class	
Nov 24	Thanksgiving Holiday		Have a safe, fun holiday
Nov 28	Course Wrap-Up		Final Consulting Report
Nov 30	Top 10 and Celebration		Blog 10-Top 10; Evaluation
Dec 7	Final Exam		Final due by 5:00 p.m.

Abbreviation Code: B-Block; C-Cosentino; K-Kotter, M-Maister, & R-Supplemental Reading. **Thank you for taking the course and I look forward to sharing your learning journey.**