

COURSE INFORMATION

Course title:	CONSULTING SIMULATION		
Course code:	BASM510	Credits:	1.5
Session, term, period:		Class location:	HA133
Section(s):	001	Class times:	Jan 21: 5pm to 9:30pm; Jan 22/23: 8:30am to 5:30pm
Course duration:	Jan 21-23, 2022	Pre-requisites:	BASM501 and either BAFI500 or BAFI580
Division:	Strategy & Business Economics	Co-requisites:	N/A
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

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

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.

Details of Assessments

Teaching Method

- Students will need to form groups of 4-6 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 January 31, 2022**. **Late submissions will not be accepted and will receive a zero.**

- 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. Late submissions will not be accepted and will receive a zero.** Peer assessments are to be emailed to me no later than **9am on January 31, 2022**.

LEARNING MATERIALS

Required: *Case Package – PLEASE REVIEW THE CASES BEFORE THE FIRST CLASS*

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.

COVID-19 Policies for Attendance & Academic Concessions:

If a student feels unwell, they should stay home and send a courtesy email to each impacted instructor and cc their program manager. The student should also submit an [Academic Concession Request & Declaration Form](#).

If a student suspects possible COVID-19 infection, they should use the BC Ministry of Health's [selfassessment tool](#), to help determine whether further assessment or testing for COVID-19 is recommended.

If a student is required to self-isolate (e.g., while waiting for test results), they should follow the steps above (stay home, email instructor(s) and program manager, submit an [Academic Concession Request & Declaration Form](#), and follow BC Health Guidance.

Students who are required to quarantine, should get in touch with their Program Manager to discuss the possibility of academic concessions for each impacted course. The Program Manager will work closely with your instructors to explore options for you to make up the missed learning.

COVID-19 Safety in the Classroom:

Masks: Masks are **required** for all indoor classes, as per the BC Public Health Officer orders. For our inperson meetings in this class, it is important that all of us feel as comfortable as possible engaging in class activities while sharing an indoor space. For the purposes of this order, the term "masks" refers to medical and non-medical masks that cover our noses and mouths. Masks are a primary tool to make it harder for COVID-19 to find a new host. You will need to wear a medical or non-medical mask for the duration of our class meetings, for your own protection, and the safety and comfort of everyone else in the class. You may be asked to remove your mask briefly for an ID check for an exam, but otherwise, your mask should cover your nose and mouth. Please do not eat in class. If you need to drink water/coffee/tea/etc, please keep your mask on between sips. Students who need special accommodation are asked to discuss this with the program office.

Seating in class: To reduce the risk of COVID-19 transmission, please sit in a consistent area of the classroom each day. This will minimize your contacts and will still allow for the pedagogical methods planned for this class to help your learning.

Visit the following website for the most recent updates regarding COVID-19 protocol on campus:
<https://students.ubc.ca/campus-life/returning-to-campus>

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

Devices such as laptops, tablets, and cell phones are not permitted to be used in class unless directed by the instructor for in-class activities. Students who do not follow the School's policy in this regard may be required to leave the room for the remainder of the class, so that they do not distract others. Research shows that students' use of laptops in class has negative implications for the learning environment, including reducing their own grades and the grades of those sitting around them.

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-resourcessupport-student-success>.

Respect for Equity, Diversity, and Inclusion

The UBC Sauder School of Business strives to promote an intellectual community that is enhanced by diversity along various dimensions including status as a First Nation, Metis, Inuit, or Indigenous person, race, ethnicity, gender identity, sexual orientation, religion, political beliefs, social class, and/or disability. It is critical that students from diverse backgrounds and perspectives be valued in and well-served by their courses. Furthermore, the diversity that students bring to the classroom should be viewed as a resource, benefit, and source of strength for your learning experience. It is expected that all students and members of our community conduct themselves with empathy and respect for others.

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 and could be subject to legal action. 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. Students may not share class Zoom links or invite others who are not registered to view sessions.

ACKNOWLEDGEMENT

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the x^wməθk^wə'yəm (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"> Review course outline Discuss expectations General Q&A 	5:00-5:15
Case set-up	<ul style="list-style-type: none"> Review “letter of proposal”. What is expected by the client from the teams NOTE: CASES ARE SET IN THE PRESENT DAY – CASE PACKAGE IS SIMPLY BACKGROUND INFORMATION • Q&A 	5:15-6:00
Team setup	<ul style="list-style-type: none"> Finalize groups & select a case 	6:00-6:15
Break & team learning	<ul style="list-style-type: none"> Discuss goals for the weekend 	6:15-6:45
Problem solving loop & building a hypothesis	<ul style="list-style-type: none"> Review / refresher of the problem solving Review how to structure a problem and develop a hypothesis tree 	6:45-7:15
Problem statement & hypothesis	<ul style="list-style-type: none"> Team break-out to work on their problem statement & form an initial hypothesis 	7:15-8:45
Wrap-up	<ul style="list-style-type: none"> Debrief of the evening – what went well (continue), what to change (stop), what to add (start) 	8:45-9:30

Day 2 – Saturday 9am – 5pm		
Topic	Description	Time
Kick-off	<ul style="list-style-type: none"> Review the agenda for the day Discuss any questions (content, logistics) Review issue/hypothesis tree 	9:00-10:15
Problem structuring & Storyboard	<ul style="list-style-type: none"> Quick overview on problem structuring Storyboard 	
Team learning	<ul style="list-style-type: none"> 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) 	

Analysis	<ul style="list-style-type: none"> Form hypothesis Assign workstreams Teams prepare first draft of storyboard Working time to conduct research and analysis 	10:15-3:30
Check-in	<ul style="list-style-type: none"> Debrief of the day – what is going well (continue), what needs to change (stop), what to add (start) 	3:30-4:00
Q&A	<ul style="list-style-type: none"> Check in with individual teams 	4:00
<i>Team time</i>	<ul style="list-style-type: none"> <i>Work on deliverables</i> 	<i>Evening</i>

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

