Rotman Commerce
UNIVERSITY OF TORONTO

Course Outline

RSM 495 H1S
Management Consulting
Winter 2017
Course Meets: Thursday / 12-2pm / Room: WO25 (Tutorial: Th 3-4pm room WW 121)

Instructor:	Jan Klakurka (*Off Campus*)
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Office Hours:	By Appointment

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/implementation of novel approaches for competitive advantage.

Emulating the skills necessary to be a successful consultant, this course will aide 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 as 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 maximizing use of external resources. The course’s 50:50 mix of lecture and in-depth case analysis will put to practice traditional strategic, process, & functional analyses with taking on the role of innovative consultant.

This course covers the actions of the consultant, consulting competencies, profession of consulting, consulting careers, interactions with clients, and professional services firm management. It is *NOT* a consulting survey course, but rather more analogous to the multi-course offerings of more traditional business disciplines “rolled-into-one”.

Course Prerequisites
RSM392H Strategic Management (formerly MGT492H1)

Course Exclusion
RSM416H Management Consulting

Recommended Readings
Recommended Text: Management Consulting: Delivering an Effective Project, 4/E, Louise Wickham & Jeremy Wilcock, Pearson Canada, 2012, ISBN: 9780273768746

Suggested Readings
Supplementary Text 1: Advice Business, The: Essential Tools and Models for Management Consulting, Prentice Hall, 2004, ISBN: 9780130303738
- Available as an e-book (.epub file) from UofT Libraries/Robarts

Supplementary Text 2: The Experiential Student Team Consulting Process: A Problem-Based Model for Consulting and Service-Learning, 3rd Edition, Wiley Canada, Dr. Ronald G. Cook | Paul Belliveau | Diane K. Campbell, ISBN-13: 9781285115429

Case Package: A complementary package of ten cases is needed for the case analysis portion of the course and cases can be obtained on-line. There are additionally two (2) online simulations that we will work through. Cases and simulations must be ordered directly from the two primary suppliers of business cases, Ivey Business School and Harvard Business School, respectively. Ordering instructions for each institution are found in the appendix to this course outline. A separate course package of three cases will also include the optional cases for the group assignment should students not apply or be successful in attaining a spot on a Real-Life Consulting Project (see below) client team. Make reference to the case list in the Weekly Schedule below to identify the publisher of individual cases. All cases should be order directly from Ivey to receive the best price. The two (2) simulations should be ordered through Harvard. Ordering instructions for both vendors are found in the appendix to this course outline.

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.

A variety of materials and sources of information are presented in this class, reflecting the reality of the practice of consulting.

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

Work		Due Date
Class Participation/Attendance	15%	Ongoing
Case Assignment Report	10%	Any case of your choosing*
Simulation Assignment Report	10%	Either simulation*
Group Project Deliverable & Presentation	45%	March 30th, 2017
Final Exam (Case-Based + Short Answer)	20%	During Final Examination period

- One or the other (case or simulation report) must be handed-in by March 2nd, 2017 to allow grading before drop deadline of March 13, 2017.

Participation: 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:

- Move the analysis along and/or take it to a "higher" level
- Provide insight that others may not have seen
- Are relevant to the class discussion
- Leverage prior learnings and other references, of your choice, in the context of the case
- Add clarity to course PowerPoint slides (required reading) in the context of the case
- Challenge colleagues in a professional and logical manner
- Drawn similarities to previous learnings
- Demonstrates their relation to the current case scenario being discussed

Missing class without a valid reason is worth zero participation for that day. Likewise, simply attending class and not speaking or engaging with the discussion is not worth any participation marks. The Professor will utilize various engagement techniques to give students the chance to participate, but this is only helpful when students have *read and analyzed* cases and other materials *thoroughly in advance* of class.

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 re evaluated, 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 re evaluated" policy is a case where there is a mathematical error in determining a grade.

