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<td>Professor Roger Smith</td>
</tr>
<tr>
<td>Email:</td>
<td>rs <a href="mailto:smith@gsm.uwa.edu.au">smith@gsm.uwa.edu.au</a></td>
</tr>
<tr>
<td>Phone:</td>
<td>618 6488 1441</td>
</tr>
<tr>
<td>Fax:</td>
<td>618 6488 1072</td>
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Some Information about Your Lecturer

Professor Roger Smith  
PhD (Bath) MBA (Sask.) BSc DipEd (UWA) FIMC (Aust) CMC

My career has been extensive and has included fifteen years in the chemical and mining industries in Australia and Canada in the areas of production management, systems analysis and training and development. I also spent ten years as a university lecturer specialising in organisational analysis, design and development, corporate planning and human resource management.

For the period 1982-1996 I worked as a management consultant and I’m still a Director of Compass International Pty Ltd, a Perth based consulting company. As well as consulting to a number of local organisations I worked on many overseas projects in Indonesia, Nepal, Malaysia, Thailand, Fiji and Mauritius either in the private sector or with UNDP, ILO, AusAID or the World Bank (IBRD). I have also jointly owned and operated a private education export business in WA.

Currently I am a Visiting Fellow in the faculty of the GSM and have responsibility for administration of the GSM’s Jakarta programme. My teaching specialities are International Management and Management and Consulting. In 2005 I taught these two units in a Summer Session at Gonzaga University in Spokane, Washington State, USA.

One of the texts for this course, "Mind for Hire" and an earlier book, "Maxims for Managers" followed two co-authored books, "The Jindalee Factor" and "From Black Hole to Blue Sky". I am currently working on a practical guide for managers on “Going Global” and I’ve produced a set of class readings for students called “Management Allsorts”.

I am happily married, have an assortment of children and grandchildren and am an active sculler and sailor who enjoys winning but often doesn’t.
UNIT DESCRIPTION

Introduction

Welcome to this unit in management and consulting. I hope you find the content and method interesting, stimulating, challenging and useful.

Consulting, in one form or another, has become an important part of professional activities. Some professions have come to include "consulting" in their titles e.g. Consulting Architects, Consulting Engineers, Taxation Consultants (even Hair Consultants and Carpet Consultants!!!!). In a number of other professions, consulting is an implied, though not specified, activity - social workers, general medical practitioners for example.

This unit, although aimed at consulting to management in organisations, will have relevance, particularly in regard to the nature of consulting, the establishment of relationships and the generation and analysis of data, to the other professions named above.

Management consultancy has been the fastest growing area of professional services in many countries, including Australia. The UK Business Statistics Office indicated in the mid 1990's that there had been a 200% increase in the number of management consultants registered between 1985 and 1995. Although such growth has not been sustained, particularly over recent years (2000 to 2003 in particular) because of economic problems, the industry still attracts many new entrants. In WA the Institute of Management Consultants maintained a steady growth of membership over the 1990's but this has reached a plateau over the last 5 years.

This growth has been caused by the liberalisation, restructuring, downsizing, privatisation or globalisation of many organisations, big and small, in all sectors of economies, which has encouraged the expansion of the consulting profession to provide assistance and help to these organisations to solve the more complex problems that have arisen. Many of the new entrants noted above take up consulting after being the victims of the organisation changes just listed.

In 1982 The Institute of Management Consultants in Australia (of which the WA Institute is a Chapter) joined the World Council of such Institutes in establishing a category called CMC (Certified Management Consultant). This can only be granted to members of the Institute upon recognition of prior experience/learning and retained by regular participation in professional development activities. This move was taken in view of the increasing professionalisation of the discipline and the need by organisations to be able to readily identify consultants who are recognised and certified by a reputable and ethical institution. 2005 will see the introduction of Certified Practices, that is, organisations which will be able to certify suitably qualified in house consultants as IMC members.

