

# SYLLABUS

## A. COURSE GOALS AND OVERVIEW

This course is designed (i) to develop the analytic and communications skills that will help you to succeed in consulting-type case interviews, (ii) to build on the skills that you developed in J420 so that you are able to hit the ground running when you start work as a consultant, and (iii) to develop the interpersonal skills that are crucial to longer-term success as a consultant.

The first part of the course is focused on structured thinking. While we will spend significant time on topics that will help you in case-type interviews – *i.e.*, class sessions on how to structure analysis, drafting a practice case (to provide insight into cases and how interviewers think about them), extensive case practice with your classmates, and a mock case with me – the actual goal of the course goes beyond just helping you to get a job. My goal for this part of the course is for you to improve your skills at structuring and communicating your analyses of typical business issues. These are core skills of any consultant (and most business people).

The second part of the course will focus on interpersonal skills that contribute to success as a consultant. These include how to work with colleagues and clients, as well as change management. We also will discuss some recurring ethical issues that arise in consulting. Finally, we will finish with a session about things that would be helpful to know when you first start work.

## B. LEARNING OBJECTIVES

By the end of this course, a student should be able (i) to structure and communicate clearly a quick analysis of a given business scenario, and (ii) to work constructively with colleagues and clients and to manage the interpersonal aspects of an engagement and his or her career. (These course objectives support learning goals 1, 2, 3, 4, 6, and 7 of the KSB's undergraduate program and student learning outcomes 1.3, 2.1, 2.2, 2.3, 3.3, 4.3, 6.1, 7.3, and 7.4, as detailed in the listing of the undergraduate program's learning goals and student learning outcomes found in the appendix to this syllabus.)

## C. CLASS TIMES & LOCATIONS

Tuesday and Thursday, 3:15-4:30 p.m. in HH3059

## D. CONTACT INFORMATION FOR PROFESSOR RUBIN

Office: HH4080  
Telephone: (812) 856-5244  
E-Mail: jorubin@indiana.edu  
Office Hours: Thursday, 10:00 a.m.-noon (except for September 16<sup>th</sup>) or by appointment. I will be happy to arrange a meeting over Zoom upon request if you would prefer not to, or are unable to, meet in person.

## E. MATERIALS

### 1. Recommended books:

- a. *If you will be interviewing this fall, you should read either\**
  - Tim Darling, HOW TO GET INTO THE TOP CONSULTING FIRMS (2<sup>nd</sup> ed. 2009), or
  - Marc Cosentino, CASE IN POINT (11<sup>th</sup> ed. 2020), or
  - David Ohrvall, CRACK THE CASE SYSTEM: HOW TO CONQUER YOUR CASE INTERVIEWS (2<sup>nd</sup> ed. 2015)
- b. *If you are not totally comfortable performing quick calculations in your head (not just for interviews, but also in your work), you should read and work thru*
  - Arthur Benjamin & Michael Shermer, SECRETS OF MENTAL MATH (2006)

### 2. Readings (starred items will be available in a classpak in the IU Bookstore; other items are available in Canvas (under “Pages”>”Readings”):

- a. Marc Cosentino, CASE IN POINT, 15-20 (5<sup>th</sup> ed. 2007)
- b. Tim Darling, HOW TO GET INTO THE TOP CONSULTING FIRMS, 29-33 & 71-75 (2<sup>nd</sup> ed. 2009)
- c. David Ohrvall, CRACK THE CASE SYSTEM: HOW TO CONQUER YOUR CASE INTERVIEWS, 182-84 (2<sup>nd</sup> ed. 2015) (“Block and Break”)
- d. Robert Buday, “*A Consultant’s Comeuppance*,” HARVARD BUSINESS REVIEW (Feb. 2003) at 26\*
- e. Idalene F. Kesner & Sally Fowler, “*When Consultants and Clients Clash*,” HARVARD BUSINESS REVIEW (Nov.-Dec. 1997) at 22\*
- f. John P. Kotter, “*Leading Change: Why Transformation Efforts Fail*,” HARVARD BUSINESS REVIEW (Jan. 2007)\*
- g. “*Ellen Moore (A): Living and Working in Korea*,” Ivey case no. 97G029 (rev. Jan 10, 2000)\*
- h. Irene Y.M. Yeung & Rosalie L. Tung, “*Achieving Business Success in Confucian Societies: The Importance of Guanxi (Connections)*,” ORGANIZATIONAL DYNAMICS (Autumn 1996)
- i. Terri Morrison & Wayne Conaway, KISS, BOW, OR SHAKE HANDS 457-68 (2<sup>nd</sup> ed. 2006)
- j. Jon R. Katzenbach & Douglas K. Smith, “*The Discipline of Teams*,” HARVARD BUSINESS REVIEW (July-Aug. 2005)\*
- k. “*Developing Professionals – The BCG Way (A)*,” HBS case no. 9-903-113 (rev. April 3, 2006)\*
- l. “*Martha McCaskey*,” HBS case no. 9-403-114 (rev. Jan. 5, 2004)\*
- m. Joel D. Rubin, “*Tyrone’s Dilemma*”

