

### COURSE INFORMATION

Course title:	<b>CONSULTING SIMULATION</b>	Credits:	1.5
Course code:	BASM510	Class location:	Virtual
Session, term, period:	2020W1, Period 7	Class times:	Nov. 20: 5pm to 9pm; Nov. 21-22: 9am to 5pm
Section(s):	001	Pre-requisites:	BASM501 and either BAFI500 or BAFI580
Course duration:	November 20-22, 2020	Co-requisites:	N/A
Division:	Strategy & Business Economics		
Program:	Full-Time MBA		

### INSTRUCTOR INFORMATION

Instructor:	Philippe Arrata	Office location:	N/A
Phone:	778-987-7643	Office hours:	By appointment before or after class
Email:	arrata@gmail.com		

### COURSE DESCRIPTION

The purpose of this course is to provide students a simulated life-like consulting experience. This provides participants with firsthand experience of the intensity, creativity, and change in direction inherent to consulting.

### COURSE FORMAT

We will use Zoom to have our classes during the scheduled class times.

The weekend is an entire simulation. Teams will work on one case and conduct primary research, analysis, and presentation of a recommendation. Phil will work with the teams to provide input, suggestions, and assist in the problem solving activities. Phil will spend a significant amount of hands-on time with students to help shape analysis and develop deliverables. This course will require students to work collaboratively in a group and apply a cross-functional approach to solving the client's question (i.e., strategy, finance, operations). The majority of the time will be working with groups. There is limited formal classroom time.

### LEARNING OBJECTIVES

This course is designed for students with the following objectives and interests

- Seeking a career in management consulting, corporate strategy, or corporate finance
- Enjoy problem solving
- Would like a "real-life" example of what to expect on the job
- Prepared to fully invest themselves in the weekend session

## ASSESSMENTS

### Summary

<u>Component</u>	<u>Weight</u>
Case Presentation	25%
Case Submission	40%
Participation	20%
Peer assessment	<u>15%</u>
Total	<u>100%</u>

*Final grades are not open for discussion and are not negotiable*

### Details of Assessments

#### Teaching Method

- Students will need to form groups of 6 people – preferably in advance of the course. In a professional context, whether consulting or industry, work is often conducted in cross-functional teams. This structure benefits participants by problem solving through debate, discussion, and knowledge sharing.
- The course is based on a simulated case. A pre-prepared case will not be used and students will be expected to conduct primary research.
- There is a minimal formal lecture component of the class. The time will be focused on the specific problem solving and communication steps inherent in this type of business situation. The instructor will spend time working with each group on problem solving and building deliverables.
- Students need to act professionally throughout the class. Students need to be punctual, respectful, thoughtful, and engaged.

#### Assessment activities

##### There are three key deliverables:

- 1- **Case Presentation:** On the final day of the weekend session each group will be asked to present their recommendations. This presentation should take the form of a PowerPoint presentation (stay at or above a 10 point font). The expectation is that teams will prepare a document 15-20 slides in length. The instructor will work with the teams to provide live feedback. Teams can have as much backup / appendix material as they see fit.
- 2- **Case submission:** Approximately a week following the final class teams must submit their final document. The presentation should form a substantive part of the final deliverable. Teams are encouraged to refine their analyses and presentations, incorporate feedback from the class discussion and add new analyses as they see fit. The core document must be around 30-50 slides. There is no limit on appendix / backup material. This document will be in a PDF and submitted by email no later than **9am on November 30, 2020.**
- 3- **Peer assessment:** At the end of this syllabus there is a peer assessment form. You must grade the performance of each member of your group (do not grade yourself). **Failure to submit a peer assessment forms will result in a 0% score in your peer assessment. A late assessment, or**

**one where I need to remind you, will result in a 50% decrease in your class participation score.** Peer assessments are to be emailed to me no later than **9am on November 30, 2020.**

PLEASE NOTE **PEER ASSESSMENTS AND CLASS PARTICIPATION SCORES ARE CONFIDENTIAL** (IF I GAVE YOU ONE SCORE YOU COULD CALCULATE THE OTHER). I WILL NOT SHARE PEER ASSESSMENT INFORMATION AND YOU HAVE NO RESPONSIBILITY TO SHARE THAT INFORMATION WITH YOUR GROUP.

### LEARNING MATERIALS

**Required:** *Case Package*

**Technology Requirements:** *Laptop*

**Activity Fees:** *N/A*

### COURSE-SPECIFIC POLICIES AND RESOURCES

#### *Missed or late assignments, and regrading of assessments*

Late submissions will not be accepted and will receive a grade of zero.

#### *Academic Concessions*

If extenuating circumstances arise, please contact the RHL Graduate School program office as early as reasonably possible, and submit an [Academic Concession Request & Declaration Form](https://webforms.sauder.ubc.ca/academic-concession-rhlee) <https://webforms.sauder.ubc.ca/academic-concession-rhlee>. If an academic concession is granted during the course, the student will be provided options by RHL, or by the instructor in consultation with RHL, per [UBC's policy on Academic Concession](#).

#### *Other Course Policies and Resources*

- N/A

### POLICIES APPLICABLE TO COURSES IN THE ROBERT H. LEE GRADUATE SCHOOL

#### *Attendance*

Excepting extenuating circumstances, students are expected to attend 100% of their scheduled class hours. Absent students limit their own academic potential, and that of their classmates, and cause unnecessary disruption to the learning environment. Students missing more than 20% of the total scheduled class hours for a course (including classes held during the add/drop period) without having received an academic concession will be withdrawn from that course. Withdrawals, depending on timing, could result in a "W" or an "F" standing on the transcript.