A number of MBA students are anticipating a career in consulting. Therefore some formal education and training in consultancy methodology will be invaluable in preventing them entering the field in the "trial and error" mode that is common for many people who label themselves consultants to organisations on the basis of a technical skill and working experience. It is the way I entered the profession and it certainly has its drawbacks. I note here the following comment from page 21 of the Greiner and Poulfelt text we will be using: “Every MBA program should sponsor at least one course in consulting, and hopefully consulting firms will be supportive and involved in this effort”. In addition, it is becoming increasingly common for organisations to appoint internal consultants in such jobs as IT, HRM, safety and health, IR etc. This is because this title and the associated required change in approach is more in tune with the advisory nature of these staff jobs as opposed to their traditional tell and sell method. They often have the title but do not change their methods because they are not familiar with the consultancy task.

It is likely also, that MBA students occupy, or will occupy, managerial positions that will have responsibility for engaging and controlling consultants and evaluating their contribution - or lack of it - to their organisations. Learning about the consultant role and its place in assisting organisations would better equip them to exercise this responsibility.
Finally, the problem identification and solution generation techniques that are part and parcel of the consultant’s tool kit can usefully be applied by managers themselves in the workplace without necessarily involving consultants – a case of: ‘manager, be your own consultant’.

Although underpinned by many academic disciplines - organisation behaviour, finance, management of organisations for example - Management and Consulting is not a traditional academic unit. Not a great deal of research has been carried out on the topic itself (see Chapter 19 in the Greiner and Poulfelt text) and its practitioners themselves concede that its status as a profession is open to debate (see Chapter 2 in the Greiner and Poulfelt text). Because the consulting task itself is essentially a qualitative process even though the area of consulting could well have a quantitative focus such as accounting or IT, students as well as practitioners have difficulty in finding answers to many of the questions posed by its application.

Because of these facts the unit may seem to lack depth as it cannot hope to give you a real feel for the complexities, conflicts, dilemmas and frustrations of actually doing the job. You may not agree that the subject lacks depth if you read and note the contents of the Greiner and Poulfelt text “The Contemporary Consultant”. However, deep or not, any unit is what you make it and what you learn is up to you so if you are keen to go beyond just doing the things required by the study guide you will be well rewarded through additional insights into what is a varied and rewarding profession.

The unit content

The unit examines the management of the consulting process and the role of the consultant as an agent of organisational change. Topics include managing the consulting environment; the nature of management consultancy; the legal and ethical issues in the consultant-client relationship; types/roles of consultancy; the consulting process and associated techniques; consulting skills; marketing consulting services; managing client-consultant relationships.

The goal of the unit

The goal of the Unit is to introduce the profession of consultancy in a management context and discuss and practice a number of the processes and skills involved in order to gain an understanding of:
- the history of management consulting
- the use organisations can make of management consultants (internal and external)
- the nature of management consultancy, project management and the consultant/client contract and relationship
- consultancy/project methodology
- typical operational problems encountered in consulting practice

Learning outcomes

The learning outcomes are that at the end of the Unit students should be able to:

- describe the nature of management consultancy and its relationship to organisations and management and the general principles that govern such consulting in its various forms – process consulting, technical advice, therapeutic approaches and so on - whether applied locally or internationally,
- explain the way in which various academic disciplines such as organisational behaviour, organisational theory, management processes, research processes and strategic management underpin the management consulting process,
• discuss the difference between the knowledge, skill and attitudes required to do a job using practical disciplinary competencies in marketing, production, IT, HRM, finance, general management and so on, and the knowledge, skill and attitudes required to consult in these competency areas (with an emphasis on communication skills),

• explain the nature and operation of the client-consultant relationship and present, in oral and written form, the main elements of the consulting process and project management and their application,

• describe the techniques associated with running a successful management consulting practice,

• outline the criteria that can be used to select management consultants (internal and external) and how to train and develop those selected,

• discuss the various issues that arise commonly in management consulting practice - ethics, recognition, role conflict, trust, confidentiality, results conflict, amongst others.

