

**University of Texas at Dallas**  
**Naveen Jindal School of Management**  
**Management & Organizational Consulting (BPS6360)**  
**Spring Semester, 2025**  
**Course Syllabus—v1**

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Office Hours: By appointment

### **Course Description**

Participants will organize into teams and consult with client representatives of organizations within the DFW Metroplex and beyond, on actual business problems and/or opportunities. As the problems/opportunities being addressed are 'real,' they are also complex, unstructured, and thus often especially challenging. The course is organized according to the main activities of a consulting engagement: identifying client opportunities; then scoping and clarifying the project; developing and 'pitching' a proposal or statement of work; then moving on to performing and communicating the results of interim research, analyses and actions; culminating with a presentation and defense of recommendations to class peers and client(s). Instructors will help ensure an appropriate initial scope, and during the course, act as advisors to the consulting teams.

Class time will be spent primarily on 1) discussion of project challenges/opportunities being encountered by the consulting teams, 2) possible ways to address these challenges/opportunities, by drawing on and applying tools, techniques and theories covered in previous courses, work/life experience, and from other disciplines relevant for the practice of business consulting (these disciplines include organizational behavior, organizational theory, social psychology, the study (and history) of the professions, sociological approaches to knowledge and learning, and business strategy) and 3) the presenting of both interim and final results. Class participation is mandatory.

### **Targeted performance outcomes**

To the extent possible, the primary focus will be on what you can do, rather than what you know. Targeted performance outcomes include:

- Consultative problem solving in organizational contexts
- Establishing and developing strong professional relationships with peers and clients
- Developing and refining one's own views on professionalism and professional practice
- Problem framing and sensemaking, applied to complex and unstructured business problems
- Developing actionable and testable hypotheses; collecting, synthesizing, interpreting and drawing conclusions from data in various forms
- Developing, delivering and defending of communications, presentations and recommendations that are compelling and generative, and that make use of various underlying theories of communication

## Required Text and materials

There is no textbook for this course. Case studies and other materials and readings will be provided.

## Grading

Letter grades will be assigned for the course—see grading scale below. Letter grades will be ‘curved’—your performance will be assessed relative to other individuals and groups in the course. All assignments must be submitted to eLearning. Late assignments will not be accepted.

<u>Percent</u>	<u>Grade</u>
94% to 100%	A
90% to 93%	A-
87% to 89%	B+
84% to 86%	B
80% to 83%	B-
77% to 79%	C+
70% to 76%	C
Below 70.0%	F

<u>Grading Component</u>	<u>Percent of Total</u>
Client Prospecting	5%
Client Project	50%
Peer Evaluation	20%
Client Evaluation	10%
Class Participation & Assignments	15%

## Client Prospecting

We will begin the course with identification and development of potential project opportunities. This involves making contact with representatives of client organizations. All participants are expected to identify at least one viable project opportunity, with name and contact information for the client representative. We will target the completion of prospecting by the end of semester week four. Project leads should be added to the eLearning discussion board as soon as they are identified.

## Client Project

The client project is the core of the course. Teams of 4-5 will work with an actual organization to identify and address an issue, problem or opportunity. We will target semester week 5 (latest) for projects to begin. Teams will be expected to manage the project, including all client communication.

In addition to brief, weekly ‘dashboard’ status reports, the client project includes eight assignment ‘deliverables’: 1) Team charter (includes peer evaluation metric), 2) Client proposal or Statement of work, 3) Initial problem framing and structuring, 4) Project approach and analysis plan, 5) working papers, 6) storyboard, 7) interim presentation (rough draft) and 8) final presentation. Templates and formats for these reports and assignments will be provided.

### **Peer Evaluation**

Peer evaluation will comprise 20% of the course grade. 15% of this 20% will be from project team peers, and the remaining 5% will be from another project team that you 'coach' during the semester. As part of the team charter, teams will develop metric(s) for peer evaluation, on a 10-point scale (10 being best). This can be a single measure, from 1 to 10, or something more elaborate, with multiple, weighted components. For each participant, the received scores will be averaged—if, for example, a participant receives a '10' from every project team peer and 'coachee', they will accrue the full 20% toward their overall course grade; an average of '5' will accrue 10%, etc. All peer evaluation submissions are confidential—only the results will be reported to the evaluatee. Obviously, 20% is a significant portion of the course grade, so from the outset, please be aware of the impact this will have on your grade, and build and manage your group relationships accordingly, throughout the semester. The competency of developing strong working relationships is also an important learning objective!

### **Client Evaluation**

Clients will be asked to provide an overall evaluation of the client team and outputs, from 0% to 100%. Clients will also be asked to provide feedback and rationale for their evaluation.

### **Class Participation & Assignments**

Our focus will be on co-creation of knowledge, rather than on the passive transfer of knowledge. Co-creation of knowledge requires interaction, which in turn requires attendance and participation—thus attendance and participation are mandatory for successful course completion. We will also complete a few case studies and other assignments.

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### ***UT Dallas Policies and Procedures***

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Information in this syllabus is subject to change at the discretion of the instructor.