The instructor is responsible for your grade in RSM495 but not responsible for any administrative decisions that may make use of your grade in RSM495. If you believe that your grade requires review, please follow the procedure above.

Final Examination

The final exam will consist of 3-4 short answer/mini scenario questions and one case, which will test your knowledge of the material that is discussed in class sessions and found in the PowerPoints, readings, RLCP/group project and case learnings. The final exam date will not be known until the final exam schedule is released by the Faculty of Arts and Science. The professor reserves the right to make the final exam a take-home exam during period. *Do not book any travel before April 28th, 2017.*

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 a number of 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:

Activity	*Percentage of Grade*	*Description*
Final Exam	25%	This exam will be 3-hours in length and contain two parts, as shown below. Aides allowed: Calculator, one, double-sided 8 ½” x 11” paper, text 1. A medium-length comprehensive case testing all course material *and* application of summary lessons captured at the end of each session (worth 70%) 2. Three-to-four (3-4) short answer / mini scenario questions testing material from the text readings (worth 30%)
Participation	15%	Preparation for class case discussion, as demonstrated by; • willingness to lead and actively participate class discussions in a professional manner • providing valuable insights and analysis • responding to “cold-calls” • Using blackboard / PowerPoint / Excel spreadsheets to present analyses and findings
Case and Simulation Analysis Write-Ups	20% (2 x 10% each)	Prepare one each of a case and a simulation. Students may select any of the cases on the schedule and either of the two simulations on the schedule. One of these must be handed-in by March 2nd, 2017. Your assignment is simple: Prepare the Case. Use whatever tools and methodologies you deem appropriate. Hand the case in on the day we do it in class. You may choose to do additional research on the company(ies) in the case, at your discretion, but this is not necessary. Questions to help guide your analysis will be provided by the professor before each class. These are not a composite set of questions, but rather to assist in framing your analyses.
Group Case Proposal & Assignment	40%	**OPTION A (by way of application to Professor):** Taking on the role of external consultants, a limited number of groups of 3 or 4 students (or as determined by the professor in conjunction with the

(either Option is worth the same marks)	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 of their choosing* or *who has expressed interest in utilizing the skills of students as a client of a RLCP team*. 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; (1) A Client Proposal, including scope and approach (2) An Interviewee Listing, Approach & Interview Guide (3) A Project Plan (4) An example of a Weekly Status Report (5) A Deliverable Listing (6) A complete Client Deliverable in hard-copy format, complemented with a ten (10) minute group presentation of key findings. Groups will apply to Professor (resume & cover letter, plus other relevant materials) then self-select their members from those selected to do the real-life project and will work together on their own time, allocating the work effort evenly to each of the team members. ***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 the University of Toronto, Rotman, your Instructor, and the broader consulting profession.*** **N.B. The Real-Life Consulting Project (RLCP) is the core of the course and therefore all students are encouraged to apply and opt for this option, Option A. It may be difficult for students to demonstrate using a case study the same grasp of course concepts, learning, and industry/professional knowledge by selecting Option B. Students should therefore consider carefully any such choice.** **Students who chose to select their own organization as a RLCP client, must get prior approval of Jan Klakurka.** The assignment details are as follows: *Objective:* 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.) *Tools*: 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. *Components of Assignment:* 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):

- Proposal (guideline: 10 pages), worth 5%
- Project Plan, worth 5%
- Weekly Status Report example (1 page), worth 2.5%
- Deliverable Listing (1 page), worth 5%
- Data Gathering Approach/Results 5%
- Project Deliverable Report (guideline: 25 pages), worth 15%
- Presentation (guideline: 10 slides, 10 minutes), worth 2.5%
- Non-Disclosure Agreement (professor, students, and client sign) 0% (should be an appendix to the Proposal)
- Working papers (various models given to client; should be an appendix to Deliverable Write-Up) 0%