Prerequisite

The prerequisite for this unit is:

Organisational Behaviour 501 or Social, Ethical and Environmental Issues in Business 512 or Management and Organisations 500

TEACHING AND LEARNING RESPONSIBILITIES

Teaching and learning strategies

This unit uses a number of different methods in order to accommodate the differing learning behaviours of individual students. Lectures, articles, case studies, incident studies, field work and guided discussion provide the variety of experiences needed to understand the complexities of management consulting and the wide choice of information sources available to those who want to study the topic in more detail. While some methods may not appeal to you, you should be prepared to participate in each of them in order to not lose the learning opportunities inherent in their use. Do not let teaching style or method inhibit your chances to absorb the substance of the Unit.

Charter of student rights

This Charter of Student Rights upholds the fundamental rights of students who undertake their education at the University of Western Australia.

It recognises that excellence in teaching and learning requires students to be active participants in their educational experience. It upholds the ethos that in addition to the University’s role of awarding formal academic qualifications to students, the University must strive to instil in all students independent scholarly learning, critical judgement, academic integrity and ethical sensitivity. The charter outlines the rights and responsibilities for both students and staff of the university and you are encouraged to refer to the charter at:

Use of student feedback

This Unit has been run onshore and offshore over the past six years and the material has changed each year as a result of student feedback and emerging trends in management consulting. My basic text has remained as the core of the unit but the accompanying text and the supplementary supporting cases and articles have changed each year. An accompanying text has been introduced this year that provides many articles written by practitioners and will add value to the Unit. Student feedback is an important factor in reviewing the Unit each year and I would appreciate your feedback at the completion of the Unit.

ASSESSMENT MECHANISM

The purpose of assessment

There are a number of reasons for having assessable tasks as part of an academic program. The assessable tasks are designed to encourage you to explore and understand the subject more fully. The fact that we grade your work then gives you an indication of how much you have achieved. Providing feedback on your work also serves as part of the learning process.

Assessment details summary

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<th>Component</th>
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<tbody>
<tr>
<td>A. Proposal (individual or group)</td>
<td>15%</td>
<td>10 May</td>
</tr>
<tr>
<td>B. Consulting project (individual or group)</td>
<td>25%</td>
<td>15 June</td>
</tr>
<tr>
<td>C. Essay (individual)</td>
<td>20%</td>
<td>7 June</td>
</tr>
<tr>
<td>D. Exam (individual)</td>
<td>40%</td>
<td>24 June</td>
</tr>
</tbody>
</table>
The standard of assessment

The Graduate School must ensure that the processes of assessment are fair and are designed to maintain the standards of the School and its students. The School follows the University of Western Australia’s grading system:

- HD (Higher Distinction) 80-100%
- D (Distinction) 70-79%
- CR (Credit Pass) 60-69%
- P (Pass) 50-59%
- N+ (Fail) 45-49%
- N (Fail) 0-44%

The School awards marks leading to these grades by using the following general criteria which are presented here as an indication of the School’s expectations. These general criteria may be supplemented by specific standards provided with regard to a particular assignment.

**HD** The student has a clear understanding of theory, concepts and issues relating to the subject and is able to adopt a critical perspective. The student is able to clearly identify the most critical aspects of the task and is able to offer a logically consistent and well-articulated analysis within the analytic framework presented in the course. The student is able to draw widely from the academic literature and elsewhere but maintains relevance.

**D** The student has a clear understanding of theory, concepts and issues relating to the subject. The student is able to develop an analysis of an issue using the analytic framework presented in the course and is able to identify and evaluate the critical issues. The student is able to draw upon relevant academic and other material.

**CR** The student demonstrates an understanding of the analytic framework developed in the course and a partial understanding of concepts and issues. The student is able to identify some key issues and is able to present a logical discussion, but with some conceptual errors or gaps between analysis and conclusions shortcoming. The student is able to draw upon an adequate range of references and other materials.

