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Carolina Consulting Scholars Cohort: Enabling Students to be Stronger Analytical Thinkers and Problem Solvers

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Carolina Consulting Scholars

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University of South Carolina Honors College
Spring 2021

CAROLINA CONSULTING SCHOLARS COHORT: ENABLING STUDENTS TO BE STRONGER ANALYTICAL THINKERS AND PROBLEM SOLVERS

By
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Executive Summary

Undergraduate students at the Moore School currently have limited avenues to pursue management consulting upon graduating from the University of South Carolina. The Darla Moore School of Business has academic excellence initiatives that have led to great success from certain programs and centers; however, there lacks a formalized support system to help students looking for internships or full-time roles in consulting. Our proposed Consulting Scholars cohort seeks to gather top students from all majors and offer them a cohort that will educate and prepare them for success as future consultants. By leveraging existing classes within the Management department and the addition of three practicum courses, the proposed Consulting Scholars cohort is both feasible and executable. The cohort uses many pre-existing assets within the Moore School but adds a consulting focus that has never been formally done before. To ensure effective implementation, having a strategic yet flexible approach to funding and corporate partnerships is paramount. With proper Moore School support, there are existing faculty, alumni, and students that can execute this vision and help UofSC produce top-tier consulting talent each year. This added attention to the consulting industry will allow for the growth of consulting resources and which will boost our graduate salary averages and college ranking, expand our corporate relationships within South Carolina, and support academic excellence with our top students.

Introduction

Earning offers from the Big Three consulting firms – McKinsey & Company, Bain & Company, and the Boston Consulting Group – has historically been incredibly competitive given the high number of applicants each year and difficult interview process. As a result, only the top business schools in the nation form a recruitment relationship with these firms, with the remaining students needing to network extensively for an interview. Within the Moore School, students often have many avenues for challenging themselves within their major – Finance Scholars, Marketing Scholars, Operations & Supply Chain Capstone, Master of Human Resources, and the Masters of Accounting Program – but there exists no avenue for students interested in consulting. By the time many of the Moore School's high-achieving students discover top consulting firms, they are too late to the recruitment process and lack the resources to succeed.

Our thesis presents a detailed implementation strategy for Consulting Scholars, a selective Moore School cohort focused on providing students with live consulting experience and interview preparation to help them secure top management consulting roles. This cohort, regardless of students' career choice, will provide students with the analytical thinking, professional communication, and data analytics skills needed to succeed in any business environment. Within this analysis, we will discuss the benefits of adding a program, introduce a mock curriculum, detailed implementation plan, risk mitigation strategy, and reviews of alumni

and students going into consulting. Altogether, this thesis aims to convey the value that a Consulting Scholars cohort would have on student success and the reputation of the Moore School.

The inspiration for our thesis comes from our own experience preparing for the full-time consulting recruitment process. For both of us, we were lucky to get introduced to consulting early in our academic experience through case competitions and personal connections in our business fraternities. As we prepared for full-time recruitment, we relied heavily on case resources from other top business schools, and many of our alumni connections and interview practice resided in the Gamecock Consulting Club (GCC). We admire and respect the academic experience the Moore School has provided us and want to give back by identifying and capitalizing on its areas for growth, so this thesis aims to help the Moore School elevate the student academic and job recruitment experience.

Methodology

We used a combination of primary and secondary data when building the Consulting Scholars cohort to ensure our program structure was effective in student learning and satisfied current needs at the Moore School.

Background Information – Secondary Data

Our thesis draws on two forms of secondary data: Moore School Office of Career Management data and publicly available firm recruitment data. This data helped us get a baseline understanding of both the Moore School and consulting recruitment environment.

The Office of Career Management conducts annual undergraduate surveys for graduating seniors to track placement rates, salary data, and most popular employers. This thesis primarily draws data from the Undergraduate Majors Report, consisting of self-reported salary data for December 2019 – May 2020 graduates. To supplement this, we used the Job Placement Data page from the Moore School website as this contains a breakdown of total Moore School graduates within each major. Together, these two sources provided a foundational understanding of the current career landscape among Moore School seniors.

After researching the current Moore School environment, we used publicly available firm recruitment data to better understand target schools for top consulting firms, average entry analyst salaries, and which consulting firms have the toughest job interviews. It is to be noted that firms themselves do not publish recruitment data; instead, all publicly available information is verified self-reported on popular forums like Glassdoor, Wall Street Oasis, and Poets & Quants.

Program Formation – Primary Data

After conducting our secondary research, we gathered both qualitative and quantitative data from Moore School students, staff, faculty, and alumni to ensure our cohort was feasible and attractive to top consulting firms.

Qualitative Data

We began collecting qualitative data by setting up informal, 30-minute meetings with students in current scholar programs or cohorts. Altogether, we consulted 21 students among 5 top DMSB programs – Finance Scholars, Marketing Scholars, the Operations & Supply Chain Capstone Program, GCC, and the International Business Education Alliance Cohort (IBEA) - to gain a student perspective on strengths and weaknesses in their respective programs. Many of these students had an interest or strong familiarity with consulting to be able to offer ideas for what they would want to see in a Consulting Scholars cohort.

Following these student interviews, we built a skeleton of a Consulting Scholars cohort based on these students' perspectives and our own experience in consulting recruitment. Before solidifying a program, we spoke to several students around the U.S. on consulting tracks, including Moore School MBA students, University of Georgia students, and Brigham Young University students. After that, we conducted 9 interviews with Moore School faculty and staff to understand the feasibility and implementation process of such a program. These faculty and staff members included those at the Office of Career Management, the MHR Program, Corporate Development, the Honors College, and the administrative level, and provided guidance on a feasible implementation plan.

After solidifying a Consulting Scholars cohort that gained staff and student support, we conducted 7 one-hour virtual interviews with alumni working at McKinsey & Company, Bain & Company, 84.51°, and EY to get their feedback and willingness to engage in the program.

Our qualitative data collection ended at the faculty level, pitching the Consulting Scholars cohort to 6 management faculty who we desired to teach or lead this program.

Quantitative Data

To support our qualitative findings, we collected quantitative data from alumni and students through short, anonymous surveys administered through Qualtrics to eliminate potential interpretation bias during interviews.

The alumni survey asked alumni currently working at Big 3 recruitment firms about their consulting recruitment process at the Moore School, resources they used, their likelihood of enrolling in this program had it been available earlier, and their desired level of alumni engagement.

Student interviews targeted Moore School students and/or those interested in consulting. The survey asked about the rigor of the business core classes and gauged their likelihood to enroll in the Consulting Scholars cohort to forecast potential demand.

Overview of Consulting

A consultant is someone who provides expert professional advice to another business. While there exist a variety of types of consulting – strategy, business, industry-specific – our cohort is designed to boost student success in earning management consulting roles. Management consultants provide professional guidance to business leadership about strategic initiatives. The top 3 firms for management consulting, known as the Big 3 or MBB, are McKinsey & Company, Bain & Company, and the Boston Consulting Group. More specialized consulting opportunities, like consulting in government and public services consulting, financial services, or operations, falls under the Big 4: EY, Deloitte, PwC, and KPMG.

While our Consulting Scholars cohort will encourage its students to pursue any type of consulting career, we specifically prepare students for management consulting roles because the skills used by management consultants are transferrable to all types of consulting, and interviews for these roles are among the hardest job interviews.

Glassdoor's most recent ranking of the most difficult companies to interview ranked the Big 3 firms all in the top 5, with McKinsey & Company taking the top spot.¹ In another ranking by Poets & Quants of the toughest consulting interviews, the Big 3 firms secured the top three spots.²

Given that roles Big 3 are the most difficult to earn and the most competitive, the primary target schools for these companies are the top business schools around the world. In its 2018 Consulting Industry Report, Wall Street Oasis reported that among all students that went to McKinsey & Company after graduation, 20% hailed from either the University of Pennsylvania, Yale University, or the University of Michigan.³ Without a rigorous academic and interview preparation program, only the top business schools in the U.S. have a formal recruitment relationship with the Big 3 firms.

¹ "Glassdoor's Top 25 Most Difficult Companies To Interview (2013) | Glassdoor," accessed April 11, 2021, <https://www.glassdoor.com/blog/glassdoors-top-25-difficult-companies-interview-2013/>.

² Andrea Carter, "Poets&Quants For Undergrads | Target Schools For MBB Consulting Firms," Poets&Quants for Undergrads, May 25, 2018, https://sc.edu/study/colleges_schools/moore/study/finance/finance_scholars.php.

³ Andrea Carter.

Key Benefits of a Consulting Scholars Cohort

A Consulting Scholars cohort would create many benefits to the Moore School, particularly those that align with Moore School priorities in the student academic and job recruitment experience.

1. *A Consulting Scholars cohort would provide the Moore School with more competitive salary data.*

According to the Office of Career Management's 2020 student placement survey, the average Moore School entry salary following graduation is \$58,647.⁴ While this number has been increasing each year, students that accept jobs at the Big 3 or Big 4 could significantly boost this number, making the Moore School more competitive for student return on investment.

The average Big 3 first-year analyst salary in 2021 is \$90,000, a signing bonus of \$5,000, and annual performance bonuses up to \$30,000.⁵ The average Big 4 salary ranges from \$65,000 - \$90,000, depending on the type of consulting pursued. Signing bonuses are between \$4,000 - \$12,500, with some of these firms offering annual performance bonuses.⁶

By increasing student placements at top consulting firms, the Consulting Scholars program would therefor boost the average Moore School student salary for years to come.

2. *A Consulting Scholars cohort would heighten the Moore School's overall reputation.*

The Moore School currently has recruitment relationships with the Big 4 firms, but primarily partners with EY and Deloitte for information sessions and recruitment. Among 2020 graduates, 4 out of the 9 undergraduate majors noted EY as one of their top employers, and 3 out of the 9 undergraduate majors noted Deloitte as one of their top employers.

Preparing students for management consulting roles would diversify the consulting recruitment relationship beyond these two firms and reduce competition among graduating Moore School students for Big 4 roles.

⁴ "Undergraduate Majors Report 2020" (Darla Moore School of Business, n.d.), https://sc.edu/study/colleges_schools/moore/documents/ocm/200820_undergraduate_majorreport20_web.pdf.

⁵ "Management Consultant Salary Report | 2021 Consultant Salary Data," Management Consulted, accessed April 11, 2021, <https://managementconsulted.com/consultant-salary/>.

