
CONSULTING METHODS in Spring 2019 (BA5019)

Course Code	BA5019	Professor(s)	Albert Cath
Prerequisites	None	Office Number	G-2A03
Class Schedule	T: 13:45-15:05 in SD-6	Office Hours	By appointment
Credits	2	Email	acath@aup.edu
Semester	Spring 2019	Office Tel. Ext.	Please use e-mail.

Course Description

COURSE DESCRIPTION:

Two thousand five hundred years ago, Chinese strategist SUN TZU wrote his renowned strategic study 'The art of war'. In Greece, with Pericles (450 BC), strategy came to mean managerial skill (administration, leadership, oration, power) and by Alexander's time (350 BC) – consulted and taught by Aristotle - strategy referred to the skill of employing forces to overcome opposition and to create a unified system of global governance. Management consultancy is a very old profession, related to warfare, governance, and politics. In other words, how do you manage larger groups of people to act coherently to achieve objectives. When the hunter-gatherer started to settle down and urbanization took off, managerial issues (like how do you feed the city of Rome with its millions of inhabitants) needed attention. These issues became even more urgent starting around 1850 when industrialization took off, and management theory became a dominant discourse in society.

The professional identity of management (consultancy) is the result of a tradition that started over a hundred and twenty-five years ago. An important feature of the rise of the 'Management and Consultancy class' is the ongoing professionalization of university-based business schools. The maturation of the management discourse – among many other things – has resulted in a separation of owners (shareholders), stakeholders (employees, clients, other interest groups) and the upcoming and rise of the management class of organizations. Every such community of practice is characterized by a dominant discourse - the most acceptable way to converse, which reflects power relations supported by ideologies. The dominant management and related consultancy discourse are reflected in how managers usually talk together about the nature of their managerial activity, informed by their consultants. It is also reflected in the kind of organizational research that attracts funding from research bodies, the kind of papers that prestigious research journals will publish, and the kind of courses taught at business schools, in the textbooks they use and in organizational training and development activities. Most communities of practice are also characterized by some resistance to, or criticism of, the dominant discourse (Stacey & Mowles 2016).

In the past decades, a succession of management trends and fads - informed by influential

consultants/management gurus - have risen, become dominant, and have fallen into disuse: in the 1980's managing cultures (Peters and Waterman), in the 1990's Managing Knowledge and Learning (Senge), then Managing Innovation and Change (Lewin) and today Managing Sustainability and Corporate Social Responsibility, under the patronage of business ethics (Earhart 2011; Jones et al. 2005). These high and low tides of management recipes, supplied by management consultants are often paper tigers that show a gap between practice. Books, writings, speeches, media appearances, experience in corporate consulting and academic prestige are all employed to enhance the brand of the consultant for the circulation of ideas. Business schools, publishing houses, consulting companies, and media package the latest ideas and push the consultant/guru around the world through a succession of bravura performances. The only thing one needs to do is make sure to keep this cycle spinning" (Kantola 2013).

The course engages students with advanced themes and methods in management consultancy, both in theory and in practice. We will take a critical approach to understand how theory influences practice and how our perceptions of management consultancy evolve over time and circumstance. Furthermore, students will examine management consultancy in terms of specific cultural, international, and organizational elements given specific consulting frameworks.

Through readings, in-class activities, assignments, and cases, the course explores how management consultancy influences the direction of organizations and businesses and how theoretical and societal trends influence practices in these areas. Simultaneously, students explore these themes through the completion of a management consulting project, working with a client in a professional context, that is grounded in the subject areas they are studying in other management courses. Students complete and furnish project deliverables to the client for the final course assessment. As a part of this process, students also furnish a report reflecting on the overall context of consulting practices considering their own experience with the project, as well as their personal and professional objectives.

These goals will be realized through the course structure based on an integrative learning framework that is built into the curriculum. It is my hope that students in the course will be able to further exercise and develop their core life, educational and professional skills along the following lines:

- Critical Thinking
- Complexity Thinking
- Ethical Reasoning
- Change and Innovation
- Knowledge and Learning
- Inquiry and Analysis
- Oral Communication
- Problem Solving
- Written Communication

Course Learning Outcomes

To understand conventional and critical approaches and frameworks of management consultancy in business practices and explore how they influence our current management perceptions.

Demonstrate problem-solving in an organizational context, including information gathering, data analysis, research methods, implementation and evaluation.

