DRAFT 10/10/18

PUAD 792

Doing Consulting:

How to Think and Act as a Consultant

George Mason University
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Course Summary

After an introductory lecture on the different kinds of consulting work and consultants, we'll spend the front end of the course on a detailed analysis of all aspects of a substantial ($70,000) consulting project I did with a partner, from the initial approach by the client and the RFP to the final report and oral presentation, including all the things that didn't work out as we'd expected and how we adapted to that. We'll supplement that case study, where we will use the actual documents with the client's *name disguised, with published readings on consulting, so that students can get views other than mine.*

In the second part of the course, each student will do their own free-of-charge consulting project, with my advice, for a client of the student's choice, preferably for an entity and in a department where the student would like to get a job or already has a job and would like to get a better one. The point of the student project will be to suggest workable, cost-effective solutions to a genuine problem the entity currently has. [Note: The instructor is a successful consultant (currently operating on a long-term part-time consulting contract running a museum) who's been an adjunct at Mason for 15 years (Michigan Ph.D)].

Learning Outcome

The goal is to get students to have the option of thinking and acting like professional consultants, whether they work externally as consultants or as employees who now have those skills and mindset while working internally.

Texts

Peter Block, *Flawless Consulting: A Guide to Getting Your Expertise Used*, 3rd Edition (San Francisco: Pfeiffer, 2011)

Larry Checco, *Branding for Success: A Roadmap for Raising the Visibility and Value of Your Nonprofit Organization* (Bloomington, IN: Trafford Publishing, 2005)

Herman Holtz and David Zahn, *How to Succeed as an Independent Consultant*, 4th Edition (Hoboken, NJ: Wiley, 2004)

Case Study Materials on Blackboard

Additional readings will come from the following. (Note: The GMU Library system does not own this book, and neither does the Fairfax Library system. I will try to get the Mason Library to buy it and have it on reserve, but you may need to buy it.)

Peter Block, *The Faultless Consulting Fieldbook and Companion: A Guide to Understanding Your Expertise* (San Francisco: Pfeiffer, 2000)

(Please note that you are to access some of the course materials on Blackboard, as indicated in the reading assignments below. Although you likely already know this, you can access Mason's Blackboard account in this way:

- Open a browser, type in the web address: http://myMason.gmu.edu
- Enter your Mason NetID (the first portion of your e-mail address, before the @).
- Enter your Password (PatriotPass credentials).
- Click the Login button.
- Choose the Courses Tab, located across the top of the myMason Portal.
- Locate the Bb 9.1 Course List Module.
- Select the title of your course to access course materials.)

Instructor's Advice on Class Participation and Papers

We will have some short tests on ideas in the readings and lectures, but this is basically a discussion-and-papers class. Thus you will want give some thought to how you can perform well in both areas. See below for more discussion of these topics, but I strongly recommend the following:

- Class participation. It will be easy to fall behind in the published and case study readings. Don't let it happen. To be fair, I'm going to need to take attendance and keep track of how each person is participating in each class. Without the readings, you won't perform as well as you would have even if you're scintillating. And please note that while I tried to space out the reading load as evenly as possible (except at the end, where readings are light, to allow for final paper presentations), there are places where it bunches up, so you may want to read ahead at some points.

- Papers. Style counts, because it affects how clearly and easily the reader understands you. Readers are balky; they'll only give you so much room before they're focusing more on stylistic infelicities and misspellings than on your content. You don't want that to happen to me at midnight when I'm grading your paper. You should use "Strunk and White" (William Strunk, Jr. and E.B. White, *The Elements of Style*, 3rd Edition, [New York: Macmillan, 1979]) as your style reference. It's amazingly short (fans call it "the little book") and amazingly good, and it's even available online at http://www.bartleby.com/141/. If you read and absorb it, I won't guarantee that you'll write more beautifully, but I do guarantee that you'll write more clearly, concisely, and elegantly. (Note: I'm using contractions in this syllabus because I want an informal tone. When you are writing your papers, generally don't use them unless you're quoting someone who uses them, since they are still not considered appropriate for formal writing.)

Also: *Please* follow the specific instructions for each of the papers below. Don't give me your impression of what I asked for, or what you think I should have asked for; give me exactly what I asked for. This is like a test: I grade by looking at what I told you to do for that paper and seeing if you have given me what I have specified, and how well you've done those things.