### 3. Background materials (available online):

- a. Vault Guide to the Top 50 Management and Strategy Consulting Firms, 2021 Edition [*all Vault Guides are available to IU students through IUCAT or searching in Kelley Connect*]
- b. Websites of consulting firms

### 4. To be prepared for interviews and work as a consultant you also need to keep up with the daily news, especially the news relevant to business. I recommend reading the Wall Street Journal (or at least its front page) every day. Students have access to the Wall Street Journal online through the KSB’s link to WSJ.com. (Check out <https://libraries.indiana.edu/wall-street-journal-online> for details.)

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\* Of the three books, I recommend Darling’s

## F. COURSE ACTIVITIES AND GRADING

The grading scale will be based on a total of 350 points for the semester, broken down as follows.

<u>Points</u>	<u>Activity</u>
40	Assignment #1: Drafting a case
80	Practice case interviews – Peer assessments
100	Mock case interview with Professor Rubin
100	Assignment #2: Client change paper
30	Class participation
<u>350</u>	

[*Note: I will make special arrangements for those students who have accepted job offers at the beginning of the semester and, therefore, will not be interviewing in the Fall. For such students, the major benefits of the course will be improving your analytical and interpersonal skills to prepare you to hit the ground running when you start work and to be successful over the longer term. Accordingly, I will adjust the above scale to omit the second item.*]

### 1. Assignments

Each student will be required to draft a case similar to the ones that you would expect in a consulting case interview. This assignment has three purposes. First, the exercise of crafting a case will provide you with insight into the structure of interview cases (*e.g.*, what types of information are provided, what types of info should be available *if the interviewee asks for them*, when an interviewee should/must make estimates or assumptions) as well as the mindset of an interviewer. Second, you can use the case that you have drafted when you play the role of interviewer in practice cases with your classmates. Third, I will collect the cases to add to a “Consulting Workshop case bank” (and maybe, in the future, a case book) for future classes of Workshop students.

Each student also will be required to write a 5-page paper recommending a change in a “client” organization and detailing how to manage the change process. This paper will give you the opportunity to apply the client management skills that we will be discussing in class to a concrete issue. That, in turn, will highlight one of the most valuable skills that a consultant can develop, namely the ability to manage change.

### 2. Practice cases

Like the old joke about getting to Carnegie Hall, the best way to get to a consulting firm is “*practice, practice, practice.*” To this end, each student will be required to complete a minimum of 6 practice case interviews in each of the three roles as interviewee, interviewer, and observer – *i.e.*, a total of 18 cases. The role of interviewee will provide you with experience in the role you will assume in your firm interviews. The role of interviewer will provide you with perspective on how an interviewer perceives a student analyzing a case. Hopefully that perspective will help you to refine your skills as an *interviewee*. Finally, the role of observer will benefit both the interviewee and the observer. The interviewee will benefit from the observer’s critical assessment of his or her strengths and improvement opportunities as reflected in the interview observed. The observer will gain from yet another perspective on the interview. Moreover, the requirement to provide feedback to the interviewee will force the observer to crystallize his or her understanding of strengths and improvement opportunities in the context of a case interview.