To develop the ability to analyze complex (“wicked”) management problems, where great knowledge uncertainty is present.

To apply mainstream and critical management theories and concepts and apply them in case studies.

To help you acquire practical experience in dealing with management consultancy issues.

General Education

[PLEASE EDIT OR REMOVE THE FOLLOWING TEXT AS APPLICABLE]

The general education program at AUP consists of four requirements: Speaking the World, Modeling the World, Mapping the World, and Comparing Worlds Past and Present.

This course can be used to fulfill the [INDICATE THE REQUIREMENT(S) FULFILLED BY THE COURSE] requirement and as such has the following learning outcomes:

[INDICATE THE GENERAL EDUCATION LEARNING OUTCOMES]

Course Outline

ASSIGNMENTS:

Various essays and presentations are assigned throughout the course. Presentations are to be completed on a personal basis, while the essays are to be completed on an individual basis.

Analysis Assignments

To ensure that you have a strong understanding of key sustainability concepts, analysis papers will be assigned:

- Your analysis paper must be completed on an individual basis and represent your own work.

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- Cite any sources that you use and quote text if using another text directly.
 - Please adhere to the minimum required response length and use a 10-12 point font with double spacing.
 - **Assignments must be submitted via the email system at least thirty minutes *before the course meeting where it is due.***
 - Include your full name on and course section in all your assignments, in the file name and at the top of the essay itself.

The onus is on you, the student, to ensure that your assignments have properly received. I will not chase down your missing assignments. If your paper is not properly send to me by email by the deadline (at least 30 minutes before the course meeting in which the paper is due), for whatever reason, the assignment will be marked as late. Please plan your assignment submissions accordingly.

Essay Assignment Submission Guidelines:

1. Format

- Include your name (on the top of the first page) as well as page numbers. For group assignments, all group member names and the group number should be included.
- Format the document using a 10-12-point font, double spacing is preferred but not required.
- The minimum word count is only a guideline, but if you find your work to be significantly below that, then chances are your essay is far too short to offer a much of a response to the assignment question(s) or problem(s).

Presentation Submission Guidelines:

Please send your PowerPoints, outlines, or other written materials via e-mail to acath@aup.edu at least 30 minutes before the start of the course meeting where it is due.

- Please name your files with your id number and case name.
- If you have chosen not to use a visual presentation, please send an outline in .DOC or .PDF format.
- Many students in the past have opted to use PREZI or other online presentation services. Please be aware that these often do not allow you to work offline from the classroom workstation. If there is a network problem, please be ready to use your own laptop or be prepared to present without visuals.
- Make sure that you are prepared. Reading directly from the slides is highly unprofessional.

GENERAL COURSE POLICIES:

- 1. Laptops & Mobile Phones:** Laptops should be not be used during classes unless specifically necessary for an in-class project. Exceptions may be made for students with physical and learning disabilities, with instructor permission only, for the purposes of

taking notes. **Mobile phones are to be turned off and put away at all times while class is in session. Please do not send or receive text messages during class, even on silent mode.** Students regularly observed texting underneath their desks during class will be remembered when I issue final grades. Moreover, mobile phones are not allowed in the room during exams under any circumstances. Students found to be using a mobile phone or other electronic device during exams will be asked to leave and will automatically receive a failing grade. No exceptions.