Also: **don't cite from *Wikipedia***. I follow Middlebury College's rule on this, for the same reasons they note: as an open source edit encyclopedia, where an expert and a bored Internet vandal down the street have the same authority to change text, it's interesting, useful, often a good place to check as a starting point, and prone to errors. You probably wouldn't be doing this in any case for this course, but I give this warning in all my classes.

Also: **late papers will normally be reduced one full grade**.

Course Description and Objectives

The primary and immediate purpose of this course is for you to learn in detail how one professional consultant (that's me) thinks and acts in getting and successfully completing consulting jobs that solve organizational problems, using a close examination and analysis of key, actual consulting documents that are common in consulting work (including RFP, proposal, contract, and final report). The course will also give you, via published readings, exposure to how other consultants do things in other, equally successful ways, since I'm not the fount of all wisdom.

The secondary, longer-term purpose of this course, which will perhaps interest you more, is to:

- Help you get a job at a place where you'd like to work; or

- Help you get a better job with your current employer if you want to stay; and

- Give you the a more realistic option, later in your career when you have more work experience, to set up your own consulting business, should you need to (as in you've been laid off, which will happen to you sooner or later) or want to (to trade greater security for greater freedom.)

It's designed to achieve those purposes by helping you learn how consultants actually do their work: how they assess an organizational problem, determine the best way to do the necessary research, write a successful proposal responding to a client's Request for Proposals (RFP), do the research and analysis, write the report, and present the report. You'll learn how to do these things, including how to do them with one or more partners, and then you'll learn even more by doing them (except the RFP) for your own project, ending with as professional a report as you can produce, with my advice.

The course is narrowly focused; it won't try to teach you other key parts of being a self-employed consultant, like marketing yourself; talking with clients; or doing the back office parts of being self-employed such as keeping books, getting an LLC, creating and updating a business website, getting client testimonials, etc., all of which are important for running a successful business if you aren't working for someone else.

Instead, it's focused on the *consulting mindset*, which is characterized by using expertise in a certain area to assess a problem that a client has; determining what kinds of research are appropriate to fully grasp the real problem; conducting that research; assessing the results; writing them up in a report, with a range of cost-effective and practical recommended solutions to the client's problem flowing logically from the research; and successfully presenting the report to the client and responding to questions about it in a face-to-face session.

In brief, it's designed to give you some of a consultant's skills, and some experience in applying those skills in a real-world situation with a real problem, so that you can use that skill set when you deem appropriate, either as an inside or outside consultant, and whether formally or informally in that role. The idea is to SHOW YOUR ABILITIES TO EFFECTIVELY ASSESS, RESEARCH, ANALYZE, AND PROVIDE EFFECTIVE SOLUTIONS TO A REAL ORGANIZATIONAL PROBLEM YOUR POTENTIAL SUPERVISOR HAS, USING EFFECTIVE WRITING AND PRESENTATION SKILLS, SUCH THAT THIS PERSON WILL SEE VERY CLEARLY WHAT THEY'D GET TO HELP THEM WITH THEIR OWN CAREER ADVANCEMENT IF THEY WERE TO HIRE YOU.

There will be some readings in published works, as noted in the Texts section above; these readings will supplement the core course materials, providing a broader view of how different consultants operate. But the core of the readings will be a close analysis, step by step, of an actual successful $70,000 consulting job done by the professor and another consultant with whom he partnered for this project. The key documents we will study in detail in the first part of the course are:

- The actual Request for Proposals (RFP) issued by the client,
- Our successful proposal in response to the RFP,
- The contract for the job,

- Documents and lecture material as needed explaining how the research work was done, and how and why the scope of project was expanded at the client's request, and
- The final report to the client with our recommendations, with the instructor giving you information about how to do a successful oral presentation of such a report and respond to questions, usually at least once before the high officials of the organization, and often in a second session with middle managers.

While our focus in this part of the course will be on the case study documents above, we will also do additional readings to broaden your view of the ways these documents can be structured, and we will briefly review some secondary case study materials, including of another kind of consulting contract—one for ongoing services, unlike the more common one above, for a specific, time-bound project.

Once you see exactly how all of this was done, and you learn from the professor the kinds of behind-the-scenes thinking that went into these documents, we will be ready for the second part of the course:

- You will choose a client organization where you'd like to work. (You'll want to develop a priority list of potential clients in the first week of the course, so that if Client A doesn't work out for the actual project, you can immediately fall back to Client B, etc.)