OPTION B (selected by students or those not unsuccessful in applying for Option A):
3 Group-Prepared Cases (3 x 10% = 40%) or 1 x Consulting Business Feasibility Study
Taking on the role of external consultant, the groups of 4-6 students will propose and prepare their recommendations and implementation plan pertaining to a broad scope of consulting work to address the business issue(s) in the each case / proposed new consulting business. Five hand-ins are required, as identified below, consistent with those of the RLCP teams; (1) A Client Proposal; (2) Project Plan; (3) Weekly Status Report example; (4) Deliverable Listing, and; (5) A complete Client Deliverable in hard-copy format, complemented with a ten (10) minute group presentation of key findings for the final case.

Groups will self-select their members and will work together on their own time, allocating the work effort evenly to each of the team members. The assignment details are as follows:

Objective: To provide the client organization in the case with the most complete & beneficial recommendations and modes of operationalization

Tools: 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 leanred. models
Components of Assignment: Each group will be responsible for submitting several components of each case assignment as follows:

- Proposal (guideline: 10 pages), worth 5%
- Project Plan, worth 5%
- Weekly Status Report example (1 page), worth 2.5%
- Data Gathering Approach/Results 5%
- Deliverable Listing (1 page), worth 5%
- Project Deliverable Report (guideline: 25 pages), worth 15%
- Presentation (guideline: 10 slides, 10 minutes), worth 2.55%
- NDA 0% (outline confidentiality issues in Deliverable Report)
- Working papers 0% (include as appendix to Deliverable Report)

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 a number of 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 thoughtware 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.

To Use Turnitin.com:
Normally students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the university's use of the Turnitin.com service are described on the Turnitin.com website.

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 to visit the Academic Success Centre (www.asc.utoronto.ca) or one of the College Writing Centres (www.writing.utoronto.ca/writing-centres). These centres are teaching facilities – not editing services, where trained staff can assist students in developing their academic writing skills. There is no charge for the instruction and support.

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. Read the document entitled, "Working in Teams: Guidelines for Rotman Commerce Students" which is available on the RC portal under the Academic Services tab.

2. When working in a team, Rotman Commerce 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.

3. 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 Rotman Commerce Team Coach** as soon as possible. The Coach 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.

**For an appointment with a Rotman Commerce Team Coach, please contact Nouman Ashraf at nouman.ashraf@rotman.utoronto.ca Nouman is highly skilled at facilitating team dynamics and collaboration. Note that the Team Coach's s role is to provide guidance, support and advice on team matters – not to formally evaluate or assess teamwork for academic purposes.

RSM495S Tentative Course Schedule (Note: Additional required and/or supplementary readings may be assigned weekly on Blackboard to be prepared before class for in-class discussion)

INSTRUCTOR WILL NOT USE LECTURE TIME TO REVIEW TEXTBOOK MATERIAL, but will answer any questions about material covered. All textbook chapter reading assignments, PPT slides, and cases for a given week should be done BEFORE class.

POWERPOINT PRESENTATIONS ARE PROVIDED AS A COMPLEMENT TO CASES, TEXT AND CONSULTING PROJECT ACTIVITIES. THEY UTILIZE THE PROFESSOR'S EXPERIENCE, LEVERAGE HIS OWN DELIVERABLE MATERIALS, AND GO "BEYOND" THE TEXT.

During Tutorials (TBA), consulting project deliverables and past student presentations will be presented in confidential / "sanitized" form. These materials will not be posted on BlackBoard however.