2. **Communication:** We will use Blackboard for this course. **Students are expected to check the Blackboard site, as well as their AUP email during the course for updates.** All assignments will be posted here as well as course reader materials and other resources. You can also track your grades in the 'grading center'. If you need to reach me outside of class, please contact me via email for an appointment or come during my office hours.
3. **Attendance:** This is not just a matter of "being present" for during class, but also involves arriving on time and being prepared for each course session. Attendance is taken in the first 10 minutes of each class, and late students will be marked as late. It is the student's responsibility to make sure that they are signed in for each class. Moreover, I will not excuse any absences, for any reason, with the sole exceptions being if the student is enrolled in an official AUP Cultural Study trip or has a note from a certified physician that indicates they were unable to attend class on the specific dates of the absence. Other reasons for absence should be reported by email and it is upon my discretion to decide whether the absence is excused or not. Students that experience significant health or personal problems must inform the Student Affairs Office immediately so that we can begin to work out a plan to help you maintain your academic performance. Personal travel, visiting relatives and friends, and other non-emergency excuses will not be accepted. (See the section on Course Attendance above.)
4. **Assignments:** Students are expected to turn in all course assignments on time through the email system. Late submissions will be marked down one full grade level for being late for each course session where the assignment still has not been submitted, making the highest possible grade a 'B' after missing the course deadline. It is the student's responsibility to make sure assignments have been received. Plagiarized or copied assignments will result in a failing grade for the course.
5. **Food and Drinks:** Students may drink beverages in class if they are in spill-proof containers that can be completely sealed. Please do not consume any other food or beverages in the classroom.
6. **Professional Behavior:** Students are expected to behave in a professional manner at all times during the course. Please avoid disruptive behavior, such as talking out of turn during lectures and presentations. Academic dishonesty on assignments or exams - including copying another student's work, plagiarism, or using instructor grading keys - will result in a failing grade for the course. Other disciplinary actions up to, and including, removal from the course, suspension or expulsion from the University, may also result from violating course and university policies. Likewise, harassing or threatening behavior in class will not be tolerated. Please uphold professional standards at all times while you are in the university program.
7. **Other Policies:** For all other policies and procedures, students are bound by the University's general policies and procedures. Copies of the University policies on

absences and academic dishonesty were given to each student at registration. Students are responsible for adhering to these policies.

8. **Know the Syllabus:** It is your responsibility to read and understand this document as it clearly outlines the course policies, schedule of readings and assignments, as well as the course expectations. If you experience academic problems during the course because you have not been following the course policies, then telling me “you didn’t know” is going to be a completely ineffective excuse. **I make no exceptions to my course policies unless explicitly stated in this document or through prior arrangement with the Office of Academic Affairs.**

INTEGRATED THEMES:

In addition to the basic theories and concepts of management that we will cover in the course, several crosscutting themes will also be included to provide a solid intellectual context for management theories and practices, opportunities for interdisciplinary understanding, and real-world examples. These themes are incorporated into the course as lectures, case studies, articles, films, and in-class activities. Some of the themes for this course will include:

- Sustainability Strategy and Public Policy Concerns (Impacts of Climate Change)
- Governance and Politics (Utopias)
- Strategic management and Organizational Dynamics (Complexity studies)
- Knowledge and Learning (Reflexivity)
- Change and Innovation (paradigm change)
- Globalization (Political, Cultural, Economic and Societal contexts)
- Business Ethics and Corporate Social Responsibility

Textbooks

Title	Author	Publisher	ISBN	Required
no books				No

Attendance Policy

AUP ATTENDANCE POLICY:

Students studying at The American University of Paris are expected to attend ALL scheduled classes.

A maximum of four (4) *excused* absences per semester may be requested for all 4-credit courses. Two semester per 1-credit course may be requested.

The French Department has its own attendance policy. Students are responsible for compliance.

Attendance at all exams is mandatory.

Student Affairs will *recommend* that a professor excuse an absence for the following reason only: Involuntary illness or personal emergencies, upon presentation of documentary proof of illness or emergency.

Religious and National Holidays:

Due to the large number of nationalities and faiths represented at the University, religious and national holidays (on the academic schedule) will not be excused by Student Affairs.

Academic Affairs will excuse an absence for students' participation in study trips related to their courses.

Lateness to course meetings:

If a student arrives at course meetings more than 10 minutes late without documentation for one of the above reasons, it will be considered an *unexcused* absence. All documentation must be submitted to the Office of Student Affairs following the first day of the absence.

IN ALL CASES OF MISSED COURSE MEETINGS, THE RESPONSIBILITY FOR COMMUNICATION WITH THE PROFESSOR AND FOR ARRANGING TO MAKE UP MISSED WORK RESTS SOLELY WITH THE STUDENT.

Whether an absence (excused or unexcused) is accepted or not is ALWAYS up to the discretion of the professor or department. Unexcused absences can result in a low or failing participation grade. In the case of excessive unexcused absences, it is up to the professor or the department to decide if the student will receive an "F". An instructor may recommend the withdrawal of a student whose absences from any course, ***excused or not***, make it impossible to continue in the course at a satisfactory level. The professor may consult with Student Affairs for more information.

Students must be mindful of this policy when making their travel arrangements, and **especially during travel periods**.