⁶ "Management Consultant Salary Report | 2021 Consultant Salary Data."

Whereas 61 2019 graduates reported they would be working in consulting after graduation, just 3 of those students went on to Big 3 firms. The following year, 7 students accepted with the Big 3, and as of this writing, 5 students are committed to a role in the Big 3 in 2021. The Big 3 firms have even begun to host information sessions specifically for the Moore School in the past two years; a Consulting Scholars cohort would continue the momentum, solidify a recruitment partnership, and help the Moore School earn a reputation among top business schools in the country.

Furthermore, the Moore School currently ranks 55th on the U.S. News & World Report's Business School rankings.⁷ Some of the highest-weighted factors that U.S. News & World Report uses to evaluate schools are undergraduate academic reputation – evaluated through a peer assessment survey – and student selectivity.⁸ Therefore, the Moore School's association with the top business schools can heighten its reputation among peers and prospective students, helping the Moore School become more selective in the future and thus higher on the U.S. News & World Report rankings.

3. *A Consulting Scholars cohort would boost students' job readiness.*

The Consulting Scholars cohort prepares students in strategic business thinking, communication, and technical data analytics tools. Whereas the business core class modifications would enhance students' critical thinking and problem-solving abilities, a specialized practicum in Microsoft Suite would refine students' Excel and PowerPoint skills. The live engagement practicum would build skills in collaboration, problem-solving under complex circumstances, leadership, accountability, and professional communication, while providing students the opportunity to gain experience that would be valuable in a host of future careers.

Regardless of placement in consulting firms, the skills learned in this program are transferrable to any company in any industry and will prepare students to be top business leaders in their fields.

4. *The Consulting Scholars cohort would enhance the prestige and attractiveness of the Management major.*

As of 2020, the Management major has the lowest average salary of all nine undergraduate majors at \$52,995. It also has the second lowest single-major employment rate of 78%, just above Marketing at 75%. However, Management was the third most

⁷ "How Does University of South Carolina (Moore) Rank Among America's Best Business Schools?," accessed April 12, 2021, <https://www.usnews.com/best-graduate-schools/top-business-schools/university-of-south-carolina-columbia-01199>.

⁸ "How U.S. News Calculated the 2021 Best Colleges Rankings," US News & World Report, accessed April 12, 2021, [/education/best-colleges/articles/how-us-news-calculated-the-rankings](https://www.usnews.com/education/best-colleges/articles/how-us-news-calculated-the-rankings).

popular major for 2018 graduates, just behind Finance and Marketing.⁹ The presence of the Consulting Scholars cohort can boost the salary data for those already dedicated to the major, and in turn heighten the attractiveness for students who are still deciding their major.

Furthermore, the Undergraduate Majors Report lists consulting as a potential career pathway for the management major, but no consulting firms are in the top 10 employers of management graduates. Increasing the attractiveness of the major through the Consulting Scholars cohort would help bring in consulting firms as top employers and help prospective management students understand the tie between the management major and potential career pathways.

Rationale for the Consulting Scholars Cohort

Our rationale for the structure of the Consulting Scholars cohort is derived from what we identified to be the Moore School's core competencies, opportunities for growth, and the success of rigorous, selective programs at universities that are targets for consulting firm recruitment.

Moore School Core Competencies

The Moore School has historically had its strengths in its graduate programs and undergraduate scholar programs.

Graduate Program Core Competencies

At the graduate level, the Moore School offers a superior student experience and job readiness with its Master of Human Resources (MHR) Program and its International MBA (IMBA) Program. The MHR Program has eight faculty members whose time and work are dedicated to the MHR Program. These faculty members host a student orientation, organize regular meetings to ensure consistency and cohesion in their classes, and create success plans with struggling students. Because of this dedication, the MHR Program has secured a 100% job placement rate year after year.

The IMBA Program, specifically its Global Strategy Track, challenges students with case analysis, discussion, and critical thinking skills in 4-5 classes. Students are exposed to a diversity of problem-solving approaches to business cases, and even have the opportunity to join Dr. Jeff Savage, a professor in the management department, on a semester-long engagement for class credit.

⁹ "Job Placement Success at the Moore School - Darla Moore School of Business | University of South Carolina," accessed October 2, 2020, https://sc.edu/study/colleges_schools/moore/talent_recruiting/office_of_career_management/company_recruiter_resources/employment_statistics/index.php.

The MHR Program's dedicated faculty base and the IMBA Program's challenging, hands-on curriculum are the top two strengths of the Moore School's graduate programs, and the structure of the Consulting Scholars cohort aims to achieve these.

Undergraduate Program Core Competencies

For undergraduate students, the Moore School boasts several rigorous scholar programs for different majors: Finance Scholars, Marketing Scholars, and the Operations & Supply Chain Capstone Program.

Finance Scholars has an impressive student base and strong banking recruitment relationships, making this program structure and selectivity ideal for our Consulting Scholars cohort. Finance Scholars complete a highly-competitive selection process, with only 20-30 students taken each year. As a result, the program has achieved a 100% career field placement rate.¹⁰ 20% of program participants enter consulting after graduation, working at firms including McKinsey & Company, Deloitte, KPMG, and EY.

Our Consulting Scholars cohort and curriculum is structured similarly and to the same level of rigor in hopes to achieve high placement rates as well. With 20% of Finance Scholars moving into consulting, we see the Consulting Scholars cohort as a new avenue for these students, opening more spots in the Finance Scholars program to students dedicated to jobs in finance, like investment banking or wealth management.

One of the biggest strengths of Marketing Scholars, another Moore School scholar program, is that it provides students with hands-on management experience with live clients, including FedEx, Lionsgate, Coca-Cola, ESPN, and more.¹¹ Our Consulting Scholars cohort aims to provide students with a similar experience, but with a focus on strategic management concepts.

The last scholar program at the Moore School, the Operations & Supply Chain Capstone Program, has been successful through its established, semester-long engagements with companies like BMW, Johnson & Johnson, Continental Tire, and more.¹² Students work heavily in Excel, PowerPoint, and other modeling software for data analysis of their client. Similarly, the Consulting Scholars cohort targets students' technical Microsoft Office skills, developing them to help students be successful when they start at the firm.

Overall, using insights gained from a deeper understanding of the Moore School's core competencies at the graduate and undergraduate levels, we ensure our Consulting Scholars program capitalizes on what the Moore School does best in helping students become job ready.

¹⁰ "Finance Scholars Program - Darla Moore School of Business | University of South Carolina," accessed October 7, 2020, https://sc.edu/study/colleges_schools/moore/study/finance/finance_scholars.php.

¹¹ "Marketing Scholars Program - Darla Moore School of Business | University of South Carolina," accessed April 11, 2021, https://sc.edu/study/colleges_schools/moore/study/marketing/marketing_scholars.php.

¹² "Moore School Supply Chain and Process Management Students Prove Their Skills in Capstone Consulting Projects - Darla Moore School of Business | University of South Carolina," accessed April 11, 2021, https://www.sc.edu/study/colleges_schools/moore/about/press_room/news_and_announcements/2017/summit_spring_2017.php.

Opportunities at the Moore School

Through our alumni and student surveys, we have identified academic opportunities and recruitment opportunities that our Consulting Scholars cohort can satisfy.

Academic Opportunities

The Consulting Scholars cohort is structured to increase the rigor of the business core curriculum, an opportunity for growth within the Moore School. 36% of students surveyed have felt the business core curriculum was challenging. More specifically, these students ranked the difficulty of their MGMT 371 course a 2.6/10, with a majority indicating the course did not provide value to their academic experience. This provides an opportunity for a more rigorous MGMT 371 course that offers an engaging experience for both students and faculty.

Recruitment Opportunities

The Office of Career Management (OCM) is helpful for students in their professional endeavors, and the majority of students in our survey believe the biggest strength of the OCM is its ability to provide resume and cover letter to students. However, the main areas for growth that a majority of students identified for the OCM are educating more students about consulting, expanding recruitment partnerships to include more top consulting firms, and providing more preparation materials for case interviews. Our Consulting Scholars cohort is structured to target these points of opportunity for the Moore School, attracting the attention of top consulting firms for job recruitment and redefining the role of GCC to assist the OCM in preparation material development and educating students about consulting.

Successful Selective Programs at Other Universities

We have identified two selective programs, one at the University of Georgia and one at Brigham Young University, that prepare students for consulting recruitment and helped the schools become targets for the Big 3 firms.

The University of Georgia's Corsair Society is a highly-selective program that complements the school's more general Terry Consulting Club. The Corsair Society accepts younger students dedicated to earning an internship in one of three tracks: tech, investment banking, and consulting. The program has one-on-one alumni mentorship, extensive networking opportunities, and free prep courses to ensure students ace the interview. Corsair Society has a 100% internship placement rate, and in the consulting track, its students have been highly competitive for internships at Bain Atlanta and McKinsey Atlanta.

The Brigham Young University Strategic Management Program is a 64-credit hour program accepting 45 students each year. Students in this program work on a live company engagement, gain early exposure to consulting, and Big 3 and Big 4 recruiters use this program as their primary recruitment pool.

Both of these programs, although different in structure and offerings, have helped students secure top management consulting roles. Our Consulting Scholars cohort uses elements of each program, including the alumni engagement, networking opportunities, and rigorous academic course load to ensure Moore School students gain value from the cohort and are competitive with top programs across the nation.

Proposed Curriculum Additions and Changes

Through leveraging the existing Management coursework and faculty, our thesis will enhance two existing business core classes under the MGMT course code: MGMT 371: Principles of Management and MGMT 478: Strategic Management. Along with these sections of MGMT 371 and MGMT 478, there will also be three 1-credit hour courses to offer Consulting Scholar students specialized coursework focusing on some of the key skills expected of top consulting hires. With proper oversight, these courses will deliver a heightened experience for the cohort and will ensure the Darla Moore School of Business is developing top-level talent that will excel in the various recruitment processes for top management consulting and corporate strategy firms that typically do not recruit or hire UofSC students.

The outlined program is a holistic approach derived from insights gained from undergraduates, faculty, alumni, and other consultants to create a successful program tailored to fit easily within the existing Moore School ecosystem. For each class, a potential syllabus and class structure is provided to highlight some of the key components and learning outcomes necessary for the changes to deliver on the underlying value proposition. After each section and class is described in detail, the “alternative options” section will highlight other considerations and approaches the University could choose to take advantage of the opportunities described above.