Weekly Schedule

Session	Date	Topic	Chapter & Case
1	Jan 5, 2017	• Introduction • The Consulting Perspective	Ch. 1-2, 5 Case: Deloitte & Touche Consulting, (9-696-096-PDF-ENG), HBS, Authors: David Upton et al, 1996
2	Jan 12, 2017	• Deadline #1: Project Groups Formed (Names Submitted to JK) ***AND*** Application Provided to JK • Consulting Process, Proposal Development, Pitching & Orals Presentations	Ch. 9 Case: IBM's Knowledge Management Proposal for the Ontario Ministry of Education, (9B05E007), Ivey, Author: Ken Mark, 2004
3	Jan 19, 2017	• Deadline #2: Client Contacted ***AND*** Research Document Listing Developed • Diagnostics & Problem Solving in the Client Context • Conceptual Models • Simulations Overview	Ch. 6-7 Case: Ford Motor Company and Cruji Management Consulting (A) & (B), (9A99E013 & 9A99E014), Ivey, Author: Peter C. Bell, 1999 NB: Professor will hand-out Part B in class
4	Jan 26, 2017	• Deadline #3: Project Scope Document Created ***AND*** Face-to-Face Client Meeting Held • Start-Up, Engagement Management, Client Reporting • Simulation Discussion & Results	Ch. 10, 19 Simulation: Project Management: Scope, Resources, Schedule V2, (K4700-HTM-ENG), HBS, Author: Robert D. Austin, 2013
5	Feb 2, 2017	• Deadline #4: Interviewee List Developed • Executing the Project	Ch. 11, 15 Case: Bon Star Hotel, (9B09M072), Ivey, Author: Jim Kayalar
6	Feb 9, 2017	• Deadline #5: Detailed Project Plan Developed • Analyzing for Decisions & Making Tough Ones	Ch. 16, 18 Case: Kenexa, (9B07C004), Ivey, Author: Joerg Dietz, 2007
7	Feb 16, 2017	• Deadline #5: Proposal / Engagement Letter Signed & Delivered • Client Change Management	Ch. 12-13, 17 Simulation: Change Management Simulation: Power and Influence V2 (4345-HTM-ENG), HBS, Authors: William Q. Judge, Linda A. Hill, 2013)
8	Mar 2, 2017	• Communications: Firm, Team, Client, & Beyond	Ch. 8, 14 Case: Sapient Consulting: Enriching Experience Using Hybrid Agile Approach, (9B13E028), Ivey, Authors: Aparna Raman et al, 2013
9	Mar 9, 2017	• Deadline #6: Status Report Delivered Formally to JK • Leading the Team & Influencing the Outcomes	Ch. 15, 17 Case: Sherif Mityas at A.T. Kearney (A), (B), (C), & (D), (9-904-031/035/037/074-PDF-ENG), HBS, Authors: Ashish Nanda & Kelley Morrell, 2004 NB: Professor will hand-out Parts B-D in class
10	Mar 16, 2017	• Performance Management for Projects & Meeting Firm, Personal & Client Objectives	Ch. 22, 26 Case: Miles Everson at PricewaterhouseCoopers, (410062), HBS, Authors: Robert G. Eccles, David

			Lane, 2010
11	Mar 23, 2017	• Learning and Knowledge Management, Thoughtware Production, Innovation in Consulting, Consulting 2030	Ch. 3-4 Case: Innovation at the Boston Consulting Group, (313137), HBS, Author: Robert Eccles et al, 2013
12	Mar 30, 2017	• Deadline #7: Final Group Project Report Due • Getting a Consulting Job, Consulting Work-Life, Internal Consultants, Wrap-Up & Course Findings	Consulting Project: Final Presentations Ch. 23-25, 27 Case George Martin at The Boston Consulting Group (A), (B), & (C), (410118-PDF-ENG), HBS, Authors: Leslie A. Perlow, Kerry Herman, 2010
Final Exam	TBA		Final Exam will contain 7-10 short-answer and/or MC questions in "quiz" format plus one case.

POLICY AND PROCEDURE

Missed Assignments/Quizzes

Students who miss a test or assignment for reasons entirely beyond their control (e.g. illness) may submit a request for special consideration. Provided that notification and documentation are provided in a timely manner, and that the request is subsequently approved, no academic penalty will be applied.