**P** The student generally takes a descriptive rather than analytic approach to the subject. The student is able to demonstrate some understanding of the issues involved but does not demonstrate the ability to apply the analytical framework which had been developed in the course. Draws primarily upon course materials for referencing.

**N+** The student is unable to demonstrate that he or she understands the core elements of the subject matter. The student is able to provide some insight into issues but misapplies analytic framework developed in course, omitting key factors and, for example, drawing conclusions which are not related to the preceding discussion.

**N** The student is unable to demonstrate any understanding of the subject matter. Material presented for assessment is unrelated to course framework and shows no effort to identify or address critical aspects of the topic.

The scaling of marks to ensure comparability between classes in an acceptable academic practice. The GSM and Board of Examiners has the right to scale marks where it is considered necessary to maintain consistency and fairness.
**Assessment components**

You can choose to work in a group you form (maximum number 4) or as an individual on each of the assessment tasks **A and B** below. It is essential that you let me know which tasks you are tackling as a group and which as an individual during the first block session. Groups/individuals will work on the two tasks and produce two written products of their study. **C and D** are individual tasks.

**A. Proposal** - a written proposal to an organisation for a consulting contract with the organisation. The brief for the proposal is that requested in the Exconom Enterprises company which is included in the Supplementary Course Material. Approximately 1,500 words is length requirement (excluding any appendices).

**Mark Available: 15%**

**Due by 10 May at the latest**

The marking sheet accompanying this guide indicates the marking criteria.

**B. Consulting project - any **ONE** of the five options below.**

1. **A report** of your diagnosis and subsequent action plan in regard to a case study of an organisation (the Cosmos Chemicals case in the Supplementary Course Material) **AND a paper** which answers the following question:

   “Many consultants claim that diagnosis begins from the first moment the consultant is in touch with a client and, in fact, that the notion of diagnosis cannot be separated from the notion of intervention. What is your view of this claim?”

2 **Undertake a small consultancy project in a local organisation** of choice that addresses a current problem in that organisation and which can be completed within the quarter, and **report** on the results of the consultancy project.

3 **An analysis and report on the set up and operation of a Singaporean consulting organisation** with an emphasis on a comparison of theory and practice.

4 **An analysis and report on an actual consultancy project** that has been carried out in an organisation. The main objective is to ascertain how the client felt about the intervention and its results.

5 **A report on the Singapore environment for management consulting** - to include size, participants, results, charge rates, etc, ie, a report which describes the practice of the profession in Singapore.

Any individual or group attempting options 2, 3 or 4 can assure their host that the report will be confidential and will be seen only by the group, myself and the host manager. The tutor and I are available for consultation on any of these options.

Approximately 2,500 words is length requirement (excluding any appendices).

**Note:** For the first option, **B 1**, the report and the paper should be of about equal length ie, each approximately 1,250 words.

**Mark Available: 25%**

**Due by 15 June at latest**
There is no set marking sheet used for these projects. However, students should keep in mind that a contents page, an introduction, sub headings that identify the logic of the report and some concluding comments that indicate a systematic approach has been taken to the writing. While the content of each option will vary, whatever is attempted should indicate intelligent information gathering, sound analysis and thoughtful conclusions.

(I will presume that group members have contributed about equally to group work and are happy for each group member to be given the same mark for the work unless I am told otherwise.)

**IMPORTANT NOTE: I may use information/proposals/reports from my own consultancy work as examples and will do so with a wish and an expectation that this information remains within the confines of the class.**

C. Essay. Submission of a paper (approximately 2000 words) which analyses, discusses and critiques one of Chapters 4 to 11 in the Greiner text.

The marking sheet accompanying this guide indicates the marking criteria. **Harvard style referencing please.**

Mark Available: 20%

Due by 7 June at latest

D. Examination. A three hour and ten minute exam will be held on 24 June. This will be in the form of five short answer questions based on the “Mind for Hire” text as well as a short case study requiring analysis in order to answer the four questions posed.