MGMT 371: Principles of Management (Advanced Section)

The advanced sections of the MGMT 371: Principles of Management course will serve as a feeder for high-achieving students who want to expose themselves to the fundamentals of management consulting and strategic thinking. We propose offering two sections of 20-30 students to increase student exposure to consulting while staying flexible with their academic schedules. The recruitment process will be a simple application that gathers interested student's general information, resume, and 1-3 free response answers as to why they are interested and would make a strong candidate for this advanced section. This style of entrance to a class is similar to that of the Student-Managed Investments course (FINA 472) that seeks to take top talent and introduce a class structure centered on collaboration and professional communication,

ultimately designed to mimic a professional work environment. With students of all years and majors capable of applying to MGMT 371, their diverse perspectives will drive discussion forward and expose students of all backgrounds to business, management, and consulting. Keeping these sections selective ensures that chosen students are qualified and have proven they can succeed in a class with greater rigor and higher standards.

Through word-of-mouth, flyer, info session, and student organization marketing, these advanced sections will be presented as a unique opportunity to take on challenging coursework and be surrounded by other driven students who are invested in developing their analytical thinking and problem-solving skills. When analyzing existing Moore School courses similar to this, IBUS 310: Globalization and Business draws several parallels. Many International Business students, some of the top students at the Moore School, are eager to take IBUS 310 with Dr. Daniel Ostergaard due to his challenging course content, discussion and debate, and high accountability and standards for student work and participation. This course is well-known by students to be intellectually demanding both inside and outside of the classroom, yet it is one of the most desired classes because of the underlying educational value.. With the advanced section of MGMT 371 and an engaging professor, these sections can promise and deliver on their value to the student and the necessary enrollment will begin to come organically.¹³ After describing this restructured MGMT 371 course to students in our survey, almost 90% expressed they would take this course if it were offered.

By the end of this course, students will have a better understanding of consulting relative to any course currently offered within the Moore School. Despite the direct benefits, this course also provides an indirect benefit of connecting top students to each other at an early phase of their college experience and enabling them to engage in discussion and debate. Furthermore, given the small class size and emphasis on discussion and professor engagement, Honors students enrolled in this course may be eligible for Honors elective credit.

The changes to the Principles of Management sections that would be established per our proposal can be seen within the mock syllabus, Appendix Item #2 .

Recruitment Process for Consulting Scholars

The recruitment process for the Consulting Scholars cohort is designed to be competitive, inclusive, and flexible in order to best fit the needs of the ideal students who will be applying for the program. With these three aspects in mind, students will be eligible to apply at any point between spring of their freshman year and fall of their junior year to be admitted in the following semester. There will not be a formal prerequisite to be admitted to the cohort given that certain applicants may be external to the Moore School and not required to take MGMT 371, but any

¹³ We propose Dr. Wanda Chaves as the professor for this course given her extensive consulting experience and teaching style that emphasizes experiential learning. Dr. Chaves currently brings in guest consultants as speakers into her MGMT 371 sections and uses her strategy experience at Walt Disney World Co. and Cirque du Soleil to replicate a professional consulting environment for her students.

student that is a member of the Moore School, either a business major or minor, should complete MGMT 371 before joining the Consulting Scholars cohort.

The official recruitment process for the cohort will consist of a three-stage process of (1) a resume screening and application, (2) faculty-led interview, and (3) an alumni interview. After each phase, cuts will be made until the alumni that are engaged with the program will have the final decision on program applicants. To ensure all candidates are fairly assessed, the faculty that oversee the program will be decision makers within the first and second rounds. After these rounds, faculty will push a small group of candidates to alumni with experience in real consulting recruitment for the final, impartial decision. This recruiting methodology aims to remove bias from having experience and connections with students and faculty within the Moore School and will allow alumni to assess merit like they would during real recruiting.

The application process for candidates seeking admittance into the Consulting Scholars cohort is designed to replicate a consulting internship's interview process and draws much of its inspiration from the logistics that the Carolina Finance Scholars program currently uses. The resume screening will serve as the primary means to ensure the recruitment process is only considering the top students. The primary data points that will be analyzed will mirror that of a management consulting recruiter where major, GPA, standardized test scores, and extracurricular involvement are the primary qualifications that are required in order to be considered. Through our interviews and personal experiences, there is a general threshold that must be surpassed in order to attract the attention of most prestigious firms (GPA > 3.5, involvement outside the classroom, etc.) and the interview committee will use certain predefined standards as well as their own discretion to move students to round two.

The faculty-led interview will assess the behavioral interview capabilities and consulting familiarity and interest of applicants. Unlike MGMT 371, this cohort is for students that are confident consulting is their future career path, whether through an internship or full-time role, and not just an accolade to add to their academic achievements while they pursue other career paths. In the pursuit of academic excellence, the Consulting Scholars cohort will be able to achieve a heightened academic experience and better consulting placement rates if this cohort could produce 15-20 students that are prime applicants with a targeted drive to pursue consulting.

The final round of the recruitment process will be led by Moore School alumni in consulting, and in later years of the cohort, alumni of the cohort in consulting.¹⁴ During the final round, the remaining candidates will be paired with an alumnus for another 30-minute behavioral interview focusing on the candidate's interpersonal skills and dedication to consulting. This level of validation from real consultants will ensure that all students within the cohort are ready and able to dive into client contact work and will also serve as a great means of networking and alumni relations for the cohort.

¹⁴ Involvement with our alumni network is paramount to the success of the cohort and will be elaborated upon in future sections.

After the alumni feedback and decisions are received, the faculty leading the cohort will then have a group 15-20 students who are prepared for the accelerated learning process that will sharpen their skills and better prepare them for internship or full-time recruitment.

Consulting Scholars Orientation

The week before the semester begins, Consulting Scholars would be required to attend a 3-day Consulting Scholar orientation. This orientation ensures students can meet other students, faculty, and alumni, learn about the recruitment resources available to them through the Moore School, learn about different consulting careers and firms, and most importantly, thoroughly understand the expectations and standards of the program. Each day of the orientation will have a boxed lunch offered to students to eat at the Moore School so students can start to network and get to know each other. Keeping this orientation three days ensures feasibility for faculty time commitment and keeps total costs low.

The first day of the orientation will be a general introduction to the Consulting Scholars cohort and resources available to students. Students will learn how their performance will be evaluated and graded and the expectations of the quality of work submitted. Faculty will briefly review the syllabi of each course, so students have a high-level overview of the topics covered and required materials for each course. This day will also teach students how to conduct an informational interview with consultants, showing them how to research a consultant and company, prepare questions, and lead the conversations. Alumni engagement and firm support in the Consulting Scholars cohort is essential, so students must be prepared to speak to these firms to ensure the relationship with the Moore School remains strong. The first day of orientation will also show students the case resources available for interview preparation, how to retrieve alumni contact information for an informational interview, and introduce students to the alumni who signed up for one-on-one mentorship.¹⁵

The second day of orientation will introduce students to different types of consulting, top consulting firms, and provide a bootcamp of Microsoft PowerPoint. Students will first hear from a GCC representative, likely the President, about GCC recruitment and opportunities to get involved with the organization. Next, students will have company info sessions led by Moore School alumni. Based on our alumni survey responses, we would expect firms like McKinsey Charlotte, Bain Atlanta, and EY Charlotte to share more information about their consultants' work and recruitment process. Once students hear from the firms, students will have the opportunity to network with former alumni. Whereas some alumni may attend in-person, others may call in through zoom, and groups of Consulting Scholar students will have the chance to meet these alumni and ask questions about their careers in consulting. Following this networking session, students will be able to rank their alumni preferences for their mentors and will receive their alumni mentors on the first day of MGMT 478. The remainder of the day will be a bootcamp of Microsoft PowerPoint, refreshing students on design basics and consulting-style

¹⁵Alumni engagement opportunities will be discussed in detail later in this thesis.

decks. This will help students feel prepared to take the accelerated, challenging Advanced Techniques in Microsoft Office practicum.

The last and third day of Consulting Scholars orientation will be a bootcamp in Excel and data analytics. This will help students to be successful in the Advanced Techniques of Microsoft Office practicum and refresh the basics of Excel since most students likely had not used some of its features since MGSC 290: Computer Information Systems in Business. To close out the orientation, Consulting Scholars, faculty, and alumni will be invited to a scholar dinner.

Ultimately, the structure of the Consulting Scholars orientation is designed to get students enthusiastic about the content of the program and the recruitment opportunities available to them if they are successful in their coursework. By having students, faculty, and alumni bond before the program starts, Consulting Scholars can ensure strong comradery among students, greater engagement from faculty, and more involvement from alumni.

Consulting Scholars

The Consulting Scholars cohort is designed to enable students to be stronger analytical thinkers and problem solvers. With this goal in mind, the case-based structure of teaching is similar to that of graduate level courses where discussion, creativity, and diversity of thought is not just encouraged but expected. This style of learning paired with the technical pieces of data analytics and professional communication skills will take students with high potential and turn them into students with skills and experience that will directly translate into the consulting industry.

The cohort coursework requires two semesters on campus where the main coursework will consist of five credit hours (one three-credit class and two one-credit practicums) followed by a one-credit hour live engagement the following semester on campus. The six-credit hour commitment was specifically designed to accommodate and maintain flexibility for students across different majors and programs that have different semesters where they have strict schedules or will not be enrolled at the University, for either semester-long abroad or internship experiences. Having a new cohort of students each semester allows for students to decide for themselves which semester they can commit to this rigorous coursework and will allow some of our top students to work around existing timelines of other cohorts or programs if they are still interested in pursuing this option. Each course was created with a specific purpose and learning outcomes that will directly benefit their skillset and abilities as potential consultants in the future.

Consulting Scholars course progression:

- Semester 1:** MGMT 478: Strategic Management (3 credit hours)
MGMT 480: Advanced Techniques in Microsoft Office (1 credit hour)
MGMT 481: Advanced Case Solving (1 credit hour)
- Semester 2:** MGMT 482: Applications of Strategic Management: Live Engagement (1 credit hour)

Each course described below has a supplementary syllabus that explains course content, learning outcomes, assignments, and scheduling. Each syllabus was constructed after consulting current professors, students, and alumni about their own Moore School experience and areas for improvement. These syllabi, therefore, contain the content needed for the Consulting Scholars cohort to be a premier developer of outstanding consulting candidates.