In addition to the peer interviews, each student will participate in one mock interview with me. The purpose of the mock interview is to demonstrate your ability to structure and to communicate your analysis of a business scenario. Those students who will not be interviewing in the fall, and therefore do not need interview practice, should consider it an assessment of your ability to structure a problem and to communicate clearly in the context of an interpersonal interaction (*i.e.*, with a colleague or client).

### 3. Class participation

For many of the sessions on structuring your thinking during the first half of the course, I will expect you to prepare and to submit at the beginning of class an analysis tree or analysis trees for the issue(s) to be discussed in that class. I will evaluate those trees based on whether the trees were submitted and their quality. If you are unable to attend a particular class session, any tree(s) due that day can be submitted via Canvas before the beginning of the class session.

### 4. Grading scale

Your course grade will be based on the sum of your scores on the assignments, practice cases, mock interview, and class participation according to the following scale.

<i><u>Semester grade</u></i>	<i><u>Percentage of maximum possible points</u></i>	<i><u>Total number of points</u></i>
A	90% +	315 +
B	80-89.9%	280-314.9
C	70-79.9%	245-279.9
D	60-69.9%	210-244.9
F	Below 60%	Below 210

I may add pluses and/or minuses to grades on the margins. I will make a decision whether or not to do so, and if I do so what grades would qualify for a “+” or a “-,” only at the end of the semester after I have an opportunity to look at the distribution of student point totals.

I reserve the right to depart from the above scale if I find doing so to be desirable to achieve an appropriate class grade distribution. Any such departure would relax the grading scale, not make it more difficult. (In other words, it only could help you.)

## G. COURSE SCHEDULE

The following are the projected course schedule and the assigned readings in preparation for each topic. Both the schedule and the readings are subject to change. ***The actual pace of the class will be determined based on the class discussions. Hence, you should expect some variance from the schedule set out below. To accommodate that variance, just stay one day ahead of the current class in your preparation.*** Additional assigned readings may be provided in the form of materials e-mailed to you, posted in Canvas, or available through links posted in Canvas.

Unfortunately, my schedule this semester will require me to miss a number of scheduled classes. Since I do not want you to be shortchanged due to my schedule, I have scheduled makeup classes on three Fridays to compensate for the classes missed. On the first day of class, I will discuss with the members of the class whether you would prefer the Friday makeup classes to be online or in person. Whichever option the class chooses, I will record the sessions for students who are unable to attend.

<u>Date</u>	<u>Topic / Activity</u>	<u>Preparation</u>
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### 1. Structuring Analysis

Aug. 24 T	Overview / Estimation	
26 Th	Estimation / Behavioral (fit) interviewing;	<ul style="list-style-type: none"> <li>• Darling* (pp. 7, 10-11, 16-28, 49-56)</li> <li>• Cosentino (pp. 15-20)</li> </ul>
31 T	Structuring (general)	<ul style="list-style-type: none"> <li>• Darling (pp. 29-33, 71-73)</li> <li>• For each of the nine problems listed on page 73, give yourself 2-3 minutes to think through and jot down a structure; read pages 74-75 <b>only after</b> you have jotted down your nine structures</li> </ul>
Sept. 2 Th	Profitability / Revenue	<ul style="list-style-type: none"> <li>• Darling* (pp. 34-40, 45-47)</li> <li>• Ohrvall (pp. 182-84)</li> <li>• <i>Prepare a structure or structures for analyzing a revenue-side profitability issue</i></li> </ul>
7 T	No class	
9 Th	Profitability / Cost	<ul style="list-style-type: none"> <li>• Darling* (pp. 48)</li> <li>• <i>Prepare a structure or structures for analyzing a cost-side profitability issue</i></li> </ul>
10 F (1:00-2:15 p.m.)	Growth / New product, market entry	<ul style="list-style-type: none"> <li>• Darling* (pp. 40-43)</li> <li>• <i>Prepare structures for analyzing (i) how to grow and (ii) whether to start a new business</i></li> </ul>
14 T	M&A / Capital investment	<ul style="list-style-type: none"> <li>• Darling* (pp. 43-45)</li> <li>• <i>Prepare structures for analyzing (i) whether to engage in a merger or acquisition and (ii) whether to make a capital investment</i></li> </ul>
16 Th	No class	
17 F (1:00-2:15 p.m.)	Other issues (e.g., industry analysis, international issues)	<ul style="list-style-type: none"> <li>• Darling* (pp. 68-70)</li> </ul>