Mark available: 40%

**Submission of assignments**

Assignments should be submitted via PSB on the due date using a standard cover sheet. A receipt will be issued upon submission.

Late assignments will attract a penalty of 5% per day. I will waive this penalty only in exceptional circumstances. No marks will be awarded to assignments submitted after other students in the class have had their assignments returned.

It is the intention that the marked assignments will be returned within two weeks of submission.
Ethical scholarship, academic literacy and academic misconduct

Ethical scholarship is the pursuit of scholarly enquiry marked by honesty and integrity.

Academic Literacy is the capacity to undertake study and research, and to communicate findings and knowledge, in a manner appropriate to the particular disciplinary conventions and scholarly standards expected at university level.

Academic misconduct is any activity or practice engaged in by a student that breaches explicit guidelines relating to the production of work for assessment, in a manner that compromises or defeats the purpose of that assessment. **Students must not engage in academic misconduct.** Any such activity undermines an ethos of ethical scholarship. Academic misconduct includes, but is not limited to cheating, or attempting to cheat, through:

- Collusion
- Inappropriate collaboration
- Plagiarism (see more details below)
- Misrepresenting or fabricating data or results or other assessable work
- Inappropriate electronic data sourcing/collection
- Breaching rules specified for the conduct of examinations in a way that may compromise or defeat the purposes of assessment.

Penalties for academic misconduct vary according to seriousness of the case, and may include the requirement to do further work or repeat work; deduction of marks; the award of zero marks for the assessment; failure of one or more units; suspension from a course of study; exclusion from the University, non-conferral of a degree, diploma or other award to which the student would otherwise have been entitled. Refer to the Ethical Scholarship, Academic Literacy and Academic Misconduct and individual Faculty policies. For further information on the rules and procedures in respect of appropriate academic conduct you should visit: [http://www.teachingandlearning.uwa.edu.au tl/academic_conduct](http://www.teachingandlearning.uwa.edu.au tl/academic_conduct)

Acknowledgements and plagiarism

In the course of your individual and group work assignments, you will encounter ideas from many sources. These will include journal and newspaper articles, commentaries, books, web sites and other electronic sources, original case sources, lecture materials. All MBA assignments that you submit must acknowledge all the different sources you have used. Not to acknowledge your sources is plagiarism, a form of dishonesty. Plagiarism is the misappropriation of the work or ideas of others and presenting them as your own. This is reprehensible from both an ethical and legal viewpoint. Neither the School nor the University accepts ignorance or the fact that a student's previous acts of plagiarism had been undetected as a defence.

In order to avoid engaging in plagiarism it is your responsibility to acknowledge all of your sources in any work submitted for assessment and it is essential that you reference the work of others correctly. Where you quote directly from a source, you must ensure that any direct quotations are placed in quotation marks and are fully referenced. Even when you do not quote directly and are just referring to or expanding on the work of others, you must still acknowledge the sources of your information and ideas.
Close paraphrasing in which you change a few phrases around, leave a clause out of a long sentence or put the original sentences in a different order is still plagiarism. To mark words as a quotation the entire text that has been copied should be enclosed within quotation marks. If the copied text is four or more lines in length, it may be more appropriate to set it as a separate and indented paragraph. Each time that text is copied, the source must be acknowledged with a reference citation, including the page number.

Advice on proper referencing is given below. If you have any doubts concerning appropriate referencing formats or how to acknowledge the work of others correctly, you should seek the advice of your lecturer.

**Referencing**

It is important that the referencing of any sources used in your written work is done properly, if only to substantiate the points you are making in your assignment or project. The Harvard style is that preferred and there are some notes for guidance which have been prepared by the library staff: ‘Citing your sources Harvard Style’

Endnote is a really good system for building up a database of references. Not everyone will want to invest the time in using this system but you should consider it if you intend to build up resource materials or plan to undertake extensive research in a particular area. The library staff have also developed a tutoring package: ‘A quick Guide to Using EndNote’ which provides the basics for using EndNote with an essay

This is linked to from the how to Use End Note page www.library.uwa.edu.au/guides/endnote/ which provides more comprehensive information.