MGMT 478: Strategic Management (Scholars Section)

The Scholars Section of the MGMT 478 course is structured to bring case analysis and discussion to a level that will push students to think deeper and analyze problems like a consultant. Understanding different business models and stakeholder management are essential skills of strong consultants, and this class will bring the academic aspects of strategic management and pair them with Harvard Business Review cases. Together, this will apply a real-world lens to all concepts that exist within the current curriculum. Another focus within this section of the class will be practicing being concise and data-driven within analysis and presentations. A smaller section of students allows for more opportunities for individual and group presentations to mimic actual presentations in a formal business setting. The faculty member to lead this course must be experienced in consulting and have familiarity with the existing MGMT 478 course.¹⁶ The proposed syllabus for this class seeks to supplement the current MGMT 478 with a case-based component, providing an extra layer of analytical thinking to students. Since MGMT 478 places heavy emphasis on small group collaborative learning, Honors students enrolled in this course may be eligible for Honors elective credit.

The changes to the Strategic Management section that would be established per our proposal can be seen within the mock syllabus, Appendix Item #3.

Practicum Courses

The three practicum courses all serve to provide a deep dive into areas that are essential for students to learn and experience within their undergraduate experience to confidently enter the consulting industry and succeed. These practicums will focus on (1) Microsoft Office, (2) case interviewing, and (3) managing stakeholders in a real work environment. When speaking with consultants within the industry, these three pieces were all referenced as the major skills that they wished they had developed further within their time as undergraduates; having a cohort of students that have been exposed to all three of these before they even begin working will allow Gamecocks to shine above students from competing schools with technical, work-ready skills.

¹⁶ We propose Dr. Kasie Whitener to lead this course given her extensive experience teaching MGMT 478 and leading students in MGMT 479, a semester-long consulting engagement course. Dr. Whitener is also a managing partner for Clemson Road Consulting, a business services company that trains new consultants.

MGMT 480: Special Topics in Management: Advanced Techniques in Microsoft Office

Students in the Moore School gain a basic understanding of Microsoft Office, specifically Excel and PowerPoint, through their core coursework (i.e., MGSC 290), but an advanced level of proficiency requires training, time, and practice to develop their skills to a sufficient level to be successful in consulting. This class will allow students to focus on formatting, modeling, and other key concepts that will make them advanced users of this software.

Our mock syllabus and proposed class schedule for Advanced Techniques in Microsoft Office can be seen within the mock syllabus, Appendix Item #4.

MGMT 480: Special Topics in Management: Advanced Case Solving

A vital component to landing a job at a consulting firm is the ability to perform case interviews at a level to which the interviewee can think and speak like a consultant. This interview skill requires training, time, and practice, so the MGMT 481 practicum will serve to strengthen students' skills in this area. On average, students in GCC preparing for Big 3 recruitment will run between 30 and 40 practice cases, with each lasting roughly 45 minutes each. This time excludes further interview preparation, including reading case books, listening to successful mock case interviews, and reciprocating case practice to other interested members. This practicum, therefore, will introduce ambitious students early to the case process and potentially reduce the total hours they spend on individual practice. In class, students and professors will break down problems they would face in a case interview and discuss the different approaches in detail, helping students solidify their case-interview and strategic mindset early on. The ability to bring an experienced faculty member with a seasoned perspective to discuss case approaches with students will provide invaluable insight that can be taken into any case interview.

Our mock syllabus and proposed class schedule for Advanced Case Solving can be seen within the mock syllabus, Appendix Item #5.

MGMT 480: Special Topics in Management: Applications of Strategic Management

Consulting Scholar students will take the final practicum the semester after taking MGMT 478. This course will be a live engagement in which the cohort is divided into groups to work with real companies and solve problems for them. Existing courses like this already exist, such as IBUS 426: Global Competitive Analysis with Dr. Wolfgang Messner and SCHC 475: Innovation Thinktank: Translating Science from Bench to Market with Dr. Jeff Savage, but our practicum focuses far more on strategy in which students can apply concepts from MGMT 478 to deliver actionable solutions to real clients. The faculty leading this practicum will be instrumental in ensuring its success because relationship management and guidance to students will be vital in

guaranteeing that students and clients both get value out of the engagement.¹⁷ This experiential learning opportunity is invaluable experience that ties all of the courses that the cohort has taken together and serves as the apex of the program. This course will also serve to develop corporate partnerships that can be leveraged for years to come for both financial support of the program and recruitment pipelines.

We propose the Moore School partners with small to medium-sized business in Applications of Strategic Management for four reasons. First, there has been existing success with these partnerships already. Dr. Savage has led a year of successful engagements with companies like GlassWRX and Savannah River National Lab for GCC students and with Moore School students. Second, small to medium-sized companies are small enough for students to drive strategy, but large enough for the opportunity to contribute funding for the program with each engagement. Large companies may only be able to offer students niche consulting engagements that prevent students from driving future strategy in the company. Third, the Small Business Development Center currently works in collaboration with the Moore School through the Faber Entrepreneurship Center. Working with more small businesses can expand this partnership and alleviate the consulting work the SBDC does for thousands of small business owners each year. Last, partnering with small to medium-sized businesses prevents cannibalization of existing program partnerships. Students would not be working with the same companies that students in Marketing Scholars and Operations & Supply Chain Capstone Scholars do, so these programs can continue their existing partnerships.

After successful completion of all required coursework, each individual within the cohort will have the skills and resources to pursue roles in management consulting and corporate strategy that historically were opportunities only available to Ivy League students and target recruitment schools. These students will be advocates and resources for other scholars that come after them and will allow the University to quickly build out their network of consultants across the country which will further expand Moore School brand.

Our mock syllabus and proposed class schedule for Applications of Strategic Management can be seen within the mock syllabus, Appendix Item #6.

Alumni Involvement

A keystone of the Consulting Scholars cohort will be its active alumni involvement since insight from current consultants will help students network and ensure the cohort provides job-readiness skills demanded by an ever-evolving industry. There are three key areas where alumni involvement is most crucial, as well as several opportunities for alumni to get involved, as the Consulting Scholars cohort evolves.

¹⁷ We recommend Dr. Jeff Savage to lead this course. His role as the Director of Consulting Scholars will position him to evaluate students' growth throughout the program. Furthermore, Dr. Savage has existing small-business contacts he has used for student-led engagements in GCC.

Program Interviews

As mentioned earlier, alumni interviews are a key component to the Consulting Scholars recruitment process. For instance, the opinion from alumni eliminates bias within the selection process as most alumni will have yet to establish relationships with undergraduate students. In addition, alumni in this role will help ensure that selected students have the skills, attitude, and aptitude necessary for successfully landing and thriving in a consulting role. Finally, help from alumni will not only ensure that the best students are gaining admittance to the cohort but will continue to engage alumni in other forms of Consulting Scholar cohort involvement. Alumni whose opinion is valued in the recruitment process and allowing alumni to gain exposure to the Moore School's top talent will make them more enthusiastic to support the cohort moving forward.

Mentorship

Mentorship opportunities are necessary for student growth and feasible due to the cohort's small size. Older students that have already been through the Consulting Scholars cohort as well as alumni in industry will both serve as mentors to younger scholars. This mentorship will allow for more personalized advice and guidance as well as allow for more organic forms of networking.

We propose two forms of alumni mentorship in the program: interviewing and networking support and one-on-one mentorship. Interviewing and networking support would consist of case-interviewing practice and networking connections with alumni. In our survey of nine consultants, four indicated their interest in conducting a mock case interview for a Consulting Scholar student. While peer case practice is important for interview success, students who practice with seasoned consultants will receive stronger feedback. If the student performs well in this practice interview, he or she has the potential to prove themselves worthy of a first-round interview with the firm. Networking connections are also a crucial component of this first type of mentorship. Four alumni indicated their interest in connecting qualified Consulting Scholar students to another consultant or recruiter at their firm. This will help students gain an alternative perspective to work at the firm and help them understand the recruitment timeline. To gain access to an interviewing and networking support mentorship opportunity, Consulting Scholar students will need to contact the director of the program and explain their interest in connecting. This will ensure students have done their research on the consultant and firm and prevent harming a relationship with a top consulting firm.

One-on-one mentorship would consist of a check-in with a Consulting Scholar student once a month for about an hour. At the start of the cohort, students will be able to indicate their preferences for mentorship based on their company and career ambitions. Throughout the cohort, their mentor can provide more insight into the recruiting process at the firm, projects as a consultant, and connect them with others in the firm or other alumni of the program. This mentorship relationship should not be focused on ensuring the student enters a specific firm pipeline, but rather understands the day-to-day life of a consultant and gains confidence when choosing a firm or firms for recruitment.

In our alumni survey, one third of consultants indicated their interest in being a one-on-one mentor. Therefore, we propose this to be implemented after the first section of Consulting Scholars graduates.¹⁸

Through conversations with representatives of the Moore School Young Alumni Board and Student Alumni Board, there has been a recent kickstart of a one-on-one mentorship program between the boards that has seen success. The cohort's mentorship program would look very similar but will provide an added layer of specificity given the narrowed focus on the consulting industry from both the alumnus' experience and undergraduates' interest.

Other Opportunities for Involvement

With the needs of a new program versus an established program being very different, the opportunities for alumni involvement will change throughout the years and will be a discussion that faculty leads and engaged alumni will need to continuously have in order to maintain a solid relationship. Hosting alumni speakers and having alumni sit-in on final presentations are two instances where students can gain valuable insights from those within industry while in the classroom environment. For alumni speakers, within our survey five alumni indicated their interest in participating in a Consulting Scholars info session to provide insight into their career, and four alumni indicated interest in hosting a company info session on behalf of their firm to Consulting Scholars. Alumni that can attend final presentations can see firsthand the skills Consulting Scholar students have developed in the cohort while raising the expectations for strong student performance.

After the Consulting Scholars cohort expands Moore School consulting alumni a couple years into the program, we propose a "Consulting Day" open to all students that would allow alumni to share their experiences with the firm, in consulting, and answer student questions about their career. Regardless of the level of involvement established in the kickoff year of the cohort, alumni involvement will always be a point of growth and alumni feedback about the cohort's direction should always be encouraged. This will ensure alumni interactions are valuable for both parties and the University alumni network can strengthen as it grows.