- You will determine a department of that organization that appeals to you.

- You will make an appointment to interview-for-information the head of that department for information (or whoever would likely be your direct supervisor). (Note: if you don't know what an interview-for-information is, or have never done one, you need to learn that NOW, and a good way to do that is to consult the great classic on the subject, *What Color is Your Parachute*, available in its latest edition at your local library or virtually any real or online bookstore.)

- During that interview, you will demonstrate the knowledge you've already gained about the organization (chiefly via the Internet—look at the past year's media releases, the latest Annual Report or equivalent, all major web pages at the site, etc,--usual job interview prep stuff, including having good questions) and make that person a free consulting offer he or she can't refuse (without the *Godfather* tactics). (I've got a script for you that you will put into your own words.) NOTE: YOU WILL NEED TO HAVE YOUR CLIENT AND YOUR CONSULTING TOPIC IN PLACE NO LATER THAN THE WEEK BETWEEN CLASS

SESSIONS 3 AND 4 (SOONER THE BETTER), SO THAT YOU CAN TURN IN THE RFP SUBSTITUTE AND 3 PP OUTLINE PROPOSAL AT SESSION 4.

- You will write a proposal and do a consulting job (for free) for that person on a real problem they're having in the organization, including initial assessment, appropriate research, analysis of the research, and a final report including a variety of cost-effective, research-based solutions, with input from me to help assure the professionalism of the proposal, research, analysis and final report. You will present your final report to the client, then do a c. 15 minute presentation to the class summarizing the final client report, and describing how your client presentation went and how the report seemed to be received.

When you are finished with the course, you will have a high-level product from your own mind and hands that will show your abilities to write, research, analyze, and provide solutions to a real organizational problem at a real organization. (Note: if you were to use your report elsewhere, you would need to disguise the name of the client organization, as you will likely have had access to confidential information.) This should give you an advantage over other job-seekers not only with your target employer but also with other prospective employers, including for entry-level jobs at major consulting firms.

(Note: independent consultants are almost always older people with a lot of working experience and expertise in a given area, as demonstrated by multiple successful jobs/projects in that area. The reality is that nobody is likely to spend serious money on hiring a young person as an independent consultant because of lack of demonstrated experience and expertise. BUT—there's a back door route for young people, which is to get hired by one of the big-name consulting firms like Deloitte, McKinsey, Booz Allen, etc. and then to work as part of a team with more experienced people, learning how things are done and developing a track record of expertise in given area. If we have such a person in this version of the class, I'll make sure you learn from them as well as me.)

Course Requirements and Grading Criteria

I will base course grades on the following criteria:

Class participation, including presentation of your consulting report to the class	25%
Test 1	5%
Test 2	10%
RFP Substitute (client interview writeup)	Required but no grade

Proposal—3-page draft/outline	5%
Proposal—Final	15%
Plan of Work (to execute Proposal)	Required but no grade
Report—5-page draft/outline	10%
Report—Final	30%

Class Participation.

See above. I can't give you good credit for class participation if you're not there physically, not there mentally (alert), not taking part in the discussions, or not giving evidence of having done the readings both for the previous class sessions and for the current session. I will try to structure the class to aid broad participation even of those with a more reserved conversational style, but you must also have the will to think and make a case aloud, on the fly—to engage. **Absences**: Your participation grade consists of the sum of your participation at each class plus your oral presentation of your research paper at the end of the course. If you *must* be absent for some serious reason, such as a required work trip or a family health emergency, it is possible to make up the participation grade for one or two classes, using the following method:

- Give me advance notice via e-mail or my cell phone, providing your explanation.

- Provide me with a 1-2 page paper that summarizes and critiques the readings for that class session. You can email that or give me a hard copy at a subsequent class. I don't grade these, but if you don't follow this procedure, you lose the class participation credit for the affected class session. Any make-up paper is due no later than COB at the last course session.

- Get class notes from another member of the class so that you don't miss things that would be useful for your papers.

This make-up procedure applies to absence from ANY class for ANY reason, *including the first class, which you may have missed because you switched from another class, etc.* The default is that I WILL deduct for any missed class unless you choose to prevent that by getting the makeup paper to me.

Papers and Tests.