In such cases, students must notify Rotman Commerce on the date of the missed test (or due date in the case of course work) and submit supporting documentation (e.g. Verification of Student Illness or Injury form) to the Rotman Commerce Program Office within **48 hours** of the originally scheduled test or due date. Students who do not provide Rotman Commerce or the instructor with appropriate or sufficient supporting documentation will be given a grade of 0 (zero) for the missed test or course deliverable.

Note that the physician's report must establish that the patient was examined and diagnosed at the time of illness, not after the fact. Rotman Commerce will not accept a statement that merely confirms a report of illness made by the student and documented by the physician.

If a student is excusably absent from the final exam, a make-up test will be completed at a date and time set by the Faculty of Arts and Sciences.

Course Work & Academic Honesty

Attendance in Class – Physical presence in class and active engagement in daily discussions is expected of all students. Material presented in class may be testable as part of the evaluations noted above.

Each class will follow a three-part agenda focused on increasing understanding of course material, applying course material and analytical tools to the case, and summarizing our key lessons learned, in a list, for later use (on exams, assignments, etc.). The three areas will be addressed according to the following timeline:

- Topical Discussion on the PowerPoint slides (required readings), led by Lecturer with class participation
- 5-10 minute break and time to write on-going formal feedback about the class
- Commence Case Discussion & Summary Learning Point List Creation
- Class Ends and Office Hours Commence for 1 hour

A variety of techniques will be used to encourage participation, including “cold-calls”, assigning specific sections of the case analyses at the start of class, and “numbering-off” of all participants to request answers.

NOTE: The consistency of your participation comments, knowledge of the previously-delivered material, and quiz/assignment results will be addressed holistically. Students should prepare all weekly cases and assignments individually to maximize their learning and demonstrate the required level of understanding of the material.

Students and lecturer at the end of the class will list summary learning points. These points will be important study notes for future

Respect for fellow students is expected and mandatory (see Standard of Conduct section below) and required to encourage participation by all. Respect will further ensure that all relevant case concepts are raised, therefore increasing the depth of the analysis and discussion. Respect encompasses the following concepts:

- Attend all classes and arrive on time
- Allow and encourage others to participate
- Refrain from “cat-calls” or derogatory comments – if students disagree with an analysis or comment, it is fully expected that counter arguments will be presented in a clear, concise, and professional manner
- Coming to class prepared, including having read the case in detail and having prepared any relevant analysis yourself

Group Involvement: For the group assignment, groups should allocate the work evenly among each team member. All team members should be familiar with all aspects of the materials developed and presented. A single mark will be awarded to each member of a group. Groups should meet after hours to complete their group assignment, discuss findings, determine applicable textbook and resource guide approaches to use, analyze results, develop the written report and appendices, and rehearse their final group presentation. Groups can determine if each member will speak during the final presentation or if a single spokesperson will present or some derivation thereof.

Feedback to Instructor: Please send any written or oral feedback to the instructor whenever you feel it is necessary. After session #2, I will ask for your written feedback (just use a blank piece of paper) on any issues you have or things you want to see addressed in the class. This feedback should be confidential, so there is no need to provide your name unless you feel you would like to do so. This type of feedback will then be welcomed at any point during the term. The feedback will be addressed and used to improve the course and your learning experience. During the mid-point of term, a formal feedback survey will be conducted on Zoomerang seeking your feedback on the course to-date with a view to implementing suggestions for improvement for the second part of term.

Submission of Assignments - Late submissions of any assignment may be considered; however, a resolution may be determined at the instructor’s discretion and may include an academic penalty.

Standard of Conduct in this Course
Since this course is part of a degree designed to give you a broad understanding of the world of business, we aim to run the course in a way which will be consistent with the world of business - where many of you will spend your working lives. We strive to provide accurate information, quality materials and good service, consistent with our obligations to maintain the high academic standards of the Rotman School of Management.

In return we expect that you will conduct yourself in a way that prepares you for the world of work.