¹⁸ Our short-term and long-term vision and implementation plan for Consulting Scholars will be discussed in later sections.

Implementation of the Consulting Scholars Cohort

Financial Support: Costs

To launch a program like Consulting Scholars, investment will be required based on the additional hours of faculty time that goes into smaller sections of courses that usually have larger class size. Further costs will be incurred from Consulting Scholar orientation in providing lunches to participants, compensating alumni travel, and the Consulting Scholar dinner. Aside from these costs, the first few years of the program are designed to require minimal funding. The Moore School has allocated large portions of funds to build up other aspects of the undergraduate curriculum, such as programs like Entrepreneurship and Business Data Analytics, which will serve larger groups of students. This cohort serves a specific niche and therefore will not drain funds from other initiatives but will look through alternative channels to support it and grow as the cohort gains traction.

With MGMT 371, there are minimal associated costs as there would simply be restrictions placed on two sections for this particular advanced coursework. With the Consulting Scholars sections, the MGMT 478 course will require an additional section to accommodate the cohort. There are additional 3 one-credit hour courses that would need to be accounted for per semester. With the proposed course progression of the program, that totals to just 6 credit-hours total extra per semester that would need to be staffed by existing talented Management faculty members or other professors that have expertise to teach these practicum courses. Other Universities allocate large portions of funds to support their top-performing cohorts of students and this investment will allow our best students to access the resources and learnings they need to land prestigious roles and further the Moore School brand across the consulting industry.

Financial Support: Opportunities for Funding

Given Consulting Scholars' small size and specialized focus, the opportunities for funding relative to larger programs are much different and require a unique approach. Depending on the financial limitations of the Moore School at inception, the cohort can look to establish and maintain financial support through several different channels, including (1) corporate donations and sponsorships, (2) engagement funding, (3) alumni donations, and (4) university funding. The direct funding from the University or the allocation of funds from the Moore School or Management department budget is a form of financial stimulus that may be required at the inception of the cohort if the following forms of funds are not easily accessible due to the newness of the program or the ripple effects of the COVID-19 pandemic.

Through conversations with faculty regarding how other Moore School faculty support their top programs, like OSC Capstone or Finance Scholars, the ability to obtain corporate funds through corporate donations or company partnerships is one channel to support the cohort. With this type of funding, there is an element of relationship management and networking that should be considered. Corporate donations would provide a one-time large source of funding for the cohort

to compensate faculty and allow the program to begin. Finance Scholars used the Corporate Development team at the Moore School to secure its funding from BB&T.

The Consulting Scholars cohort can also generate funding from its company engagements through the Applications of Strategic Management course. The upside of acquiring funding through engagements is its potential to be sustainable funding; each engagement can generate funding to compensate faculty, and overflow funds can be used to offset the costs of orientation. In addition, companies that pay the Moore School for a student engagement are likely to be more engaged with students and invested in the project's success. Focusing on companies like the Savannah River National Lab that have been invested in student development for over a year would be the best option for company partnerships as they may be more likely to provide funding for the program after a year of pro-bono work.

As will be described in the following section, it is also important to consider how and why outside partners are providing funds and to make sure the money coming in is not provided with the false assumption of how the donor will benefit. For example, there are several businesses that work with the Moore School that focus on operational consulting that may see this cohort as a way to recruit and engage with top talent at the Moore School across majors outside of Operations and Supply Chain. Although this may make for a great engagement, this cohort of students is focused on strategy and management consulting and would likely not want to work in industries outside of that, so the partnership may not be mutually beneficial for both parties.

The growth and success of the program will also begin to better connect the University with Gamecock alumni that are in a career with high salaries and growth trajectories. This presents the potential to have alumni that are willing to make small to medium contributions to the program when they are compelled to do so. By no means should this be a consideration when looking to manage alumni involvement within the programming of the cohort, but it is definitely a channel for gaining funds that can be considered over the long-term. If there are individuals willing to make larger contributions, the cohort can then consider leveraging the program name in effort to secure that funding and support. This channel of funding could present to be small and inconsistent, but the validation of financial support from distinguished alumni and their respective companies could prove fruitful in helping the cohort grow and gain accreditation.

The last form of funding for the Consulting Scholars cohort is through the University of South Carolina, specifically the Honors College. If MGMT 371 and MGMT 478 are approved courses for Honors seats and credit, the Honors College will cover faculty costs to teach the program. If a faculty member stops teaching a course to move to Consulting Scholars, the Honors College will pay for the adjunct professor that takes his or her spot. Furthermore, any guest speakers that participate in the MGMT 371 or MGMT 478 classes will be fully funded by the Honors College. This means that faculty costs must only be considered for the three practicum courses, not MGMT 371 and MGMT 478.

Outside Support

Partnerships Needed

To ensure success of the cohort, there are several partnerships that will enable all aspects of the student experience to flourish while creating meaningful relationships that will add value to the overall programming.

Management Department & Faculty Support

The Management department's commitment will come in various forms and will be vital in the efforts to launch the Consulting Scholars cohort. The need to staff certain class sections is the primary means of support as detailed above, but there are other avenues that will be equally as helpful. While teaching these classes, the experiences and professional networks that each individual professor can add to the cohort will be a primary channel of handling any kind of engagement whether it be a guest speaker, corporate partnership, or staffing a live engagement.

The resources of the Management department can be best utilized to market the cohort and ensure that staffing is never an issue as the cohort evolves throughout the years. With other majors having their own programs for high-achieving undergraduate students, this now presents the opportunity to take ownership within the Management department and use all channels possible to recruit the most qualified students into the cohort which will then deliver the best output in terms of student placement and cohort success metrics.

The ideal level of support and commitment to the cohort can be envisioned when looking at the proven success of the Master of Human Resources (MHR) program already within the Management department. Through discussion with various faculty, a consistent point many of them made was that the MHR program is one of the Moore Schools greatest success stories of an efficient and effective program that maintains a cohesive relationship between students, faculty, and employers. Through conversations with Dr. Anthony Nyberg, the Academic Director of MHR, the program has achieved such progress and growth due to the heightened level of commitment from the supporting faculty. These professors and supporting staff are committed to the students and are devote extra amounts of their own time and resources to providing the best experience possible. If the cohort can achieve this level of efficiency and commitment from key staff, the value and mission of the cohort can both be delivered in a consistent and successful manner.

OCM & Staff Support

The OCM is a valuable resource for all Moore School students, and they have several resources already in place that can assist the cohort. The dedicated OCM staff that oversee alumni and corporate relationships can serve as a primary means to relationship building and will also allow the work of the cohort to complement all the great things the OCM is already doing for students.

For consulting specifically, the support of the OCM will enable the cohort to focus on top students while the cohort's growth can serve to educate the OCM on what consulting firms are looking for in undergraduate students. This will allow Consulting Scholars to provide insights to where the OCM can improve their operations to support all students who wish to break into consulting and may not be part of the Consulting Scholars cohort.

Mark Richter, Director of Development of the Moore School, emphasized the importance of having clear intentions and a tailored approach when developing partnerships of any kind. Each of the existing major-related programs within the Moore School have had different ways of utilizing partners and obtaining funds, so it is important to understand how the new cohort can learn from these and be positioned to establish and maintain relationships as it starts and grows. Leveraging the existing mechanisms in place at UofSC, especially those in the Moore School, such as the Business Partnership Foundation, OCM, South Carolina Honors College, or Faber Entrepreneurship Center are all worth exploring to ensure that funding and support for the cohort are always available. Relationship management is an outside of the classroom activity that must remain a priority for the cohort and all faculty and partners involved. Working with the development team moving forward would serve as a great way to learn from those experienced in this type of management and provide additional resources and guidance for the cohort.

Corporate Partner & External Entity Support

Locating and attracting corporate partners will be a key enabler in the growth and success of the cohort. As previously mentioned, the incorporation of a live engagement within the cohort curriculum presents a need to target companies and other partners that seek the work of young consultants. When looking to find projects, the cohort will look to the success of the OSC Capstone program, Marketing Scholars program, and GCC and learn from the approaches each takes to find meaningful work for capable students. Having faculty support within the Consulting Scholars cohort will add an additional layer of credibility to the projects as the faculty lead will serve as the primary point of contact, relationship manager, and overseer of deliverables before they are brought to any client. Securing corporate partners can also lead to more consistent funding for the program and could lead to the buildup of funds to support other aspects of the cohort outside of faculty compensation including things such as, but not limited to, casebooks, trips to visit firms, flying in guest speakers, or subsidizing price of course materials to students.

When looking for corporate partners, the leveraging of existing relationships from supporting faculty is one of the most feasible places to start. Having existing credibility will allow for corporate partners to trust the investment of time and resources needed to make a mutually beneficial partnership work. Outside of engagements, partnerships can arise from any company that takes interest in the consulting and strategy focus of that Consulting Scholars cohort. Finance Scholars saw this form of support through the partnership with BB&T when they were first forming while other programs have utilized their engagements or potential recruitment pipeline to create meaningful partners. Consulting Scholars can look for partnerships with

smaller consulting firms, such as Capgemini, to build its contacts and prove it can produce top-tier talent and an engaging experience.

Using the live engagement as a channel to form partners, the potential for partnerships that result in actual work or the payment for services is much more likely. Several faculty members within the Management department have been able to use their network to facilitate partnerships or corporate encounters before like Dr. Jeff Savage working with SRNL on a project through GCC or Dr. Wanda Chaves bringing in representatives from the Disney Institute to present to MGMT 371 classes. Regardless of size, working with outside parties will heighten the student experience and allow for more opportunities in the future. When focusing on targeting companies for actual engagements, targeting small to medium sized businesses within South Carolina presents the opportunity to work with businesses that know and value the University of South Carolina and provide a means of supporting local communities. Small to medium-sized firms is a great place to start given the scope of the work is likely much more strategic and managerial in nature versus a small project for a larger company. To provide the student cohort with experiences that are applicable and strategy-focused, smaller and more local companies are an avenue that have been explored and can be expanded upon with the cohort. Looking at larger businesses, there is still an opportunity for meaningful partnerships, but being clear and detailed about the nature of the relationship is important to ensure that the business will be able to provide the workstream and resources necessary to provide a meaningful experience. Through our conversations with Dr. Jeff Rehling, the Center of Marketing Solutions has seen some of their core relationships come from their Marketing Scholars engagements with Fortune 500 companies but those have all had a marketing focus that our program should avoid. Being intentional and delicate throughout the creation of the Consulting Scholars relationship development will be a key piece to finding partners and delivering a quality student experience like this cohort envisions.