**Appeals against academic assessment**

In the first instance, students are strongly advised to talk informally to me about the grade awarded. The University provides the opportunity for students to lodge an appeal against any mark which he or she feels is unfair. Any student making an appeal is under an obligation to establish a prima facie case by providing particular and substantial reasons for the appeal.

There is a 12 day time limit for making any such appeal. An appeal against academic assessment may result, as appropriate, in an increase or decrease in the mark originally awarded. The University regulations relating to appeals and the form on which the appeal should be lodged can be found in the GSM website or at
TEXTBOOKS AND RESOURCES

Required texts/material


Supplementary Course Material (see content below on page 15)

NOTE: The above can be purchased from PSB

(This Unit Outline will be distributed prior to the first block session.)

Recommended texts held in PSB library


Additional Resources and Reading Material

Another useful reference text


Reference journal

C2M – Consulting to Management. (Prior to May 2000 this was called the Journal of Management Consulting.)


Useful web sites:

IMC (Australia)  www.management-consultants.com.au
WA Chapter  www.wa.imc.org.au
Information Central for Management Consulting Worldwide  www.mcninet.com/
International Council of Management Consulting Institutes  www.icmci.org
IMC (Singapore) www.imcsingapore.com
IMC (UK) www.managementconsultancy.co.uk
Supplementary Course Material

- Nautilus Engineering Company
- Exconom Enterprises
- Introduction to a Small Sample of the Large Consultancies
- Brooks Manufacturing Company
- Petersen Electronics
- Victorian Electronic Components Ltd
- Cosmos Chemicals Company
- Journal Articles:
  - 20 Year Retrospective
  - Maintaining Authenticity and Credibility
  - Nine Steps to an Effective Proposal
  - High Impact Consulting
  - You Don't Have a Strategic Plan? – Good!
  - Selling Professional Services to Senior Executives
  - Consulting 20 Years Hence
- Case History of Senior Management Team Development
- Case History of Consulting to a Growing Small Business
- Power Point Lecture Outlines

UNIT STRUCTURE

The content of the course is based on the texts along with other information relevant to the course and presented and discussed via the lecture series. The reference texts held in the PSB library can be used to gather more information and differing views on course content.

- My “Maxims” book has some relevance for gaining a quick insight into organisation and management theory from a practical point of view.

- The Journal of Management Consulting (now C2M, Consulting to Management) is a valuable resource for obtaining practical information and ideas from consultants in the field. Some articles from the journal are examined during the unit.

- The major case study in the Supplementary Course Material (Victorian Electronic Components Ltd - VECL) will be used on a continuing basis in order to illustrate the topic being discussed in each seminar.

- Breaks for rests and refreshments will be held at appropriate times during each session.

- There is a large amount of reading for each session and students must ensure they keep up with this reading in order to get most value from the lectures and discussions.

PLEASE PREPARE FOR THE BLOCK SESSIONS, PARTICULARLY THE FIRST, BY READING THE MATERIAL REQUIRED FOR EACH SESSION BEFORE ATTENDING.

MUCH TIME WILL BE WASTED IN CLASS IF YOU TRY AND “READ AS WE GO” AND LEARNING VALUE WILL BE LOST IF MATERIAL IS NOT PRE-READ – PARTICULARLY ANY CASE STUDIES ASSIGNED FOR SESSIONS.
Schedule

First Block Session 9-11 April

9 April 9am – 12

Session 1:

Personal introductions and introduction to the Unit and its requirements via the study guide.

Discussion on following in regard to management consulting: What I know? What I have heard? What I would like to know? Do I want to be a consultant?

Lecture Topic: The nature of consulting (a service profession), consulting process and models and the context/market for their application.

