

**UNIVERSITY OF SOUTH CAROLINA
MOORE SCHOOL OF BUSINESS**

MGSC 497

**GLOBAL SUPPLY CHAIN
AND
OPERATIONS MANAGEMENT**

**CAPSTONE
CONSULTING PROJECT**

SPRING 2008

COURSE SYLLABUS

Professor Sanjay Ahire

INTRODUCTION AND COURSE DESCRIPTION
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TERM Spring 2008 (January – April End)

PRE-REQUISITES MGSC 485; MGSC 486; MGSC 487

CLASSROOM BA 351

CLASS TIME Tuesday and Thursday (2-3:15 p.m.)

FINAL EXAM None.

PROFESSOR Sanjay Ahire, Professor of Operations Management
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OFFICE HOURS Tues/Thur: 11:00 a.m. -12:15 p.m.
 Tues/Thur: 3:15 p.m. - 4:00 p.m.
 Additional meetings based on project needs.

ASSISTING INSTRUCTOR Larry Zimmer, Instructor of Operations Management
OFFICE BA 720
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OFFICE HOURS Mon/Wed: 12:00 n.n. – 4:00 p.m.
 Tues/Thur: 11:00 a.m.– 12:15 p.m.
 Additional meetings based on project needs.

CATALOG COURSE DESCRIPTION

MGSC 497. GSCOM CAPSTONE CONSULTING PROJECT. This course entails a live consulting project that applies GSCOM concepts and techniques to solve practical problems at a manufacturing/service firm with faculty supervision. Student teams address significant operational problems and identify improvement opportunities in real-world service and manufacturing firms. Teams write recommendation/implementation reports, oversee pilot/full-scale implementations when feasible, and make presentations of their work. (Prerequisites: MGSC 485; MGSC 486; MGSC 487).

COURSE LEARNING GOALS, PREREQUISITES AND COURSE MATERIALS

COURSE LEARNING GOALS FOR STUDENTS

1. To plan and execute a real improvement project within the global supply chain and operations management domain.
2. To gain an experience of applying technical/analytical concepts and tools learned in previous GSCOM courses to an actual operation/business process.
3. To gain an experience of using organizational/behavioral concepts and tools learned in previous GSCOM and other courses to an actual operation/business process.
4. To gain first-hand experience of project execution including data collection and analysis.
5. To gain experience in professional communications including presentations and reports.
6. To gain practical experience of working effectively together as part of a consulting project team.
7. To successfully convince client organization of the cost-benefits of suggested operations improvement strategies.

ASSUMPTION

Students are competent in technical/analytical as well as organizational/behavioral aspects of global supply chain and operations management, concepts of business process management, classic and contemporary approaches to supply chain operations planning and control (such as lean, six sigma, reengineering, theory of constraints) as well as strategic aspects of supply chain management (sourcing, logistics and distribution, strategic alliances). Some of the projects may require use of proprietary tools and approaches. Students will work with client organizations to acquire working knowledge of these tools and approaches to effectively execute the projects, and when needed, learn new skills during the project itself. Some skills/competencies are assumed even without previous formal coverage in the GSCOM courses (for example, Microsoft Excel). Students will be expected to complete self-study work on these competencies in the initial phase of the semester so that project data analysis is facilitated and executed competently.

COURSE MATERIAL

While no textbook is required, students are encouraged to retain the knowledge from their previous GSCOM core courses, namely, MGSC 395 (Survey of OM), MGSC 485 (Business Process Management), MGSC 486 (Service Operations Management) and MGSC 487

(Sourcing Strategies), and MGSC 491 (Supply Chain Management – Logistics and Distribution). Additional notes and handouts will be distributed from time to time during the semester. Overall, students need to be familiar with the concepts and techniques of operations and business process design, implementation, management and improvement through their previous operations management core courses and electives. Students are expected to retain their textbooks and other course materials from these courses for MGSC 497 (and actually beyond for their actual careers!).