Program Marketing

If the changes described above were implemented, proper marketing is essential so all students across the University are aware of the opportunities and value proposition of the new curriculum and cohort. At the cohort's inception, marketing may need to be much more tactical and targeted to certain groups that are most likely interested in these new opportunities. A few groups that will have ideal applicants could be the IBEA Cohort, Finance Scholars, Honors and Capstone students, Moore School business minors, professional organizations across campus, and GCC. Moore School business minors already take MGMT 371, so the Consulting Scholars cohort would only add 6 additional credit hours, making this feasible and low-cost for students in rigorous majors like mathematics or engineering. Students in existing cohorts and accelerated scholar programs also make great candidates given their proven track record of strong work ethic and academic performance. This cohort is unique in its ability to attract all majors and therefore should be presented as a value addition to consulting firms like the Big 3 that recruit across all disciplines.

The Moore School should also better promote their various programs across their social media and University communication channels so that underclassmen Gamecocks are well-informed about the various opportunities available to them. From the undergraduate perspective, many of the amazing opportunities available within the Moore School are only made aware to business students. As a result, some students who may be contemplating switching majors are unable to see how many opportunities are available to Moore School students. With better marketing for all programs, as well as Consulting Scholars, the Moore School could benefit from an increase in applications for the college as well as for all the top programs within it.

An important event that should be considered as an exceptional form of marketing would be the previously mentioned “Consulting Day” where recruiters, alumni, and distinguished guests are invited to showcase the vast world of consulting to all students interested. The University has hosted consulting firms in small-scale networking opportunities but there has yet to be a widely marketed and joined event surrounding consulting like Finance and Accounting have experienced. Educating the public is a major factor in attracting and developing future Gamecock consultants, and an effective marketing strategy is a great way to support the Moore School at-large while marketing the Consulting Scholars cohort.

Other Considerations

The Future of GCC

Currently, GCC is the sole resource available on campus dedicated to consulting and that provides extensive learning and guidance for its members. In efforts to provide valuable resources to its members, GCC hosts alumni and recruiters to provide insight into the industry, opportunities for mentorship, and facilitates engagements for members to work with clients from across the globe. With this level of responsibility on a student-run organization, there is limited bandwidth for which the organization can grow; some students passionate about consulting are rejected from the club and are therefore denied resources that could have helped them land consulting roles. The growing success of GCC members presents an area of opportunity for the Consulting Scholars cohort to alleviate pressure from the organization and allows the University to take more ownership of the success of both the organization and students that place at consulting firms.

With a fully functioning cohort for top students to pursue management consulting positions, GCC can shift its focus to provide more general resources to a larger pool of students relative to how many they are currently able to serve. Once GCC can admit more students, the organization can begin to host events for the entire University to attend and be an educational resource for students interested in learning about the different career paths within consulting. To make this a reality, there are a few actionable steps the student organization can take to better serve its members and the University at-large. A great place to start will be strengthening GCC’s

relationship with the OCM so that the student organization can improve the resources they share with their members. With limited faculty involvement and inconsistent funding, GCC has been forced to keep their focus on their members only; once there is a cohort that is expanding the academic materials available for those interested in consulting, GCC can become more accepting of students and create resources that are more general and fundamental in nature.

Relating to special opportunities currently available to GCC members, GCC can use applications to vet students before they are staffed on an engagement or are connected with specific companies. This will allow the club to be more accepting of larger recruitment classes while ensuring that there are ample number of applicants for each engagement teams. With an established Consulting Scholars cohort and a complementary consulting club, students will have a possible path to consulting and surrounding resources to support those that want to learn the fundamentals.

A detailed GCC transition plan for the short-term and long-term can be found on in Appendix Item #7.

Risks & Mitigants

The following risks and mitigants have been explored in more detail in the above sections but have been consolidated to highlight some of the overarching considerations and areas of improvement with our proposal that should be explored by experienced faculty before further action is taken.

Risks

Risk 1: Professors may be hesitant to commit to Consulting Scholars.

Mitigant: If MGMT 371 and MGMT 478 gain Honors College approval, any overload costs will be fully compensated by the Honors College, and the adjunct professor taking over the previous course will be funded. In addition, MGMT 371 and MGMT 478 are redesigned to provide a more engaging academic experience for both faculty and students. Our syllabi and course programming have already received the verbal support from Dr. Chaves, Dr. Whitener, and Dr. Savage, so the two remaining courses requiring faculty support are Advanced Techniques in Microsoft Office and Advanced Case Solving.

Risk 2: Alumni engagement in a new program may be difficult to achieve.

Mitigant: Our tiered approach to alumni engagement allows flexibility in alumni commitment to the Consulting Scholars cohort. Alumni may choose which engagement

opportunities interest them most; those who are busier may opt to only participate in the Consulting Scholars info session whereas others may choose to take on more responsibility like one-on-one mentorship. Within two years of the cohort launch, the Consulting Scholars cohort alumni base will grow by roughly 30 members, allowing for sustainable alumni interest and engagement.

Risk 3: Consulting Scholars may cannibalize participation in other programs.

Mitigant: The flexible timeline of the Consulting Scholars cohort allows students to participate in any other scholar programs at the Moore School. Students interested in Finance Scholars can take the program their sophomore year and enroll in Consulting Scholars their junior year, and students planning to join the Marketing Scholars and OSC Capstone Program can take the Consulting Scholars program beforehand. In our student survey, 23 students were part of an existing scholar program and interested in consulting, but only one indicated they would take Consulting Scholars instead of the current program they are in now, showing low levels of cannibalization. Furthermore, the Consulting Scholars cohort is small and focuses on different skills than other programs. Students who join the cohort would not be having the same experience as students in other scholar programs but an experience supplementary to their current business core curriculum.

Long-Term Vision for Consulting Scholars

The Consulting Scholars cohort has the potential to evolve over time, widening its student reach and integrating into the management curriculum. We have considered a three-year vision and a ten-year vision for the growth of the Consulting Scholars cohort, specifically in recruitment, academic offerings, student involvement, and alumni engagement.

Consulting Scholars 3-Year Vision

On the third year of the Consulting Scholars cohort, we envision an identical recruitment process – resume screening, application, faculty interview, alumni interview – for student admission. While about 15-20 students will still be accepted, we envision the success of the first two years of the cohort will make this recruitment process more competitive.

Academic offerings would still include MGMT 478 and the three MGMT 480 Special Topics in Management Courses, but consulting-specific courses, like MGMT 479: Advanced Issues in Entrepreneurship, could have a Consulting-Scholar specific section. This ensures that after completion of the Consulting Scholar cohort, students still have the opportunity to refine their strategic management skills and gain further experience. Within MGMT 480: Applications of Strategic Management, we envision a transition from engagements with small businesses to

medium-sized businesses and franchises. This shift allows students to still drive strategy for newer companies while allowing the program to generate more income from engagement fees. Furthermore, franchise consulting would offer the students to put recognizable company names on their resume, an attractive feature for Big 3 recruiters.

Our three-year vision also plans to increase student involvement in the Consulting Scholars cohort upon completion of the coursework. Senior Consulting Scholars could have the opportunity to apply for a TA position for one of the Consulting Scholar courses. For example, the MGMT 480: Advanced Techniques in Microsoft Office course could have a student TA that hosts office hours to review concepts in PowerPoint and Excel and offer feedback on the final presentation. This will allow Consulting Scholars to build their professional experience, earn extra money, and continue fostering a sense of community in the cohort while alleviating the burden on the professor to accommodate student needs. Furthermore, students can continue to join GCC for supplementary experience and support the OCM with case interview practice. We understand the OCM may have limited bandwidth to cater to students specifically interested in Big 3 consulting, so allowing Moore School students to schedule a mock case interview or mock behavioral interview with a Consulting Scholar student would reduce the burden on the OCM while broadening access to interview preparation to the student body.

Finally, the third year of the Consulting Scholars cohort has the opportunity for deeper alumni engagement in the program. By the third year, the first few classes of Consulting Scholars will have graduated, expanding the Moore School consulting alumni base by 30+ students. These alumni, rather than those sourced by GCC, would become the target for alumni engagement. We envision these alumni hosting a Consulting Day every fall and spring semester, introducing all students at the Moore School to a consulting career and the different firms available. Within the Consulting Scholars cohort, alumni can contribute modified data sets for the MGMT 480: Advanced Techniques in Microsoft Office class and have the opportunity to attend students' final presentations in MGMT 478 and provide feedback. This allows the alumni role to expand beyond networking and recruitment to a more technical level, giving alumni the opportunity to see students' capabilities firsthand.

Consulting Scholars 10-Year Vision

Year 10 of Consulting Scholars has two potential paths: continuing the momentum of the original Consulting Scholars cohort or integration of the program into a track within the management major. Our long-term vision is for consulting to be accessible to all high-achieving students at the Moore School, not just the top 15-20. Given high student demand currently for the Consulting Scholars program, we believe a formalized Strategic Management degree track is a viable future direction for Consulting Scholars.

Acceptance into the degree program would be similar to the original structure of Consulting Scholars, requiring students to do a resume screening, application, faculty interview, and alumni interview. However, given a degree track would have greater capacity and resources to

accommodate students, we envision this program accepting 40-50 students per year. This is similar to BYU's Strategic Management track as around 115 applicants each year compete for 45 spots. This structure would ensure the Strategic Management major widens its reach in the Moore School while still remaining a competitive program.

The Strategic Management major track would be incorporated into the management major, supplementing the existing Human Resources and Organizational Leadership and Entrepreneurship tracks. The track would be 15-hours total, integrating the existing courses from the Consulting Scholars cohort into a curriculum that challenges students in strategic thinking, analytics, and implementation. The advanced versions of MGMT 371 and MGMT 478 would still be available for non-business majors and business minors to take to prepare for consulting recruitment.

The opportunities for student involvement would continue to expand with the formalized Strategic Management track. Students could still join GCC for supplementary experience for Moore School consulting outreach, case practice, live engagements, and to build consulting resources for the OCM, but the introduction of a Strategic Management Society would be a more exclusive organization for students on the Strategic Management track. The Strategic Management Society would also consist of all faculty and alumni involved in the Strategic Management program, and events would focus on networking, recruitment preparation, firm presentations, and peer support.