ENGLISH LANGUAGE PROFICIENCY STATEMENT:

As an Anglophone university, The American University of Paris is strongly committed to effective English proficiency at the undergraduate level. Most courses require scholarly research and formal written and oral presentations. All students are expected to strive to achieve excellence in these domains as part of their course work. To ensure and include English proficiency among the criteria in student evaluation, often referring students to the university's language center where they may obtain help on specific academic assignments. Proficiency in English is monitored at various points throughout a student's academic career, most notably during the admissions and advising processes, while the student is in degree program education requirements, and during the accomplishment of degree program courses and senior theses.

Grading Policy

GRADING:

Student Performance will be evaluated based on the following factors:

Class Participation

Based on attendance and participation with (group) presentations, discussions and in-class projects, as well as group peer evaluations.

- Attendance: this is not simply a matter of being present, but also involves arriving on time and being prepared for each course session. Please bring the textbook to each class as well as any other materials that you may need.
- Course Presentations: Student (groups) will be selected at random to present their analysis of a short case assignment intermittently during class. These presentations should be no longer than 20 minutes, although the specific duration will change based on the presentation assignment. There will be no student presentations during the first week of class. Please refer to the course calendar for due dates.
- Course Discussions: Various activities, full class and small group discussions are an essential part of the learning experience in this course. Students are expected to actively participate by providing input and feedback to other students and by listening when other students are speaking.
- Peer Evaluations: Student group members may be expected to evaluate one another for the depth and effectiveness of their contribution to in-class activities and the final presentation. Evaluations will be cross-referenced for consistency and fairness.

Individual Assignments

Individual essay assignments are due throughout the course, the midterm assignment and the final assignment. These must be submitted before the course commences on the due date *through the Safe Assign system*.

Final Paper

The final essay will cover a topic of the student's choice, incorporating the cases and readings covered during the course. These papers must be a minimum of 2500 words (approximately 8-10 pages at 300 words per page). Criteria for these papers will be discussed following the course midterm.

Grade Allocation

Final grades will be weighted based on performance within the various criteria as follows. These calculations may be adjusted slightly as we progress through the semester:

Class Participation and Attendance	10 %
Case Presentations	35 %
Final Analysis Paper	35 %
Midterm Analysis Paper	20 %

Grading Scale

Excellent	Good	Satisfactory	Unsatisfactory
100-95 A (4.0)	89-87 B+ (3.4)	79-77 C+ (2.4)	69-67 D+ (1.3)
90-94 A- (3.7)	86-84 B (3.0)	76-74 C (2.0)	66-64 D (1.0)
	83-80 B- (2.7)	73-70 C- (1.7)	60-63 D- (0.7)
			Under 60 F (0)

To give you a better understanding of what the grading scale means, let's take a quick look at the typical student profile for each category:

Excellent: Reserved for students that display superior quality and outstanding performance throughout the course, including the extensive use resources other than the textbook and assigned readings to complete assignments and presentations. It also means that the student participates fully in course discussions and group activities, maintains excellent attendance, and performs extremely well on course exams and assignments. An 'A' student is highly motivated to learn the material and completes the course readings in advance of the lecture, showing strong skills in critical thinking, global learning, and exceptional informational literacy on all of the assignments, projects and exams. The student also takes a proactive role in group projects and consistently responds to the presentations of other student groups. My goal is to see every student perform this well.

Good: The student provides work that is above average in quality. Maintains good performance on exams and in class discussions, including the effective use of assigned readings and above average course participation. Assignments are turned in on time and to a good level of quality. There is some evidence of additional research and critical thinking on core topics. Attendance, while not perfect, is still good. The student shows evidence of critical thinking, global learning and information literacy through their engagement in the course.

Satisfactory: Adequate and acceptable work in meeting course requirements and average performance in assignments, exams and projects. There is little use of external resources beyond the required texts. The student shows some engagement with the course, but participates at a minimal level. Meets the minimum attendance requirements. Displays some critical thinking, global learning and/or information literacy in assignments and group projects.

Unsatisfactory: Failed to meet basic course requirements, below average performance and attendance. The typical profile for such students: they often show up late to class, are often unprepared for class, and/or are frequently absent. The student is rarely prepared for group

presentations or discussions. Assignments are missing, late, or copied or paraphrased directly from general sources that can be found on the internet. The student probably spends an inordinate amount of time in class on their smartphone. Such students are encouraged to withdraw and try again when they have improved their academic skills or they decide to put more effort into their studies.

Other