TENTATIVE PROJECTS SCHEDULE

Step	Description	TimeLine	Participants
1	Project Proposals Due to Professor Ahire	By January 2 nd week	OM Faculty, OMAC firms, other potential client firms
2	Project Selection and Scoping	By January 3 rd week	OM faculty, OMAC firms, other potential client firms
3	Student Teams Assignment and (if possible) Initial Client Manager Meetings	By January 4 th week	OM Faculty, Students, Client Manager and Client Firm
4	Project Methodology (Data Collection and Analysis Plan) Approval: The “D”MAIC Phase	By February 15 th	OM Faculty, Students, Client Manager and Client Firm
5	Actual Project Execution (with frequent periodic reviews by faculty and client manager): The D“MA”C Phases	January 4 th week through May 1 st week	OM Faculty, Students, Client Manager and Client Firm
6	Project Recommendations Approval; and Pilot Implementation (when possible): The DMA“T”C Phase	March - April	OM Faculty, Students, Client Manager and Client Firm
7	Project Report Drafts	April 3 rd week	OM Faculty, Students, Client Manager and Client Firm
8	Project Presentation to Client Firm, PosterBoard Presentation at the Center for Global Supply Chain and Process Management (CGSCPM) Annual Symposium	April 3 rd week – May 1 st week	OM Faculty, Students, Client Manager and Client Firm
9	Final Project Report; Client Sponsor and Coach Project Evaluation Letters; Peer Evaluations from students	May 1st half	Students, OM Faculty and Client Manager and Client Firm
10	Project Evaluation and Course Grading	May 1 st half	OM Faculty

TENTATIVE CLASS SESSIONS SCHEDULE

DATES	CLASS AGENDA
January 15	Course Introduction, Syllabus Discussion
January 17	Projects Preparatory Session – Excel
January 22	Project Preparatory Session – Consulting Project Examples
January 24	Project Preparatory Session – Consulting Project Tips
January 29	Lean-Six-Sigma Review Exam
February – April	No formal lectures; however, class sessions to be used for project meetings and work and teams should meet in the classroom (unless site visits or conference calls with client); At least one faculty advisor will be present in the classroom to help each team on questions and project issues.
Mid-March	Mid-Term Presentation and Reports Reviews (either as formal class sessions or one-on-one with each team)
April-End	Final Client Presentation and Report Reviews (either as formal class sessions or one-on-one with each team)
Saturday, May 3 (9 – 11 a.m.)	Final Exam Day (Students must report to the class and submit Project Reports and Support Materials CD in person.)

TO THE STUDENT TEAMS

PROJECT PLANNING AND EXECUTION TIPS

PROJECTS

Operations improvement projects of significance and immediate interest to client organizations have been identified in major organizations in North/South Carolina. These projects have been presented by the client organizations as “MGSC 497: Capstone GSCOM Project Proposals” through high-level executives. GSCOM faculty advisors have screened multiple project proposals and selected the most appropriate projects to be conducted this semester. Client firms expect a thorough and professional performance from the student teams and faculty advisors. Work on these projects will represent a tangible evidence of competence for GSCOM graduates as they embark on their professional careers.

PROJECT WORK

Project work will entail analyses and improvements of global supply chains and operations/business processes for the client firm. Tasks will include on-site observations, collection and analysis of secondary information from past records, interviews and meetings with key personnel from the client firm, review of literature and techniques learned in the GSCOM and other classes at USC, application of these and proprietary techniques/methods from the client firm, development of strategies for improved performance of the process/operations, and evaluation of these strategies through cost-benefit analyses for recommendations of one or more competing strategies, and where possible pilot implementations of recommended strategies. Work will be conducted at USC as well as at client site(s) as needed. Note once again that it may be necessary to apply techniques and concepts learned through GSCOM and other courses as well as learn proprietary tools and approaches from client organizations.

The project work will entail a combination of launch meetings on-site, on-site observations and data collection visits where necessary, elicitation of archival data from the client firm, analyses and discussions with the advisors and with clients on a regular basis, and development of recommendations, pilot implementations where possible and necessary, interim reports and presentations, and subsequently final reports and presentations. Depending upon the nature of the client and the project, on-site work may vary. On most projects, it will also be necessary and possible to regularly communicate with the client managers through conference calls.

PROJECT ORGANIZATION

Each project will be organized around the following elements: client organization, client organization sponsor (high level contact responsible for ensuring smooth project execution from the client firm), client organization coach (primary contact for project planning and execution), lead faculty advisor (primary faculty advisor assigned to the project team), co-

advisor if necessary (faculty advisor assigned to the project team to support the lead faculty advisor), and student team (student group assigned to the project, responsible for the project work and outcomes).. The faculty advisors will act like “senior partners” while the student team will act like “primary analysts team” for the project. The role of the primary analysts is to execute the projects professionally and successfully within the client specifications of the problem and with the senior partners’ guidance at a high level.