Alumni involvement would shift to the Strategic Management Society, helping students network and learn more about opportunities at their firm. These alumni would also still support the academic curriculum of the program, attending and evaluating final presentations or offering data sets and business cases to analyze. By its tenth year, the Consulting Scholars cohort would have a large alumni base, allowing alumni to remain as involved as they wish to be.

Support for Consulting Scholars

Survey Results

Of the 18 students on our student survey that indicated they were not part of an existing scholar program but interested in consulting, all 18 said they would be interested in participating in Consulting Scholars. These 18 students include upperclassmen, who indicated they would have taken this cohort had it been offered to them earlier. Of the 23 students who were part of a scholar program and interested in consulting, 21 indicated they would take Consulting Scholars in addition to their current scholar program. Two students opted to provide open-ended feedback, praising the Consulting Scholars cohort on its focus on its consulting-specific data analytics skills and exposing students to consulting careers and firms.

Of the six alumni consultants we spoke to in-depth about the Consulting Scholars cohort, all six expressed their support for its structure, focus, and alumni engagement.

Conclusion

A Consulting Scholars cohort at the Moore School would challenge top-performing students at the University of South Carolina to develop their strategic management and data analytics skills, preparing them to earn roles at some of the top consulting firms in the world. This cohort would build on the Moore School's current strengths, like experiential learning opportunities and corporate partnerships, while helping target opportunities for growth, like a challenging business core curriculum and strengthened recruitment partnerships with top firms.

The cohort, broken down into one three-credit hour course and three one-credit hour courses, will encourage student development in the top skills identified by recruiters and consultants. Alumni and faculty engagement would foster a sense of community among the cohort while exposing students to internship and full-time opportunities early. Overall, this cohort has the potential to heighten the Moore School reputation, increase its average undergraduate salary, and strengthen students' job-readiness skills needed to be successful.

After speaking to almost 50 UofSC students, students from across the U.S., alumni, faculty, and deans, we are confident that this cohort is the best path for the Moore School to develop its top talent and place students at some of the most prestigious consulting firms across the world. The structure of this cohort, from course syllabi to funding opportunities, was designed to make this cohort feasible and valuable to all stakeholders involved. We ask the Management faculty and deans of the Moore School to strongly consider the value proposition a Consulting Scholars cohort would provide to the Moore School community and student development. Collaboration of all of us – Justin Farley, Alexis McConomy, Dr. Savage, GCC, the Management Department, and the deans – will ensure the Moore School is providing challenging opportunities its top-tier students deserve and set the school on a path to a top-institution for years to come.



SPOTLIGHTS





Cameron Wall

Bain & Company, Atlanta
Associate Consultant
Class of 2020

“As someone who was interested in consulting from the very beginning of my time at USC, Consulting Scholars is exactly the type of program I would’ve wanted to be a part of, and now as an alumni, it’s exactly the type of program I’d be excited to give back to.”



Chad Wonder

84.51, Cincinnati
Consultant
Class of 2020

“The first thing a lot of directors [will] say is if you have some type of project experience in consulting or if you participate in case competitions, those are the two critical pieces to really set yourself apart.”



Emily Fordice

Bain & Company, Atlanta
Associate Consultant
Class of 2019

“I’m always such a big proponent of people practicing case interviews because these interviews are literally what we do...structuring your problem solving and communicating your ideas in a compelling and persuasive way are skills I use every day.”



Emily McCluskey

McKinsey & Company, Atlanta
Incoming Business Analyst
Class of 2020

“I think the intentionality of starting a program... to really get familiar with consulting is to have the opportunity to connect with alumni [and] to prep for interviews. I don’t see any downside to this program.”



Hope Manninen

*McKinsey & Company, Charlotte
Business Analyst
Class of 2020*

"I've noticed [that] coming from a state school and USC in particular, there's a certain element within our classes that focus on intangibles - where we talk, collaborate, and are team oriented - not every business school around the country is oriented that way."



Joe Wright

*Ernst & Young, Charlotte
Manager
Class of 2012*

"You're always going to sell something in your life. Just because you are not in sales doesn't mean you're not going to sell. And I think that is a component that I [use in consulting] and could have had more of [during] undergrad."



Mark Kingsmore

*McKinsey & Company, Charlotte
Engagement Manager
Class of 2017*

"The recent growth in Gamecock placements into top consulting firms is a result of GCC's focus on teaching students about the industry, how to network, and how to prepare for interviews. Establishing a Consulting Scholars is the next step for DMSB to formalize the process & build on the momentum for years to come."



Max Portwood

*McKinsey & Company, Charlotte
Business Analyst
Class of 2020*

"How to use Excel going into any internship makes you so much better off. I remember the first day of my McKinsey internship, they asked me if I had ever used Excel. I [responded] yes... [but] there's still stuff that I wish I knew."

**We would like to thank everyone that contributed to our thesis.
Your insights and suggestions made this thesis what it is today,
and we are grateful for both your time and support.**

Mentors

Dr. Jeffrey Savage

Thesis Director

Cameron Wall

Second Reader

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Marketing Department

Jeff Rehling

Director of Center of Marketing Solutions

Deans

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Associate Dean, Honors College

Staff

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Director of Graduate Career Services

Amy Lantz

Scheduling Coordinator

Corey Mikels

Assistant Director of Alumni Engagement

Alumni

Mark Kingsmore

McKinsey Charlotte

Hope Manninen

McKinsey Charlotte

Max Portwood

McKinsey Charlotte

Matt Neumann

McKinsey Charlotte

Emily McCluskey

McKinsey Atlanta

Emily Fordice

Bain Atlanta

Joe Wright

EY Charlotte

Chad Wonder

84.51° Cincinnati

Yogi Intwala

Other University Students

Marshall Berton

Corsair Society, University of Georgia

UofSC Students

Spencer Bradham

Olivia Lynch

Meagan Lowery

Ransom MacLeith

Jennings Modla

Sandra Boyle

Joe McMahan

Jessica Giacomini

Sarah Payson

Sean Dolan

Turner Finnerty

Zac Schlecht

Micah-Rafael Hall

Sam Fricano

Margo Harrell

Alexis Braz

Caroline Doonan

Frankie Venteicher

Grace Rodgers

Aidan Plenn

Ethan Hsu

Sean Peterson

Ben Ward

Spencer Young



APPENDIX



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MGMT 371: Principles of Management

Instructor

Dr. Wanda Chaves

Contact

[Email]

Office Location

DMSB XXX

Office Hours

[Office hours]

Classroom

[DMSB XXX]

Class Time

[TBD]

Prerequisites

None

Required Course Materials

- **Book selection:** Student choice based on selection below.

Course Description

This accelerated, selective course provides students with a basis for approaching complex business situations through analysis of the management process. The course will highlight several important business cases that challenge students to analyze and discuss potential solutions.

Delivery Methods

Business Environment: All course policies and assignments are designed to produce successful business leaders. This course will challenge you to apply the topics covered to real-life business scenarios and issues. You are expected to complete all assignments on time and produce your best work, similar to a true business environment.

All assignments must be completed based on a provided schedule (listed below).

Teams: This course requires several team projects along with individual submissions.

Learning Outcomes**Principles of Management**

1. Explain the nature of management including the four management functions: planning, organizing, leading, and controlling.
2. Interpret and deconstruct the general, task, and internal environments of an organization.
3. Outline the planning process and its link to organizational mission, strategic goals, tactical goals, and operational goals.
4. Explain the fundamental issues in organizing - including the relationship between human resource management (HRM) and strategic planning.

Principles of Strategic Thinking and Planning

1. Improve practical skills in time management, communication, collaboration, and presentation.
2. Understand the case analysis and case interview process and how to effectively structure and communicate ideas.
3. Explore the various job industries that most heavily utilize strategic planning including (but not limited to) management consulting, corporate strategy, c-suite level positions, etc.
4. Engage with guest speakers that connect classroom topics to an industry application.
5. Discover which strategy-focused positions interest you as a career path.

Course Rules

1. Prepare any readings and notes prior to class time
2. Engage in class discussion and debate when appropriate
3. Respect the opinions of your peers
4. Follow the Carolina Creed in and out of the classroom

How to be Successful in this Course

- *Be invested and engaged in your own learning*
- Read all instructions and directions before beginning assignments
- Use the provided resources and assignments for preparation, study, and practice
- Complete projects, readings, or assigned work on time
- Track your performance and request help when needed
- Be engaged and speak up during class lectures and discussions

Communication Policy

Read Blackboard Announcements Daily

Office Hours Office hours will be [TBD]

If you need assistance with this course (you are confused, lost, unsure, struggling, etc.) please email me immediately **or ask a student for assistance or explanation**. You should always use the given resources to find answers first.

Technology Policy

Technology will not be accepted as an excuse for late work, missed class, or other course deficiencies. Stay ahead of deadlines, plan for interruptions, communicate with professor when needed. **Late assignments are not accepted.**

Integrity Policy

All assignments and exams must be completed individually without peer collaboration or external resources, unless stated otherwise. Any violations of this integrity policy will be immediately reported to the Office of Student Conduct and will result in an automatic 0 on the assignment or failure of the course if on an exam.

Examples of academic integrity violations include, but are not limited to:

- Attempting to copy, print, save, or take picture/video of any quiz or exam items.
- Giving passive or overt assistance on a quiz or exam to another student in this course
- Completing a quiz or exam with the passive or overt assistance of another person or with materials from another person, including non-student persons.

Assessment Evaluations (Grades)

Assignment	Points	Assignment Details	Assignment Location
Principles of MGMT Exam	15%	Standard Exam	In-class
Reading Assignment	10%	Essay	Submission via BB
Active Participation	25%	Recorded by Professor	N/A
Case Analysis/Quizzes (10)	30%	1 attempt each	In-class
Business Analysis Presentation (2)	20%	Formal Presentation	In-class presentations

Grading Scale

A = 90+	C+ = 77-79; C = 70-76	F = 0-59
B+ = 87-89; B = 80-86	D+ = 67-69; D = 60-66	

Assignment and Grade Policies

Deadlines: A deadline is the last day and time an assignment may be submitted for grading or the day the reading must be read and brought to class. All assignments are due at either the class time or midnight on the date indicated; please be mindful of dates and times when completing assignments. **Late assignments are not accepted.** Unique or unusual events in the life of a student which prevent the student from concentrating on their work should be communicated to the professor as soon as possible.