#### *Punctuality*

Students are expected to arrive for classes and activities on time and fully prepared to engage. Late arrivals may be refused entry at the discretion of the instructor or activity lead. Students arriving later than halfway through a scheduled class will be treated as absent for that class.

#### *Electronic Devices*

During online lectures, students are not permitted to use any electronic devices other than the primary one used for attending the online lecture (e.g. laptop or desktop). Only Zoom should be open during the online lecture unless an instructor advises the use of another for an in-class activity. Feedback from students indicates that personal devices is the number one distraction from effective learning and participation in the online learning environment.

### *Citation Style*

Please use the American Psychological Association (APA) reference style to cite your sources.

Details of the above policies and other RHL Policies are available at:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,199,506,1625>

### UNIVERSITY POLICIES AND RESOURCES

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available on the UBC Senate website at <https://senate.ubc.ca/policies-resources-support-student-success>.

### *Academic Integrity*

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

### COPYRIGHT

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline. Any lecture recordings are for the sole use of the instructor and students enrolled in the class. **In no case may the lecture recording or part of the recording be used by students for any other purpose, either personal or commercial. Further,** audio or video recording of classes are not permitted without the prior consent of the instructor.

### ACKNOWLEDGEMENT

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəy̓əm (Musqueam) people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

**COURSE SCHEDULE**

**ALL TIMES ARE APPROXIMATE AND SUBJECT TO CHANGE**

**PLEASE PRE-READ THE CASES IN THE CASE PACKAGE FOR BACKGROUND CONTEXT**

Day 1 – Friday 5pm – 9:30pm		
Topic	Description	Time
Overview	<ul style="list-style-type: none"> <li>Review course outline</li> <li>Discuss expectations</li> <li>General Q&amp;A</li> </ul>	5:00-5:15
Case set-up	<ul style="list-style-type: none"> <li>Review “letter of proposal”. What is expected by the client from the teams</li> <li>NOTE: CASES ARE SET IN THE PRESENT DAY – CASE PACKAGE IS SIMPLY BACKGROUND INFORMATION</li> <li>Q&amp;A</li> </ul>	5:15-6:00
Team setup	<ul style="list-style-type: none"> <li>Finalize groups &amp; select a case</li> </ul>	6:00-6:15
Break & team learning	<ul style="list-style-type: none"> <li>Discuss goals for the weekend</li> </ul>	6:15-6:45
Problem solving loop & building a hypothesis	<ul style="list-style-type: none"> <li>Review / refresher of the problem solving</li> <li>Review how to structure a problem and develop a hypothesis tree</li> </ul>	6:45-7:15
Problem statement & hypothesis	<ul style="list-style-type: none"> <li>Team break-out to work on their problem statement &amp; form an initial hypothesis</li> </ul>	7:15-8:45
Wrap-up	<ul style="list-style-type: none"> <li>Debrief of the evening – what went well (continue), what to change (stop), what to add (start)</li> </ul>	8:45-9:30

Day 2 – Saturday 9am – 5pm		
Topic	Description	Time
Kick-off	<ul style="list-style-type: none"> <li>Review the agenda for the day</li> <li>Discuss any questions (content, logistics)</li> <li>Review issue/hypothesis tree</li> </ul>	9:00-10:15
Problem structuring & Storyboard	<ul style="list-style-type: none"> <li>Quick overview on problem structuring</li> <li>Storyboard</li> </ul>	
Team learning	<ul style="list-style-type: none"> <li>Breakout for teams to: (1) discuss what went well / needs to improve from day 1; (2) agree on team norms (breaks, meeting management, working styles); (3) plan for the day (dividing responsibilities; leadership roles)</li> </ul>	
Analysis	<ul style="list-style-type: none"> <li>Form hypothesis</li> <li>Assign workstreams</li> <li>Teams prepare first draft of storyboard</li> <li>Working time to conduct research and analysis</li> </ul>	10:15-3:30

Check-in	<ul style="list-style-type: none"> <li>Debrief of the day – what is going well (continue), what needs to change (stop), what to add (start)</li> </ul>	3:30-4:00
Q&A	<ul style="list-style-type: none"> <li>Check in with individual teams</li> </ul>	4:00
<i>Team time</i>	<ul style="list-style-type: none"> <li><i>Work on deliverables</i></li> </ul>	<i>Evening</i>

Day 3 – Sunday 9am – 5pm		
Topic	Description	Time
Kickoff	<ul style="list-style-type: none"> <li>Review the agenda &amp; presentation logistics for the day</li> <li>Discuss any questions</li> </ul>	9:00-9:10
Prep for presentations– part 3	<ul style="list-style-type: none"> <li>Finalize presentation</li> <li>Build presentation</li> <li>Dry-run of presentation. Refine as required</li> </ul>	9:10-1:00
<b>SUBMISSION</b>	<ul style="list-style-type: none"> <li><b>EMAIL PRESENTATION BY 12:45PM</b></li> </ul>	<b>1:00</b>
Team presentations	<ul style="list-style-type: none"> <li>Teams present their work (15-20 minutes each depending on class size) with Q&amp;A period (5-10 minutes depending on class size)</li> </ul>	1:00-4:00
Next steps	<ul style="list-style-type: none"> <li>Discuss expectations for final assignment</li> </ul>	4:00-4:30
Wrap-up	<ul style="list-style-type: none"> <li>Debrief of the weekend – observations, feedback</li> </ul>	4:30-5:00

**OTHER INFORMATION: PEER ASSESSMENT FORM**

**Your name:** \_\_\_\_\_

Please complete the table below. **Please provide each team member a score between 0 and 10 for each assessment criteria. Do not rate yourself.**

Team member name:	Score Based on professionalism, work effort and overall contribution	Comments/Rationale for score