1 We start on time, so please do not arrive late and disrupt others.
2 Leaving class early is also disruptive to your colleagues and will not be permitted unless you have made prior arrangements with the instructor.
3 Turn off your cell phone, pager, and watch alarm.
4 Keep up to date. Make sure that you know the class schedule. Check on the course web page for updates and posted materials.
5 During the class, respect the learning opportunities of others. Don't distract others by chatting to your neighbour. Our expectation is that you will not only contribute in class to your own learning, but also to that of others.

Given that there are multiple sections, please understand that with limited seats in the assigned classroom, those students registered in the section always maintain first right to a seat and priority in classroom space. You are allowed to move between sections provided that you are not taking a seat of a peer already registered in the section. Also, slight variations may be expected between the lecture and/or case discussions, depending on the nature of participation, class discussion, and/or lecturer choice.

Accessibility Needs
The University of Toronto is committed to accessibility. If you require accommodations for a disability, or have any accessibility concerns about the course, the classroom or course materials, please contact Accessibility Services as soon as possible: accessibility.services@utoronto.ca or http://www.accessibility.utoronto.ca/.

Academic Integrity
Academic Integrity is a fundamental value essential to the pursuit of learning and scholarships at the University of Toronto. Participating honestly, respectively, responsibly, and fairly in this academic community ensures that the UofT degree that you earn will continue to be valued and respected as a true signifier of a student's individual work and academic achievement. As a result, the University treats cases of academic misconduct very seriously.

The University of Toronto's Code of Behaviour on Academic Matters http://www.governingcouncil.utoronto.ca/policies/behaveac.htm outlines the behaviours that constitute academic misconduct, the process for addressing academic offences, and the penalties that may be imposed. You are expected to be familiar with the contents of this document. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Obtaining or providing unauthorized assistance on any assignment (this includes collaborating with others on assignments that are supposed to be completed individually).

On test and exams:

- Using or possessing any unauthorized aid, including a cell phone.
- Looking at someone else's answers
- Misrepresenting your identity.
- Submitting an altered test for re-grading.

Misrepresentation:

- Falsifying institutional documents or grades.
- Falsifying or altering any documentation required by the University, including (but not limited to), medical notes.

All suspected cases of academic dishonesty will be investigated by the following procedures outlined in the *Code of Behaviour on Academic Matters.* If you have any question about what is or not is permitted in the course, please do not hesitate to contact the course instructor. If you have any questions about appropriate research and citation methods, you are expected to seek out additional information from the instructor or other UofT resources such as College Writing Centres or the Academic Success Centre.

Email

At times, the course instructor may decide to communicate important course information by email. As such, all UofT students are required to have a valid UTmail+ email address. You are responsible for ensuring that your UTmail+ email address is set up AND properly entered on the ROSI system. For more information please visit http://help.ic.utoronto.ca/category/3/utmail.html

Forwarding your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that important messages from your course instructor may end up in your spam or junk mail folder.

Blackboard and the Course Page

The online course page for this course is accessed through Blackboard. To access the course page, go to the UofT Portal login at https://portal.utoronto.ca/ and log in using your UTORid and password. Once you have logged in, look for the My Courses module where you'll find the link to all your course websites. If you don't see the course listed here but you are properly registered for the course in ROSI, wait 48 hours. If the course does not appear, go to the Information Commons Help Desk in Robarts Library, 1st floor, for help, or explore the Portal Information and Help at www.portalinfo.utoronto.ca/students and review the Frequently Asked Questions.