STUDENT TEAM COMPOSITION

Students will work in groups of three to six members based on project needs and student skills and capabilities. Students are expected to work as a cohesive consulting team. Performance will be judged in terms of the quality of the project work and outcomes, and in terms of their contributions to the project.

Team assignments to individual projects will be made after careful considerations of the project skills and competencies requirements, project scope, and overall inventory of skills and competencies of the student pool for MGSC 497. Note that this means that individual students’ wish-lists of the type of project or organization are not factors for project assignments as they would have resulted in infeasible assignments to the projects; i.e., not all students would have been assigned and not all projects would have been covered.

However, you should rest assured that these projects are relevant to your GSCOM core competencies and will involve use of your overall business administration skills learned in many other classes as well. When pursuing careers in operations management (and even other areas), future employers will evaluate your performance on the assigned projects regardless of the specific type of organization for which the projects were conducted. They will be more interested in the project you completed and your performance on it.

MGSC 497 PROJECTS AS A CAPSTONE EXPERIENCE: UNIQUE FEATURES

Because of the high profile of these projects within client firms, we have modeled MGSC 497 closely along the lines of a successful operations/business process consulting firm. Senior managers from the client firms, with authority and accountability for implementing the identified improvements, have sponsored these projects. Thus, it is the job of the MGSC 497 student team to deliver the analyses and recommendations that will have real impact on real firms. Student teams, client managers, and faculty advisors will ensure successful outcomes. The team must not slip in terms of clarification of project scope, must work closely with the faculty advisors and the client managers to understand the problem, the analysis methods, and the data collection plans. At each stage, the team must get their work and plans approved by the faculty advisors. Faculty advisors will be finally grading the projects not only based on the quality of the project outcomes (which is expected to be high in terms of accuracy and practicality of recommendations), but also based on how closely the team works with faculty advisors and client managers to ensure the successful outcomes.

WORKLOAD

On an average, each student will be expected to put in about 130 hours throughout the semester on this course (**about 9 hours per week x 14 weeks**). This workload will include

actual project planning and execution, plus project report writing and presentations. The workload will **not be uniform** throughout the semester. For example, data collection phase may require extensive work for two-three weeks in a row, including visits to client sites. Students are expected to work as a team and share responsibilities of the project with mutual understanding, and if necessary, written allocation of responsibilities of the project work. These responsibility assignments should be reported to the faculty advisors at the outset.

Student teams should make the utmost effort to coordinate and share project tasks in an agreeable way. If the work on the projects is planned and executed professionally by the team, there should be no room for any team member slacking on the project. Any irreconcilable differences may be brought to the faculty advisors' attentions for mediation. However, such problems may adversely affect the team cohesiveness portion of the final grade. Students' individual participation on the project will be assessed through peer evaluation, instructors' evaluation, and clients' evaluation.

INTERNAL COMMUNICATIONS BETWEEN ADVISORS AND STUDENT TEAM

More is Better. Include all team members and both advisors on all important project-related meetings and information. Student teams should email their communications and reports and files to **both advisors**, though the lead advisor will be primarily responsible for responding to the emails and other communications. This will help both advisors to be informed of the deliberations on all projects.

COMMUNICATION WITH CLIENT MANAGERS

Student teams must "cc" the faculty advisors on "all email communications" with client firm, so that advisors are aware of issues and also can correct any content or presentation of information requests to the client.

PROJECT TEAM MEMBERS CONTACT INFORMATION

Immediately after the teams are formed, the team members should get together and compile an Excel sheet with all contact information of the team members (team member name, email address, telephone numbers) and faculty advisors. They should also collect contact information from the key contacts/project sponsors/coaches from the client firm. Once all of this information is collected, it should be shared with everyone on the bigger project team (student team, faculty advisors, and client contacts). This is very valuable during the project's execution.

PROJECT MEETINGS NOTE-TAKING

Every team should appoint a scribe (note-taker) who should summarize important discussions in each internal meeting as well as meetings with clients. The role of scribe can be rotated. Note-taking is very important to archiving the discussions and insights from meetings that can be utilized to actually conduct work, and avoids unproductive repetitive questions to the client managers. Remember that their time is precious as is also yours and your advisors'. Once meeting notes are taken, the team should circulate the meeting report/summary internally to all team members and advisors.

DRESS CODE AND PROFESSIONAL CONDUCT

Every client organization's culture and work rules are different. In the first launch meetings, it is important to dress professionally (the rule should be to overdress when not sure). Each team can consult the client managers about their dress codes and go from there. When interacting with clients' representatives and when communicating to the client organizations about project work, team members and faculty advisors, students should maintain a level of professionalism. We will not only be representing ourselves individually, but we will be representing the course, the GSCOM program, and the Moore School. Performance assessment will be partly based on professionalism with which the project is executed.