### 2. Interpersonal Interaction

20 M	Mock interviews I †	
21 T	No class	
23 Th	Working With Clients	<ul style="list-style-type: none"> <li>• “A Consultant’s Comeuppance”</li> <li>• “When Consultants and Clients Clash”</li> </ul>
27 M	Mock interviews II	
28 T	No class	
30 Th	Working with clients: Change management	<ul style="list-style-type: none"> <li>• “Leading Change”</li> </ul>

\* All readings from Darling are recommended (if you have the book), but optional (in case you do not have the book), other than the reading on August 31<sup>st</sup> which is posted in Canvas and required of everyone in the class.

† Each student will meet with me individually for a mock interview and feedback. Those sessions will take place on either September 20<sup>th</sup>, 27<sup>th</sup>, or another mutually agreed upon date.

<u>Date</u>	<u>Topic / Activity</u>	<u>Preparation</u>
Oct. 1 F (1:00-2:15 p.m.)	Consulting in a cross-cultural environment	<ul style="list-style-type: none"> <li>• Case: “Ellen Moore (A): Living and Working in Korea”</li> <li>• “Achieving Business Success in Confucian Societies”</li> <li>• Morrison &amp; Conaway (pp. 457-68)</li> </ul>
5 T	Teamwork	<ul style="list-style-type: none"> <li>• “The Discipline of Teams”</li> </ul>
7 Th	Mentorship; How consulting firms work	<ul style="list-style-type: none"> <li>• Case: “Developing Professionals – The BCG Way (A)”</li> </ul>
12 T	Ethics and consulting	<ul style="list-style-type: none"> <li>• Case: “Martha McCaskey”</li> <li>• “Tyrone’s Dilemma”</li> </ul>
14 Th	Getting a good start: What I wish that I had known when I started as a consultant	

The following are the due dates for the deliverables. All deliverables are due by 5:00 p.m. on the dates specified via the corresponding assignment in Canvas.

<u>Due date</u>	<u>Deliverable</u>
Friday, August 27 <sup>th</sup>	Assignment #1: Drafting a case
Friday, September 9 <sup>th</sup>	First 3 practice interview reports
Friday, September 19 <sup>th</sup>	Second 3 practice interview reports
Tuesday, October 12 <sup>th</sup>	Assignment #3: Client change paper

## **H. POLICY ON ACADEMIC DISHONESTY (I’m against it!!)**

The vast majority of IU and Kelley students act honestly and with integrity in their personal lives and in class. Indeed, integrity and accountability are fundamental values of the Kelley School of Business undergraduate program. Unfortunately, each year a small group of students deviate from those values and (either intentionally or unintentionally) engage in academic misconduct. Please do not find yourself among that group.

To avoid academic misconduct, you must know and comply with the responsibilities and duties set forth in the Kelley School of Business Student Honor Code, the Indiana University Code of Student Rights, Responsibilities, and Conduct, and any other Kelley or IU rules and regulations about academic misconduct. In the event you commit an act of academic misconduct, an appropriate sanction will be imposed, and the misconduct will be reported to Indiana University. Sanctions could include a grade of F for the class.

Note that academic misconduct includes plagiarism, even if unintentional. Be sure to carefully review the definition of plagiarism found in the IU Code. Additionally, sharing (including uploading) past or current quizzes, tests, or homework assignments from this class with each other (unless specifically authorized by assignment, test, or quiz instructions) or via unauthorized sources, including third-party websites such as Chegg, is against course rules and constitutes academic misconduct, even if your intent is not to enhance your performance or grade in this class. Likewise, accessing (including downloading) past or current quizzes, tests, or homework assignments via unauthorized sources, including third party websites such as Chegg, is also against course rules and constitutes academic misconduct.

If I determine that you have committed academic misconduct, I will notify you by meeting with you and explaining the basis for my determination. Then, I will report it to the University, as I am required to do. If you are the subject of a report of misconduct that you believe is inaccurate or if you believe that an

imposed sanction is inappropriate, you have a right to appeal the finding of misconduct and/or the sanction. Appeals are initiated by emailing ksappeal@indiana.edu.