<u>RFP Substitute (client interview writeup) and Draft/Outline Proposal (c. 3 pp)</u>.

1. <u>RFP Substitute</u>. In a normal consultant/client situation, the potential client will issue a Request for Proposal or RFP, assuming that this is not a sole-source situation but rather something that will have multiple consultants bidding for the job. Potential contractors will then provide a proposal responding to the RFP. Given the nature of consulting project you'll be doing for this class, we can't ask the person you want as a client to take the time to issue an RFP for this project. Instead, it will be your main job during the interview with the potential client to get that person to provide you with a REAL organization problem which you can research and for which you can provide some cost-effective, practical solutions AT NO MONETARY COST TO THE CLIENT—although the research WILL require some of the client's staff's time for the research (for interviews). Since there will therefore be no normal RFP to which your proposal is a response, the RFP Substitute, which is a writeup of the relevant parts of your interview with the potential client describing the problem, should provide all the information which would normally be in written RFP. That means that your writeup should cover the main categories in the actual client RFP on Blackboard, including but not limited to:
   - A one-sentence summary of the organization's main aim for the consulting project, then specific goals,
   - A background section on the organization,
   - How the organization works (its "culture," to the extent you can divine that at this point from your web research and the interview),
   - Etc.—just track the main sections of the actual case study RFP, which is pretty much the standard stuff, unless there's a good reason not to.

2. <u>Draft/Outline of Your Proposal (c. 2-3 pp).</u> This should be essentially an outline of what will be your full proposal, and bullets are fine for this version. You should use the Case Study proposal on Blackboard as a template in terms of providing major headings to cover, supplemented by ideas from the readings. You MUST include a budget allotting consultant time and related expenses (you'll need to come up with an hourly rate) to the client, and deliverables, and dates when those deliverables will be provided to the client, using the budget in the Case Study proposal as a template. (This will of course be an imaginary budget, since there will be no actual monetary costs to the client for this project, but you will still need to indicate how many consultant hours will be needed for each part of the project, etc., and I want to see an hourly rate calculation and other costs in the draft/outline and also in the final Proposal, although you will make the numbers disappear in the version you give to the client. You'll show me, and yourself, what it WOULD be if you were charging.) The purpose of the draft is so that I can comment specifically such that you can provide a better final proposal that will produce a better report (and get a better grade on the proposal part of the course.) WARNING: ONE OF THE LONGEST AND HARDEST PARTS OF DRAFTING A PROPOSAL IS DETERMINING THE BUDGET. ALLOT PLENTY OF TIME.

The RFP Substitute can be short (2-3 pp), is required but not graded, and is due at Class 4. Also due at Class 4 is the draft/outline of your project's Proposal (c. 3 pp).

When you get feedback from me on the latter, you should use it as base for your thinking in a brief email (or call, but email is usually better) to your client just to confirm that you understood what the problem is he or she wants to solve. No point in wasting everyone's time.

Tests 1 and 2.

This is predominantly a papers-and-discussion course. I'm going to have two tests because I need some feedback that you have learned key concepts from the readings and lectures as well as class discussion. And while I will try to have at least some commentary at the end of many of my lectures on key concepts from the readings, that is secondary to my covering the case study materials in detail, so you won't be able to rely on lecture notes and give little attention to the readings. Therefore you'll need both good lecture notes (creating these is an important skill in graduate school) and effective coverage of the readings in preparation for the tests. I'll provide more information on the structure of the tests closer to the dates that you'll take them, but you should know that I intend them to have essentially the same structure, and that the reason I've pegged the first at only 5% of your grade and the second at 10% has nothing to do with one being more important than the other but simply so that if you get hammered on the first one, you can see what you did wrong and then do much better on the second, to even things out. Plus I pay attention to, and weight somewhat, better performance over time in the course.

The two tests occur at Classes 5 and 10.

Final Proposal. Using the feedback you got from me on the draft Proposal, revise and flesh it out. It should look a lot like the final proposal in the case study, which ended up being called the Scope of Work and attached to the Contract. You're using that and other case study documents as templates not because they're the only way to do these things well but because they're ways that have been successful in practice, in this and other instances. You may or may not want to share this with the client—your call. The reason that's optional is that in this special case (for this course, with a free project), you want to constantly put yourself in the mindset of your client, who's likely thinking that he or she is just doing this young kid a favor and doesn't really expect anything useful out this exercise, so he or really wants to spend the minimum time reading and thinking about any of this. With some luck and good work, you're going to change the client's mind with the final report, but that's for later.