CHANGES TO PROJECT REQUIREMENTS

The faculty advisors reserve the right to deviate from the project requirements described in this syllabus for the entire class, or based on individual project's or student's situation. Every attempt will be made to minimize such changes.

ETHICAL CODE OF CONDUCT ON PROJECTS

Students will be working on actual projects from client firms' operations. Often, the projects will be in sensitive and confidential domains. Student teams and faculty advisors will work on these projects with integrity, competence, and objectivity. Students and faculty advisors on these projects will keep project information and outcomes confidential, and will disseminate general information only with permission from client firm's project representatives (client manager and/or sponsor). Students and faculty will use information collected for the project only for the purpose of the specific project analysis. On most projects, students and faculty will be required to sign Non-Disclosure Agreements. Even where these are not signed by individual students, the enrollment in MGSC 497 and actual work on the projects makes students responsible for maintaining a perfect level of confidentiality about the data and other business-confidential matters of the client firm. Any public dissemination of the information on the project will have to be approved from the client firm (e.g., presentation at CGSCPM Center Symposium).

PROJECT REPORTING AND PRESENTATIONS

The following reports will be expected from each team. Also, the deadlines for major reports (Project Plan, Project Report Draft, and Final Project Report) and Powerpoint presentations represent the last allowable dates for submission. Teams should make every attempt to submit these reports before the deadlines. Periodic status reports should be submitted promptly.

Note that both Professor Zimmer (and I) must receive the internal reports and drafts of reports and presentations in a timely fashion, so we can help your team to promptly create and deliver high-quality output to clients at various stages. Professor Zimmer will be coordinating the various reports for all projects, and he must be kept in the

communication loop though Dr. Philipoom or I or any other colleague may be serving as the lead advisor on the project. Based on the nature of the project, Professor Zimmer may in fact also serve as a co-advisor.

	REPORT NAME	DESCRIPTION	REQUIREMENT AND DEADLINE
1	Project Plan (Project Goals, Scope, Plan of Data Collection and Analysis, Expected Benefits and Challenges/Costs)	This will be a formal document summarizing the student team's understanding of project scope and plan of action after initial meetings with Faculty Advisors and Client Managers	February 15, 2008 (About 5 pages, double-spaced): printout as well as email attachment of the file.
2	Periodic Project Status Reports (Three) and In-Person Meetings with the Lead Faculty Advisor (Weekly as needed)	Periodic project status reports and meeting (about 15-30 minutes) with lead advisor. The status report should informally describe the project status, challenges and any assistance needed. The report should list actions taken since last status report (including specific participation and time invested by individual team members), <u>findings and observations, problems encountered, and next steps, and help needed from faculty advisor(s) and clients</u> . The status report must be "to the point".	One report (<u>at most</u> 3 pages, double-spaced) per team due on the following dates: Feb 28, Mar 20, April 10 . The team should email their periodic status report on or before the due date to " both advisors ". The email should have the subject title like: "Carolina First Check Processing Center Project - Status Report – Feb 28" and should describe the status since the last report date. The team should then meet with the lead faculty advisor in that week during his regular office hours to discuss the status. Exception could be made at advisor's discretion depending upon project nature and status.
3	Mid-Term Project Report and Site Visit/Conference Call	Half-way Review of the Project vis-à-vis the Initial Goals and Plan; Any Major Changes in Scope, Goals or Methods; Revised Plan of Action	March 25 (About 5 pages, double-spaced)
4	Project Report Draft and In-Person Discussion	Format to be provided by Faculty Advisors	April 25 (for review by the Faculty Advisors and Client Managers)

	with Faculty Advisors		
5	Final Project Report and Supporting Work Material CD	Draft revised using Feedback from Faculty Advisors and Client Managers	Approx. May 5 (Final Exam Day): (Attendance Mandatory)
6	USC CGSCPM Annual Symposium Presentation	Format to be provided by Faculty Advisors (contents must be approved by advisors and client firm)	Approx. May 5 . Exact date and time for these presentations to be announced.
7	Project Client Presentation	This is <u>the most important and full-scale presentation</u> of the project to the Client Firm audience	In the last two weeks of the semester April 20 th and April 27 th
8	Individual Member's Project Work Log	Running log of project activities conducted and hours spent	To be maintained by each team member and to be submitted individually at the end of each month (January 31, February 28, March 31, April 30)