## **I. OTHER COURSE POLICIES**

### **1. Classroom behavior**

In accordance with Indiana University policy and applicable county and other regulations, all students must wear masks while inside university buildings, including during class sessions. To implement the mask requirement, all students also are prohibiting from eating during classes.

## **J. ADMINISTRATIVE MATTERS**

### **1. COVID-19**

COVID-19 can present some unique challenges for both students and faculty members. These challenges might range from illness to quarantine for the student and/or others in the student's family. There also might be other matters such as a student having primary responsibility for others who may be affected by pandemic-related emergencies (*e.g.*, childcare responsibilities). Should these situations arise, it is imperative that the student work closely with his/her faculty member and academic advisor. This is especially important if the student is unable to attend class sessions, complete assignments by their due dates/times and/or fulfill other course expectations. Notifying the faculty member prior to due dates will allow the student and faculty member to work out make-up assignments and/or adjust due dates. (**Note: If you have COVID-19 or are quarantining in accordance with IU policy or applicable health regulations, I do NOT expect you – or want you – to attend class.**)

If a student faces an unavoidable emergency that prevents him/her from contacting the professor and advisor in advance, the student should strive to notify the faculty member and advisor within 24 hours of the missed assignment or other activity or deliverable. In cases where notification occurs after a due date/time and a satisfactory resolution cannot be worked out between the student and faculty member, the matter may be reviewed by a committee comprised of Kelley School faculty and staff. This committee will evaluate the student's request and explanation for why he or she could not notify the faculty member in advance. The committee will evaluate the situation (using supporting documentation provided by the student) and offer a recommended course of action to the faculty member. Ultimately, the faculty member has the final authority for determining how the matter will be handled and for notifying the student of the resolution. If a student feels his or her case has not been handled properly, the student may pursue the standard grade appeal process.

### **2. Intellectual property rights / Unauthorized use, sale, or distribution of course material and content**

I hold the exclusive right to distribute, modify, post, and reproduce any course materials I have created, including written materials, slides, study guides, lectures, assignments, exercises, quizzes, and exams. Commercial tutoring services and/or online platforms may offer students something of value (money, access to materials for other courses, etc.) for sharing materials from this class. Doing so is a violation of my intellectual property rights, and may violate related University policies.

In addition, some online course content, including recorded lectures and/or recordings of class sessions may be made available to you to view and download. While you are permitted to take notes on such content for your personal use, you are not permitted to distribute or re-post such content either in its original or in altered form without my express written permission.

Finally, you may not record, capture, or photograph class sessions (whether in person or online) without my express written permission

Violation of course rules involving unauthorized or improper use, sale, or distribution of course material and content as outlined above is an act academic misconduct under the IU Code of Student Rights,

Responsibilities, and Conduct and will subject students who do so to disciplinary sanctions. (See section H above.)

## **K. SCHOOL POLICIES AND RESOURCES**

### **1. Accommodations for religious observances**

Students missing class or graded activities for a religious observance can find the officially approved accommodation form by going to the Vice Provost for Faculty and Academic Affairs' webpage for religious accommodations. *The form must be submitted at least 2 weeks prior to your anticipated absence/need for accommodation.*

### **2. Accommodations for students with disabilities**

Indiana University is dedicated to ensuring that students with disabilities (e.g., chronic health, neurodevelopmental, neurological, sensory, psychological & emotional, including mental health, etc.) have the support services and reasonable accommodations needed to provide equal access to academic programs. To request an accommodation, you must establish your eligibility by working with Disability Services for Students (DSS), which can be reached at [iubdss@indiana.edu](mailto:iubdss@indiana.edu) or 812-855-7578. Additional information can be found at IU's Accessibility website and the Bloomington DSS website. The process to establish accommodations is a responsibility shared by you and the DSS Office. Only DSS approved accommodations will be utilized in the classroom. After you have met with DSS, it is your responsibility to share your accommodations memo from DSS with me. Note that DSS services are confidential, may take time to put into place, and are not retroactive. Captions and alternate media for print materials may take three or more weeks to produce. Therefore, please contact DSS as soon as possible if you believe you will require accommodations. I look forward to ensuring you have the supports you need to succeed in this class once you meet with DSS and notify me of the outcome of that consultation.