Plan of Work (to execute the Proposal). This is how you're going to collect the data, analyze the data, and write up the analysis and recommendations in the report, including what's going to get done by when, such that you can turn in the Final Report at Session 13 and present it. This should be really easy if you've already done much of this in the Proposal itself, as you should have. You can do this Plan of Work as bullets, and it would be 1-3 pp. I won't grade it; it's to give me feedback that you've thought through how long it will take to do what, and so that I can provide commentary to you if I think it would be helpful in producing a better product.

The Final Proposal is due at Class 6. The Plan of Work can be short (1-3 pp), is required but not graded, and is also due at Class 6.

Draft/Outline Client Report (5 pp). Using the Case Study Report as a template for major categories (unless a given category is clearly not relevant to your topic), write up a summary form of what will be your longer report, including but not limited to:

- Your description of the problem,
- The research you did and how you did it,
- The interview instrument you used,
- How you did the analysis,
- The findings from the analysis,
- The implications you drew from that analysis for action steps for the client, and
- Your recommendations, first for the narrow problem topic that the client raised, then any other recommendations on wider organizational issues that are also suggested by your research and analysis (and given the SWOT questions you'll be asking of employees, there WILL be other and wider implications).

The goal is have a report that provides not only a high value/cost proposition for the client addressing the problems that the client specifically raised but ALSO solutions to problems of which the client might not be aware but are important and to which you have ALSO found cost-effective, workable solutions that you recommend. You want to provide not just good but astonishingly good value for the money spent on the project (if this project had had a real, normal cost to the client.) The purpose of this exercise to give me chance, as with the draft proposal, to see what you intend, and for me to make suggestions that will allow you to produce not only a better Final Report for your client but also earn a higher grade on the Final Report. You don't have to have all the details in place that you will have for the final version, but you do need to show all the main categories and to give me as much detail as you have at this point, which gives me more to work with and therefore is to your benefit in terms of potential corrections of problems early on.

The Draft/Outline Client Report is due at Class 9.

<u>Final Report.</u> This is simply an expansion of the draft version, with more details. I'm expecting about 10 pp—not because that's enough to do what you'd like, but because I think that's about the max you can expect your client to read, given that he or she has not paid any money for this. If you need to go to 15 pp, OK, but lean to keeping it short while covering all the main elements, as the goals here are not simply to get a good grade in this course (and hopefully learn some useful things for your career along the way) but also to impress this client enough with your intelligence and analytical skills that he or she will want you on that staff, if not now, then when there's an appropriate opening.

This is a back-door way of showing what you can do in an area of interest to the client for his or her own work, and thus giving you an edge over other potential job applicants. Shorter is actually harder when you've got a fair amount of data and some imaginative but workable recommendations—but that will force you to be clear and concise, and a lot of clear, insightful content in a short space usually impresses—like poetry or really good song lyrics. Plus rightly or wrongly, middle managers in action enterprises tend to pride themselves of being busy and prefering the Executive Summary approach, like the top managers above them.

Give careful thought to suggestions I've made on the draft version of the report; you don't have to follow those, but if you toss one, have a good reason in your mind why you did that. And here's a trick in case you just CAN"T get all the good stuff in that short a space: figure out ways to put things in Appendices if needed.

The Final Report is due at Class 14.

<u>Oral Presentations of a Summary of Your Final Report and How Your Client Presentation of the Report Went.</u> You're going to give your Final Report in writing to the client beforehand (probably by email) and then give an oral summary presentation of the report to the client (and to others if the client wants) where the audience gets a chance for Q&A at the end. Then, at Session 14 or 15, you're going to repeat the performance for the class, adding your commentary on how you think the client

presentation went and whether, from what you could see, the report was well-received or not. (And if it wasn't, don't take that personally—it likely has little to do with the quality and accuracy of your report and everything to do with internal politics, including resistance to change, as you now understand from the readings.)