File Name Conventions:

Project Name -- Report Name -- Date

e.g., Carolina First Check Processing Center – Project Plan – Jan 31 2008.doc

e.g., Carolina First Check Processing Center – Periodic Status Report – Feb 28 2008.doc

e.g., Carolina First Check Processing Center – Mid-Term Report – Mar 20 2008.doc

e.g., Carolina First Check Processing Center – Final Report Draft – Apr 20 2008.doc

e.g., Carolina First Check Processing Center – Client Presentation – Apr 30 2008.ppt

e.g., Carolina First Check Processing Center – Final Project Report – May 5 2008.doc

<p>CGSCPM SYMPOSIUM AND MGSC 497 PROJECTS SHOWCASING</p>

At the end of April, Center for Global Supply Chain and Process Management (CGSCPM) will host an annual symposium where client firms will be invited. Many of these firms will represent potential employers for the GSCOM graduates. All MGSC 497 students will be invited to the Symposium to network with the client firms and Center sponsors and also to showcase their MGSC 497 project accomplishments. Time and place will be announced during the course of the semester.

COURSE GRADING

The Course Grade will be based on two components:

Project Grade: 80%;

Course Supporting Material Testing Grade: 20%.

PROJECT GRADE (80% of Course Grade)

The entire grade for the course will be based on the capstone project. The grade will be determined by the quality of work on the project execution and the actual outcomes, as well as contributions to the project efforts. Thus, multiple dimensions will be assessed to determine individual students' grade on the course. These will include:

- Accuracy/clarity of problem description
- Appropriateness of tool set used to address the problem
- Cohesiveness of the consulting team
- Professionalism of the consulting team and individual members
- Satisfaction of the client and the faculty advisors "throughout" the process
- Timeliness, accuracy, and thoroughness of all communications
- Quality of presentation (client and CGSCPM)
- Magnitude of the potential/realized dollar impact to the client
- Assessment of the project quality by the client
- Quality of the final project report
- Assessment of the individual efforts on the project, including attendance and participation during class sessions, project meetings, and presentations.

Students will be provided informal feedback about the quality of their work on their projects by the faculty advisors throughout the semester. Additionally, as mentioned in the above list of criteria, faculty members will assess the extent and quality of "individual contribution" by each student on his/her project through their own observations and through **peer-evaluation of each student by his/her teammates at the end of the semester and from client feedback about individual contributions**. Thus, you should expect different grades across team-members of the same project if the relative contributions by team members to the same project have been assessed to be significantly different across team members.

Thus the overall grade of a student will reflect:

- (a) **Process Quality:** Quality of work and execution of the project (assessed by faculty advisors and the client),
- (b) **Product Quality:** Quality of the final outcomes – including presentations/reports and implications (assessed by faculty advisors and the client), and
- (c) **Individual Contributions** to the Project (assessed by the faculty advisors with inputs from team members and the client).

SUPPORT COURSE MATERIAL TESTING GRADE (20% of Course Grade)

This component will be based on the preparatory material that students will be tested on (e.g., Excel and Access Tutorials; Lean-Six-Sigma Materials Review Test). Each student will be tested individually on this component. The Lean-Six-Sigma exam will be conducted on **JANUARY 29**.

GRADING SCALE

A = 90 or higher	B+ = 87-89.99	B = 80-86.99	C+ = 77-79.99
C = 70-76.99	D+ = 67-69.99	D = 60-66.99	F = under 60

ATTENDANCE POLICY

The course will be held in a consulting project format as much as possible. Students will be required to meet with their advisors, among the team, and with the client managers and other members of client organization quite frequently on an appointment basis. Many advising sessions will be conducted as a part of the regular class time. Students are expected to participate in all of these sessions and other deliberations of the project. As noted below, a few class sessions (especially at the start of the semester) will be used to explain the administrative and general consulting practice principles, as well as for reviewing the relevant past material. Attendance for these class sessions is expected. Attendance and participation during the project presentations in April is mandatory. Unexcused absence for class session, project advising, as well as project presentation sessions will result in penalties along this dimension of the grade.

PENALTIES FOR NON-PARTICIPATION OR POOR-QUALITY PARTICIPATION

I reserve the right to administer penalties of different severity if non-participation or bad-quality participation is evident on the part of individual team members. This could even include disqualifying the student from the project with an "F" grade on the course.