### **3. Bias-based incident reporting**

Bias incidents (events or comments that target an individual or group based on age, color, religion, disability, race, ethnicity, national origin, sex, gender, gender identity, sexual orientation, marital status or veteran status) are not appropriate in our classroom or on campus. What should you do if you witness or experience a bias incident? See it? Hear it? Report it by sending an email ([biasincident@indiana.edu](mailto:biasincident@indiana.edu) or [incident@indiana.edu](mailto:incident@indiana.edu)), submitting a report online (<https://biasincident.indiana.edu>), using the IU mobile app (available at [m.iu.edu](http://m.iu.edu)), or calling the Dean of Students Office (812-855-8187). Reports can be made anonymously.

### **4. Kelley bias incident support ombudsperson**

You may experience or witness a bias or discrimination incident or an incident that you are unsure how to interpret. We understand that reporting an incident and/or navigating the University or Kelley School processes and offices that are available to support you can feel daunting at times. Professor Stephanie Moore is the Kelley Bias Incident Support Ombudsperson (KBISO), a resource available to all undergraduate students. In this role, Professor Moore will provide safe and confidential support so that students feel respected and heard when considering how to navigate incidents of bias or discrimination. She can help students evaluate and select among a variety of options to address incidents of bias or discrimination—including answering students' questions about how to report incidents of bias or discrimination—or help find others who can answer students' questions. She can make appropriate referrals for filing University-level reports of bias or discrimination and advise students about informal and formal resolution techniques to address current or future incidents of bias or discrimination. In this role, Professor Moore will not give legal advice. She will not investigate claims or participate in formal grievance processes, hearings, or judicial processes. She will not make administrative or academic decisions for the School or University. Instead, she will listen intently and discuss conflicts, disputes, concerns, and complaints that students have about unfair treatment or actions stemming from bias or

discrimination on the part of other students, faculty and/or staff. The purpose of this role is student support. If you need support or direction related to an incident of bias or discrimination, please contact Professor Moore in her KBISO role at [kbiso@indiana.edu](mailto:kbiso@indiana.edu).

### **5. Title IX and preventing sexual misconduct**

As your instructor, one of my responsibilities is to create a positive learning environment for all students. IU policy prohibits sexual misconduct in any form, including sexual harassment, sexual assault, stalking, sexual exploitation, and dating and domestic violence. If you have experienced sexual misconduct, or know someone who has, the University can help. If you are seeking help and would like to speak to someone confidentially, you can make an appointment with the IU Sexual Assault Crisis Services at 812-855-5711, or contact a Confidential Victim Advocate at 812-856-2469 or [cva@indiana.edu](mailto:cva@indiana.edu).

It is also important that you know that University policy requires me to share certain information brought to my attention about potential sexual misconduct, with the campus Deputy Sexual Misconduct & Title IX Coordinator or the University Sexual Misconduct & Title IX Coordinator. In that event, those individuals will work to ensure that appropriate measures are taken and resources are made available. Protecting student privacy is of utmost concern, and information will only be shared with those who need to know to ensure the University can respond and assist. I encourage you to visit <http://stopsexualviolence.iu.edu> to learn more.

### **6. Mental health and stress management at Kelley and IU**

As a student, you may experience a range of issues that can cause barriers to learning, such as difficulties with mental health, including increased anxiety (feeling irritable, restless, or overwhelmed), difficulty concentrating or managing your time. Or you may find that you feel sad or “empty,” less interested in activities you once enjoyed; inadequate compared to others; or even hopeless. These mental health concerns could lead to diminished academic performance, drug/alcohol misuse, strained relationships, and/or a reduced ability to participate in daily activities. The moment you experience any of these, we are here to support you. The Kelley School of Business and Indiana University encourage you to reach out. Here are some resources to help:

- If your mental health or stress is affecting this class in particular, reach out to me via e-mail or office hours. I can work with you and direct you to support resources.
- If you are not sure where to start or what you need, meet with Kelley Student Support. With them, you can discuss individual needs/support, organizational consultation, or ideas in the areas of mental health and wellness, women's, and LGBTQ+ initiatives. To sign up for a time to meet, go to <https://gokelley.iu.edu/studentexperiencesignup>.
- Indiana University Counseling and Psychological Services (CAPS) is available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the CAPS website (<http://healthcenter.indiana.edu/counseling/>).
- A Care Referral is another easy way to request help with an issue or concern, especially if you do not know which office or department to contact. You can submit a Care Referral for yourself or another related to academic/administrative, personal, health/wellness, behavioral, or bias issues. File a report at <https://go.iu.edu/carereport.>)

# APPENDIX

## KSB UNDERGRADUATE PROGRAM LEARNING GOALS AND STUDENT LEARNING OUTCOMES

### **Goal 1: An Integrative Point of View**

*Evaluate and make business decisions taking into account the interdependent relationships among competitive and environmental conditions, organizational resources, and the major functional areas of business.*

- **SLO 1.1:** Identify the relationships between two or more business functions; explain how actions in one functional area affect other functional areas.
- **SLO 1.2:** Describe how the relationships among the functional areas relate to the goals of the organization.
- **SLO 1.3:** Use integrative techniques, structures, or frameworks to make business decisions.

### **Goal 2: Ethical Reasoning**

*Recognize ethical issues, describe various frameworks for ethical reasoning, and discern the tradeoffs and implications of applying various ethical frameworks when making business decisions.*

- **SLO 2.1:** Identify the ethical dimension(s) of a business decision.
- **SLO 2.2:** Recognize the tradeoffs created by application of competing ethical theories and perspectives.
- **SLO 2.3:** Formulate and defend a well-supported recommendation for the resolution of an ethical issue.

### **Goal 3: Critical Thinking and Decision Making in Business**

*Identify and critically evaluate implications of business decisions for organizational stakeholders and the natural environment.*

- **SLO 3.1:** Recognize the implications of a proposed decision from a variety of diverse stakeholder perspectives.
- **SLO 3.2:** Evaluate the integrity of the supporting evidence and data for a given decision.
- **SLO 3.3:** Analyze a given decision using critical techniques, structures, or frameworks.

### **Goal 4: Communication and Leadership**

*Communicate effectively in a wide variety of business settings employing multiple media of communications.*

- **SLO 4.1:** Deliver clear, concise, and audience-centered individual and team presentations.
- **SLO 4.2:** Write clear, concise, and audience-centered business documents.
- **SLO 4.3:** Effectively participate in informational and employment interviews.
- **SLO 4.4:** Articulate one's unique value proposition to a given audience.

### **Goal 5: Quantitative Analysis and Modeling**

*Systematically apply tools of quantitative analysis and modeling to make recommendations and business decisions.*

- **SLO 5.1:** Use appropriate technology to solve a given business problem.
- **SLO 5.2:** Analyze business problems using appropriate mathematical theories and techniques.
- **SLO 5.3:** Explain the role of technologies in business decision making analysis, or modeling.
- **SLO 5.4:** Structure logic and frame quantitative analysis to solve business problems.

### **Goal 6: Team Membership & Inclusiveness**

*Collaborate productively with others, functioning effectively as both members and leaders of teams.*

- **SLO 6.1:** Facilitate team meetings and collaborate effectively in both face-to-face and virtual interactions.
- **SLO 6.2:** Identify and employ best team practices.
- **SLO 6.3:** Assess and offer feedback on one's own effectiveness as well as one's team members' effectiveness with respect to productivity and relationship-building in both oral and written formats.
- **SLO 6.4:** Articulate and analyze the value of inclusivity in a variety of business settings.

**Goal 7: Cultural awareness and global effectiveness**

*Become conversant with major economic, social, political, and technological trends and conditions that influence the development of the global economy and demonstrate competence in the cultural, interpersonal and analytical dimensions of international business.*

- **SLO 7.1:** Identify the risks and opportunities associated with determining and implementing optimal global business strategies.
- **SLO 7.2:** Integrate international, regional, and local non-market forces into strategic decisions of multinational corporations.
- **SLO 7.3:** Analyze obstacles resulting from cultural differences and recommend leadership approaches that leverage diversity to enhance business performance.
- **SLO 7.4:** Identify the personal and contrasting attitudes, values, and beliefs that shape business relationships.