You'll have 15 minutes to cover all the items above, and then have 5 minutes of Q&A. If you like tech presentations like PowerPoint, you can do that, but if so be prepared for tech glitches by having copies of your PP for class members in case of trouble. I'm actually not expecting a tech presentation—that's just an option. I'm expecting what you'd do for office colleagues if you'd been assigned a project and told to report to the group as you all sit around the boardroom table. Don't try to read the report word-for-word or you'll likely run out of time before the end; use underlining or highlighting of topic sentences and key concepts, or do a bulleted outline of the report. Remember to leave some time at the end of your 15 minutes to comment on how you think the presentation and report were received and why you think that.

Oral Presentations of the Reports and their reception will take place at Sessions 14 and 15.

Class Schedule and Assignments

1. January 22
    a. Topic--Introduction: Where We're Going (Course Mechanics) and the World of Consulting (Variety of Consulting and Consultants)
    b. Readings:
        i. Block (FC), Chapters 1-3
        ii. Holtz, Introduction and Chapter 1
        iii. Session 1 folder on Blackboard
            1. Handout on how to convert your interviewee into a client and on getting your consulting topic set.
            2. IRS distinction tests between Consultant and Employee

REMINDER: YOU WILL NEED TO HAVE YOUR CLIENT AND YOUR CONSULTING TOPIC IN PLACE NO LATER THAN THE WEEK BETWEEN CLASS SESSIONS 3 AND 4 (SOONER THE BETTER), SO THAT YOU CAN TURN IN THE RFP SUBSTITUTE AND 3 PP OUTLINE PROPOSAL AT SESSION 4. SEE COURSE DESCRIPTION ABOVE.

2. January 29
    a. Topic: Background of the Case Study—Branding, How Larry and I Were Approached, and RFP
    b. Readings:

        i. Checco, entire book (This is a very short book with lots of white space—more like a long article.)
        ii. Actual client RFP (Session 2 folder on Blackboard). PRINT, READ, AND BRING TO CLASS FOR CLOSE READING.

3. February 5
    a. Topic: Drafting the Proposal, including Budgeting
    b. Readings:
        i. Actual Hall/Checco Proposal (Session 3 folder on Blackboard). PRINT, READ, AND BRING TO CLASS FOR READING.
        ii. Holtz, Chapter 12
        iii. Block (FC), Chapter 4

4. February 12
    a. Topic: Contract
    b. Readings:
        i. Actual Hall/Checco Contract with Client (Session 4 folder on Blackboard). PRINT, READ, AND BRING TO CLASS FOR CLOSE READING.
        ii. Holtz, Chapters 13-14
        iii. Block (FC), Chapters 5-6
    c. Papers and Tests: RFP Substitute (client interview writeup) AND c. 3-page draft/outline Proposal due

5. February 19
    a. Topic: Doing the Work I—Gathering the Information
    b. Readings:
        i. Actual INTERVIEW SCRIPT for Client XXXX project (Session 5 folder on Blackboard)-- PRINT, READ, AND BRING TO CLASS FOR CLOSE READING.
        ii. Holtz, Chapter 15
        iii. Block (FC), Chapters 7-9
    c. Papers and Tests:
        i. Test 1 at this session.
        ii. RFP Substitute and draft Proposal come back to you

6. February 26
    a. Topic: Doing the Work II—Analyzing the Data and Doing the Writing
    b. Readings:
        i. Block (FC), Chapters 10-13

c. Papers and Tests:
    i. Final Proposal AND Plan of Work (to execute your Proposal) due. [NOTE: you can begin work on executing the proposal without waiting for these to come back next week. That's because you've already got my feedback on the draft Proposal, and the Plan of Work flows from the proposal. My comments therefore should be more in the nature of suggestions to tweak the proposal to make it better.]
    ii. Test 1 comes back to you.

7/8. March 5
a. Topics: The Client Report, Part I—Close Reading PP. 1-79 of the Client XXXX Report
b. Readings:
    i. Actual Hall/Checco Client Report (Session 7/8 folder on Blackboard). PRINT, READ PP. 1-79, AND BRING TO CLASS FOR CLOSE READING OF THOSE PAGES.
    ii. Holtz, Chapter 16
    iii. Block (FC), Chapter 14
c. Papers and Tests: Final Proposal and Plan of Work come back to you

MARCH 12—NO CLASS; GMU SPRING BREAK

9. March 19
a. Topic: The Client Report, Part II—Close Reading of PP. 80-118 and Client Presentation
b. Readings:
    i. Actual Hall/Checco Client Report (Session 7/8 folder on Blackboard). READ REST OF REPORT, AND BRING TO CLASS FOR CLOSE READING OF THAT PART.
    ii. Holtz, Chapter 18
    iii. Block (FC), Chapters 15-16
c. Papers and Tests: 5-page draft/outline Client Report due