Smith: Chapters 1, 2, 3 and 4
Greiner: Chapters 1 and 11

(ILO text reference: Chapters 1 and 2)

Groups formation for those wishing to work in this manner

Introduction to continuing case study – VECL

(Note: Chapters 12 to 26 of the ILO book describe consulting specialities as do Chapters 4 to 11 of the Greiner text.)

------------------------------------------------------------------------------------------------------------------

9 April 12-3pm

Session 2:

Lecture Topic – The Theoretical Bases for the Consulting Process (The Body of Knowledge) and the Ethical Dimensions of the Profession

Smith: Chapters 1, 2, 3 and 4
Greiner: Chapter 2

(ILO text reference: Chapter 6)

Discussion of C2M Article: “20 Year Retrospective"

Case study exercises – 1. Fairness and equity in a method study contract (Smith: page 151) 2. Ethics in contracting/subcontracting on an information technology consultancy (Smith: page 152)

A consulting exercise (Nautilus Engineering Company – in Supplementary Course Material)

VECL case study --discussion of case scenario.

------------------------------------------------------------------------------------------------------------------
9 April  3pm-6pm

Session 3:

*Lecture Topic--The Client-Consultant Relationship and the Attributes of the Professional Consultant*

Smith: Chapter 5
Greiner: Chapter 2
(ILO text reference: Chapters 3 and 36.)

Discussion on C2M Article “Maintaining Authenticity and Credibility” (in Supplementary Course Material)

Case study exercises– 1. Secret surveys (Smith: page 154)  2. A management consulting situation where the problem is the client (Smith: page 152)

VECL case study --- discussion of consultant attributes and client-consultant relationships

10 April  7pm - 10pm

Session 4:

*Lecture Topic - Consulting and Change and the Impact of Culture.*

Greiner: Chapter 14
(ILO text reference - Chapters 4 and 5)

VECL case study - discussion of cultural aspects of the case: corporate and international

Discussion on the “big” consultancies (Note again Chapter 1 of Greiner)

11 April  7pm - 10pm

Session 5:

*Lecture Topic-- Consulting Cycle (1) - Entry and Diagnosis*

Smith: Chapter 6
Greiner Chapters 10 and 12
(ILO text reference - Chapters 7 and 8)

Discussion of C2M Article: “Nine Steps to an Effective Proposal” and the assignment on writing a proposal (Exconom Enterprises) – both in Supplementary Course Material.

Case study exercise – Identifying the problem (Smith: page 153)

VECL case study - discussion on the entry and information gathering phase of the consultancy.
TUTORIALS: two over four weeks, Sessions 6 and 7

Session 6: 21 April: 7 - 10pm

Session 7: 4 May: 7 - 10pm

Session 6.
Discussion and clarification of sessions 2 and 3 content
Guest speaker and discussion – if this cannot be arranged, the session will involve an analysis of the case in the Smith text ie “Westside Products” page 155

Session 7.
Discussion and clarification of sessions 4 and 5 content
Open session with content to be decided between tutor and students
(Content can be based on an article, newspaper comment, case study or students’ and/or tutor’s personal experiences with management consultants or consultancy projects.)

Second Block Session: 21 – 23 May

21 May 9am-12
Session 8
Lecture Topic-- Consulting Cycle (2) - Action Planning, Implementation and Termination
Smith: Chapter 6
(ILO text reference: Chapter 9, 10 and 11)
Discussion of C2M Article “High Impact Consulting” (in Supplementary Course Material)
Applying the consulting cycle to Brooks Manufacturing (in Supplementary Course Material)
VECL case study: discussion on the use of information for diagnosis.

21 May 12- 3pm
Session 9
Lecture Topic--Fundamentals and Strategies for Consulting Firm Management
Smith: Chapters 7 and 9
Greiner: Chapters 15 and 16
(ILO text reference: Chapters 27 and 28)
Case study exercise – Political influence on a human resource development consulting report (text page 152)
VECL case study case study – discussion on the results of diagnosis.
Selected group/individual presentations of assessment item A results (proposals) and discussion
21 May  3pm-6pm

Session 10: 9am-12

Lecture Topic - Marketing of Consulting Services

Smith: Chapter 9
Greiner: Chapter 3

(ILO text reference: Chapter 29)

Discussion of C2M Article “Selling Professional Services to Senior Executives” (in Supplementary Course Material)

Applying the consulting cycle to Petersen Electronics (in Supplementary Course Material)

VECL case study – discussion on the recommendations and report that was made.