******* GOOD LUCK ON THIS UNIQUE EXPERIENCE *******

TO THE CLIENT ORGANIZATIONS CLIENT MANAGERS' ROLE

THE “CONSULTING” NATURE OF MGSC 497 PROJECTS

Please note that MGSC 497 projects are “consulting” projects. Students will work on these as autonomously as possible, with the project goals in mind. They should **not** be treated as “interns” and they should not be assigned work that is not relevant to the project’s scope and charter. Unless required by the nature of the project, they should not be expected to be present at the client site regularly, and should not be used to execute other projects or work outside the MGSC 497 project scope. If the client managers have difficulty identifying the tasks that students are supposed to be undertaking or if there are any questions about some specifics of students’ tasks or requests for work or data that students can’t accurately articulate, client managers should contact the faculty advisors immediately.

CLIENT SPONSORS AND COACHES

Two levels of client managers are identified for each project: project sponsor and project coach. The project sponsor is the executive who is not only accountable for the organization's part spanned by the project, but also has the positional influence to effect changes in operations spanned by the project. The coach will be the primary contact person who will ensure team's access to information and other organizational support during the project. The sponsor and the coach could be the same person. Also, there could be more than one sponsors and coaches depending upon the scope of the project. The coach(es) will also provide input into the evaluation of the project work by the student team.

The client managers (sponsors and coaches) are expected to facilitate students’ work on the project by providing appropriate detail of context of the organization and the problem/process being studied. They are expected to train students in proprietary tools and/or approaches to operations improvement if necessitated by project demands from the client organization’s viewpoint. However, client managers should also be open to new ideas and/or techniques that students may suggest in conjunction with faculty advisors’ guidance. In such cases, client managers should facilitate problem analysis and recommendations from the project team using such techniques for the effectiveness to be demonstrated on paper/computer.

The coaches should work with the students as the primary contact (in most projects this will be the coach or the sponsor). They are expected to facilitate data collection process, meetings with other personnel at the client firm, etc. They should also coordinate the final project presentations and review and approval of the Mid-Term and Final Report.

AN IMPORTANT RESPONSIBILITY OF THE CLIENT SPONSOR AND COACH

We intend this to be a professional consulting capstone experience for our students under our active supervision. We expect the client firms to provide evaluations of the projects at the

end of the semester. The coach and/or the sponsor should evaluate the project quality at the end of the semester, and provide a letter of evaluation of the project on their letterhead. The evaluation should include assessment of the team's recommendations and outcomes, and should validate the accrued/identified improvements in the targeted process/operation both along quantifiable measurements as well as qualitative performance indicators. Clients' evaluation of the project quality will form a component of the performance evaluation for the student teams. Thus, the client managers (sponsor and coach) should provide their letters of project evaluation on company letterhead to the lead faculty advisor after the final project presentation and report submittal, but before the last day of the semester (sometime in the first week of May).

We typically receive project proposals in excess of what we undertake in MGSC 497 during each winter (January through May) semester. We select projects based on the quality of proposals submitted. We hope that the extent and quality of involvement from these selected client firms in their projects (as well as the timeliness and professionalism of the end-of-the-project evaluations from the client sponsors and coaches) are such that repeat proposals from these clients would receive favorable considerations in future years.

FACULTY ADVISORS' ROLE

Faculty advisors will identify and select appropriate projects for the course. They will assign student teams to these projects. They will act as senior partners in the consulting experience of this course (students will be the primary analysts). They will facilitate and channel student efforts to meet the project goals mutually understood by the client managers, students, and the advisors. The faculty advisors will provide framework for project planning and execution, explain reporting and presentation requirements, and advise on the tool sets to be used for analyses and recommendations. They will facilitate initial and on-going project discussions between student teams and client firms, and coordinate infrastructure support for the projects. They will supervise and assess progress of the projects at various milestones. They will facilitate resolution of any team issues not reconciled among team members. Faculty advisors will coordinate receipts of client certification and letters of evaluation for individual projects. They will evaluate the project quality and assign grades to students.

Each project will have a "lead faculty advisor" and, if necessary, a "co-advisor". While both advisors are expected to be informed of the project approach and work for each project, the lead advisor will coordinate the operational working of the project and will be the primary liaison with the client organization and the student team. However, all communications on each project should be "copied" to the co-advisor also. This will facilitate the co-advisor's indirect involvement in the project, and will help the co-advisor to offer any helpful suggestions to the lead advisor. It will also help the co-advisor to fill in for the lead advisor if necessary.