10. March 26
a. Topic: Post-Report Spinoffs
b. Readings:
    i. Hall spinoff articles in GuideStar newsletter and the two *Washington Post* articles on AED (Session 10 folder on

Blackboard). PRINT, READ, AND BRING THESE TO CLASS FOR CLOSE READING

    ii. Holtz, Chapter 20

c. Papers and Tests:
    i. Test 2 at this session
    ii. 5-page draft/outline Client Report comes back to you

11. April 2
    a. Topic: Brief Case Studies of Other Clients and Jobs
    b. Readings: Other Case Study documents (Session 11 folder on Blackboard). PRINT, READ, AND BRING THESE TO CLASS FOR CLOSE READING
    c. Test 2 comes back to you

12. April 9
    a. Topic: Updates on Consulting Projects, and Dealing with Problems That Have Arisen, Part I
    b. Readings:
        i. Block Fieldbook, Articles 10, 11, 13, 17, and 28
    c. Group Discussion of Consulting Projects
        i. Students will each do 5 minute presentations of the main events of their consulting project to date, including:
            1. Name of client organization and manager who is client (or description if these need to be confidential)
            2. Topic of project
            3. Headlines of how the proposal is organized
            4. Status of project
            5. Items, if any (e.g. problems) about which the student invites comments from the instructor or other students
        ii. This will be done in full group session unless a larger class size calls for breaking into small groups and summary reporting at the end to the full group.
        iii. The purposes of this discussion are:
            1. To expose students to the variety of projects being pursued, and how different client interests lead to different approaches
            2. To give students feedback from others that may help them solve problems with the project

    d. CALL OR EMAIL YOUR CLIENT NOW TO SET AN APPOINTMENT TO PRESENT YOUR REPORT IN ORAL SUMMARY AND IN FULL IN WRITING. THE APPOINTMENT SHOULD BE AS SOON AS POSSIBLE AFTER YOU FINISH YOUR FINAL REPORT BUT NOT LATER THAN THE DAY BEFORE SESSION 14,

SO YOU CAN SUMMARIZE YOUR REPORT AND DESCRIBE THE CLIENT PRESENTATION AT SESSION 14 OR 15

13. April 16
    a. Topic: Updates on Consulting Projects, and Dealing with Problems That Have Arisen, Part II
    b. Chris Round presents on Booz Allen
    c. Readings:
        i. Block Fieldbook, Articles 33, 34, 35, and 38
    d. Group Discussion of Consulting Projects (as in the prior week, if seems useful)

14. April 23
    a. Topic: Oral Presentations (15-minute) Begin of Final Client Reports and of Your Oral Presentations to the Client
    b. Readings: None
    c. Papers: Final Client Papers Due

15. April 30
    a. Topic: Oral Presentations Conclude
    b. Readings:
        i. Block Fieldbook, Articles 39 and 40
    c. Papers: Final Client Reports come back to you

<u>Please keep your GMU email account from going over quota.</u> If that happens, you won't receive emails I'm sending to the class about changes we have to make due to weather problems, etc. If you don't check your GMU email because you have it bounce to your Outlook or other regular email account, you WILL go over quota sooner or later, since it copies but doesn't delete when it sends to your regular account. Just go in at least once, preferably at the beginning of the term, and clear out the emails and you probably will be OK.

<u>If you are a student with a disability</u> and you need academic accommodations, please see me and contact the Office of Disability Services (ODS) at 993-2474. All academic accommodations must be arranged through the ODS.

As with all GMU courses, you are expected to know and adhere to the <u>GMU Honor Code</u>, which is summarized on pp. 26-7 of the MPA Student Handbook and laid out in full at http://www.gmu.edu/catalog/apolicies/honor.html.

OTHER USEFUL CAMPUS RESOURCES:

- WRITING CENTER: A114 Robinson Hall; (703) 993-1200; http://writingcenter.gmu.edu
- UNIVERSITY LIBRARIES "Ask a Librarian" http://library.gmu.edu/mudge/IM/IMRef.html
- COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS): (703) 993-2380; http://caps.gmu.edu