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22 May  7pm – 10pm

Session 11:

Lecture Topic - Costs and Fees, Assignment Management and Quality

Smith: Chapters 7 and 9

(ILO text reference - Chapters 30, 31, 32, 33, 34 and 35)

Case study exercise – Conflicting results from information generation methods in a human resources management contract (text page 151)

Case history of Senior Management Team Development - discussion of key consulting elements involved (in Supplementary Course Material)

VECL case study – what are the messages for clients and consultants that arise from a study of the case.

Brief discussion of the type of projects undertaken – assignment B

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23 May  7pm – 10pm

Session 12:

Lecture Topics--  

a) Consultant selection
b) Training and development of consultants

Smith: Chapters 8 and 10

(ILO text reference - Chapters 36 and 37)

Case study exercise – A client’s hidden agenda (Smith: page 154)

Case history of consulting to small business (Island Paradise Sportswear) - discussion of key consulting elements involved (in Supplementary Course Material)
**Lecture Topic - Preparing for the future.**

Smith: Chapters 11 and 12  
Greiner: Chapters 18 and 19

Discussion of C2M article “Consulting 20 Years Hence” (in Supplementary Course Material)

(ILO text reference - Chapter 38.)

Course Summary

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**TUTORIALS: two over four weeks, sessions 13 and 14**

**Session 13:**  2 June:    7 - 10pm  
**Session 14:**  15 June:    7 - 10pm

**Session 13.**

Guest speaker and discussion. If this cannot be arranged then group should discuss the use and effectiveness of management consultants in Singapore. Anyone who tackles Assignment B item 5 would be able to add value to this discussion.

Discussion and clarification of sessions 8 and 9 content

**Session 14.**

Discussion and clarification of sessions 11 and 12 content  
Discussion and clarification of session 14 and preparation for exam

**EXAM:**  24 June

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**Attendance**

Participation in class, whether it be listening to a lecture or getting involved in other activities, is an important part of the learning process. For this reason the GSM has decided not to move to on-line teaching. It is, therefore, important that you attend classes (and be on time).

More formally, the University regulations state that ‘to complete a course or unit students shall attend prescribed classes, lectures, seminar and tutorials’. Students should not expect to obtain approval to miss more than two class meetings per unit, unless there are exceptional circumstances. Only under such exceptional circumstances will you be allowed to miss a block session and extra work is allocated if permission is granted. The tutor has responsibility for the allocation of 10% of your final grade so attendance at tutorials is highly advisable, notwithstanding the University regulations.
Taping of Lectures

The Graduate School does not provide tape recordings of lectures, however if you do wish to tape record a lecture then as a matter of courtesy, you should obtain the permission of the lecturer first.
PROPOSAL MARKING SHEET

PROPOSAL TO:

MARKS AVAILABLE:

SUBMISSION BY:

RESULTS.

A. General Presentation

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Marks for A =

B. Content: (You do not have to have the headings below but the proposal must contain this information as a minimum.)

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Marks for B =

Total Marks = Percentage =

(Note: Maximum marks = 60)  
(55 if no appendices)

FINAL MARK =

Roger Smith
**ASSIGNMENT/ESSAY MARKING SHEET**

**ASSIGNMENT/ESSAY:**

Total marks available for this assignment/essay:

**SUBMISSION BY:**

**RESULTS:**

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**Marks for A =**

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**Marks for B =**

**Total Marks, A + B =**

**Percentage =** %

(Note: maximum marks = 55)

(50 if no appendices)

**FINAL MARK =**

Roger Smith