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Your Lecturer

Jan Klakurka is a full-time Professor and Management & Organizational Studies Program Director at Huron University College, Western University, Consultant to SME's, and long-standing Sessional Lecturer in Strategy at the Rotman School of Management, University of Toronto. He is former Director, Corporate Planning and Business Development of the Wasteco Group of Companies, specializing in waste management and recycling services, based in Toronto. At Wasteco, he led strategy, long-term and operational planning, change management, and development activities reporting to the founder-owner-President. Prior to Wasteco, Jan was Corporate Controller and Director, Process Improvement for U.K.-based infrastructure and construction services company, Carillion with responsibility for Corporate taxation, and was a senior project manager with the strategy consulting practice of Deloitte & Touche LLP, leading transformation engagements with Fortune 500 companies globally for over five years. Jan's professional experience also includes working for both General Motors of Canada and McCarney Greenwood, an entrepreneur-focused CA firm.

Jan taught Strategic Management at UTM between 2005 – 2009 and now at Rotman (2012 - 2016 Summers), Management Control at UTSC in Winter 2011, and most recently International Business (2012 – 2107, incl. MBA) and Management Consulting at Rotman Commerce (2011-2017). He also regularly teaches Introduction to Management at Rotman Commerce (half in summer 2011/2014-2016 and the full course in 2012, 2013 and 2017). He recently completed the third offering of Strategy in the European Context, a U of T Summer Abroad course at Masaryk University in Brno, Czech Republic. He has also taught the general management Ivey LEADER (Leading Education in Emerging Regions) program in Dnepropetrovsk, Ukraine and Minsk, Belarus, has spoken on leadership, consulting, and finance at Brock University and the Ivey Business School, taught on the topic of wines at the Independent Wine Education Guild, and has developed and delivered training programs to Deloitte Consulting staff on a range of topics.

A graduate of UTM's Commerce program, Jan went on to complete his CA and CMC designations, and obtained his MBA from the Richard Ivey School of Business. His favourite business book is Competing for the Future, by Hamel and Prahalad, he enjoys skiing, white-water kayaking, golf, and strategic investments. His greatest project is having fun with his two daughters who are nine and seven years-old. In 2006, he was awarded the AIWS designation, joining 2,500 others worldwide that have completed the Diploma in Wines & Spirits from the Wine & Spirit Education Trust based in London and in 2009 began the long road in pursuit of the Master of Wine designation. Jan has earned the Chartered Director's designation offered at the Director's College, Degroote School of Business, McMaster University. Jan is external Director and CFO of Corporations for Community Connections, Inc. and sits on the Finance Committee of Mansfield Ski Club.

Appendix

Ivey | Ivey Publishing

Richard Ivey School of Business
The University of Western Ontario

RSM 495 – Management Consulting
How to Order Cases
Instructor: Jan Klakurka

1. Please go to the Ivey Publishing website located at: http://www.iveycases.com
2. Click on "Register", and choose the "Student User" role. Complete the registration. (Please be sure to remember your username and password.)
3. Click on this link or copy into your browser: https://www.iveycases.com/CoursepackView.aspx?id=10804
4. Select "Digital Download" – then click on Add to Cart.
5. Go to "My Cart" (located at the top of the page), and click "Checkout".
6. Enter course information and verify your contact information.
7. Enter your credit card information and then click "submit order"
8. Once you have completed your order, go to "My Orders" to download a copy of the case.
9. You will receive an order confirmation and receipt by email immediately after placing your order.

IMPORTANT - Please Note the Following:

To open your cases you will need to enter (within the PDF document) the username and password you created upon registering.

Access to your case files will expire 30 days from date of purchase.

CASE FILES ARE NOT TO BE TRANSMITTED OR REPRODUCED WITHOUT PERMISSION
If you have any questions or problems, please email cases@ivey.uwo.ca or telephone 1-800-649-6355 during our regular office hours Monday to Friday 8am to 4pm EST.

Purchasing Simulations through Harvard Business Online for RSM 495 Management Consulting, Instructor, Jan Klakurka.

Please purchase HBS cases by clicking on: **http://cb.hbsp.harvard.edu/cbmp/access/56198860**

If you have any technical difficulties please contact HBS directly at: 1-800-810-8858 or techhelp@hbsp.harvard.edu

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