Assignments & Exams: While online study groups are encouraged, **all graded assignments are expected to be individual work** unless it is designated as a group project. **Missed assignments, exams, and presentations** earn a grade of zero. Make ups are only permitted as described below.

Active participation grades will be determined based on three factors: (1) regular and consistent completion of assignments, (2) weekly interaction with course work and class discussions, (3) clear understanding of assigned readings and assignments when discussed.

Principles of MGMT Exam will be taken at the mid-point of the semester and will serve to confirm that you have both (1) read and comprehended much of the material and (2) understand and can apply the material discussed in class to real-life management situations.

Reading Assignment will be used to ensure that all students have read their assigned book and can create connections between the book material and class concepts.

Book list (choose 1):

- **Powerful: Building a Culture of Freedom and Responsibility** by Patty McCord
- **The Effective Executive: The Definitive Guide to Getting the Right Things Done** by Peter Drucker
- **The Culture Code: The Secrets of Highly Successful Groups** by Daniel Coyle
- **First, Break All the Rules: What the World's Greatest Managers Do Differently** by Gallup Press

Case Analysis / Quizzes are adaptive learning exercises that will require students to read case studies and apply the learnings from within the classroom to provide creative business solutions. There will be 11 different cases for which students will read prior to class then answer a series of questions in class. The lowest quiz grade for each student will be dropped.

Business Analysis Presentations will seek to mimic a real-world strategy pitch to a group of relevant stakeholders. The first presentation will come from one of the 11 cases provided to students. Groups of students will be assigned to each case and be asked to provide an in-depth analysis of the case as well of some the strategic components that could be explored further through some of the problem-solving techniques studied within the teachings. The second presentation will be an individual presentation where students will select a specific aspect of a real-life company's strategy that will serve as the focus for the pitch. The professor will explain in more depth the two topics that students will be selected to present throughout the semester. Students in the audience are expected to ask questions and challenge the opinions presented to earn their participation grade.

Students are expected to spend a minimum of two hours outside of class preparing for each hour of class. Therefore, students should have three hours of preparation before each class session. A typical four-hour course should consist of 8 hours of preparation and 4 hours of class time each week for the average student. This time does not include the time spent communicating with the professor or reading syllabi and instructions. **Students should expect this course will consist of 10-12 hours of preparation and assignment completion time each week.**

Ample **course resources** are provided via Blackboard. It is the student's responsibility to determine their preferred study method based on their learning style and to stay current with the pace of the course.

Other Course Policies and Requirements

Intellectual Property and Copyright All course content, including recordings, are the intellectual property of the instructor and copyrighted. Do not take pictures, make copies, upload, or otherwise distribute course content.

Technical Support Students should contact University Technology Services (UTS) at 803.777.1800 if they experience issues with their computer. UTS being closed will not be accepted as an excuse for late work.

Students are bound by the **DMSB Code of Student Conduct** ([DMSCB Code of Conduct](#)) and **UofSC Academic Integrity Policy and Consequences** ([Office of Academic Integrity](#)) as outlined on their respective websites.

Academic Assistance: The Moore School has partnered with USC's Student Success Center to proactively offer aid to students who may need additional help in passing the course. Specifically, students who fail to perform well on assignments and/or have poor attendance, during the first four to eight weeks of the semester, will be referred to the Student Success Center. The Student Success Center will then work with these students to ensure they have a reasonable chance of effectively completing the course.

Course Schedule

Week	Day	Date	Material Covered
1	Th	8/18	Introductions / Syllabus
2	T	8/23	Pre-Assessment / What is Management?
	Th	8/25	Managers & Making Decisions
3	T	8/30	Understanding Strategy
	Th	9/1	Organization Culture & External Environment
4	T	9/6	Organization Structure & Entrepreneurial Ventures
	Th	9/8	Measuring Success in Business
5	T	9/13	Continuous Innovation in Management
	Th	9/15	Effective Leadership
6	T	9/20	Managing: D,I&E, Ethics, and CSR
	Th	9/22	Managing HR, Teams, Leaders
7	T	9/27	Managing Communication
	Th	9/29	Managing Strategy / Review
8	T	10/4	Principles of MGMT Exam
	Th	10/6	Reintroduction to Strategy <i>Due: Reading Assignment</i>
9	T	10/11	Strategic Considerations <i>Business Case Quiz 1</i>
	Th	10/13	Fall Break
10	T	10/18	Applicable Academic Models <i>Business Case Quiz 2</i>
	Th	10/20	Understanding Frameworks <i>Business Case Quiz 3</i>
11	T	10/25	Understanding Frameworks Pt. 2 <i>Business Case Quiz 4</i>
	Th	10/27	Applying Frameworks to Business Cases <i>Business Case Quiz 5</i>
12	T	11/7	Business Case Debate <i>Business Case Quiz 6</i>
	Th	11/1	Business Case Debate <i>Business Case Quiz 7</i>

Week	Day	Date	Material Covered
13	T	11/3	First Business Analysis Presentation <i>Due: All business analysis presentation 1 decks</i> <i>Business Case Quiz 8</i>
	Th	11/8	First Business Analysis Presentation cont. <i>Business Case Quiz 9</i>
14	T	11/10	Guest Speaker <i>Business Case Quiz 10</i>
	Th	11/15	Guest Speaker <i>Business Case Quiz 11</i>
15	T	11/17	Understanding Various Industries / Consulting Scholars Overview
	Th	11/22	Second Business Analysis Presentation <i>Due: All business analysis presentation 2 decks</i>
16	T	11/24	Thanksgiving Recess
	Th	11/29	Second Business Analysis Presentation
17	T	12/1	Second Business Analysis Presentation

Other Student Resources

Students in need of special accommodations for the class should contact the [Student Disability Resource Center](#).

Student Success Center ([Student Success Center website](#)) The Student Success Center offers free drop-in tutoring hours for students at UofSC.

Office of Career Management ([OCM website](#)) The Moore School's Office of Career Management (OCM) is dedicated to the success of our students by assisting with resume development, job search, interview prep, networking strategies, and negotiation skills.

Student Well-Being Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live and believes this may affect their performance in the course, is urged to contact the Division of Student Affairs and Academic Support at 803-777-4193.

Center for Business Communication ([CBC website](#)) The Center for Business Communication provides free consultations to undergraduate and graduate students and work teams on any kind of communication project (written or oral), at any stage of its development. CBC services are free.

Library ([TCLibrary](#)) The university library is an excellent resource for locating citable materials for written assignments and projects. Public computers and study rooms are also available to students.

MGMT 478: Strategic Management (Scholars Section)

Instructor

Dr. Kasie Whitener
and/or Dr. Jeff Savage

Contact

[TBD]

Office Location

DMSB XXX

Office Hours

[Office hours]

Classroom

DMSB XXX

Class Time

[TBD]

Pre-Requisites

MGMT 371

Required Course Materials

- HBR Guide to Persuasive Presentations by Nancy Duarte, *ISBN: 1422187101*

Required Course Materials

- HBR's 10 Must Reads: The Essentials by Harvard Business Review by Clayton M. Christensen, Daniel Goleman, Peter F. Drucker, and Michael E. Porter, *ISBN: 1422133433*

Course Description

This course is designed to integrate various disciplines of study to help students master strategic management problems that real consultants and clients face.

Delivery Methods

Business environment: All course policies and assignments are designed to produce successful business leaders. This course will challenge you to apply the topics covered to real-life business scenarios and issues. The discussions and presentations within the class should maintain a professional quality and standard to prepare students for the real business world.

In-person format: This class is designed for in-person interactions where professor and student participation and dialogue are necessary to further the problem-solving process. Assignments are intentionally designed and ordered to build student knowledge and confidence in a manner requiring critical thought, application, and analysis through engagement and activity to achieve high-level learning with depth of understanding.

All assignments must be completed based on a provided schedule (listed below). Assignments must be completed in a stated order.

All presentations must be prepared before the student/group is scheduled to present and should be submitted to Blackboard before the presentation time.

Teams: This course requires several team projects along with individual submissions.

Course Objectives

1. Become comfortable approaching new and unique problems where you may receive limited information and will be expected to provide creative solutions and management techniques.
2. Develop an understanding for the various approaches and methodologies necessary to analyze problems and evaluate costs/benefits through a realistic and practical lens while providing plans that lead to implementation and management decision-making.
3. Promote diversity of thought through active discussion and debate that will allow students and faculty to approach problems and find solutions through different skillsets and ideas.
4. Explore the roles of CSG, stakeholder management, innovation, and business trends to drive decision making for both the short and long term.

Learning Goals

1. Address several techniques, thought exercises, and structures used by consultants to understand the core elements of the strategic management process.
2. Improve practical skills in time management, communication, collaboration, and presentation.
3. Be able to answer the questions of: (1) What is consulting? (2) What does the work of a consultant look like? (3) How can strategic concepts be applied to find solutions in consulting projects?

Course Rules

1. Remain engaged during all class discussion and presentations
2. Do not use technology during class discussions and lectures
3. Embrace diversity of thought and respect opinions different than your own
4. Look to challenge others approaches when appropriate
5. Be creative
6. Abide by the Carolina Creed

How to be Successful in this Course

- *Treat this as your first consulting role*
- Come to every class prepared and ready to give your opinion and insights
- Follow the Course Rules
- Do not procrastinate on projects, readings, or assigned work
- Use any speakers or alumni that interact with the class to network and gain insight to the industry
- Read business news on your own time to remain up to date with current events and trends

Communication Policy

Read Blackboard Announcements Daily

Office Hours Office hours will be [TBD]

If you need assistance with this course (you are confused, lost, unsure, struggling, etc.) please email me immediately **or ask a student for assistance or explanation.** You should always use the given resources to find answers first.

Technology Policy

Technology provides an opportunity to strengthen time management skills, deepen learning, and increase retention. Technology will not be accepted as an excuse for late work, missed class, or other course deficiencies. Stay ahead of deadlines, plan for interruptions, communicate with professor when needed. **Late assignments are not accepted.**

Integrity Policy

Exam integrity is a basic tenant of student/faculty life. In this course, all exams are open book, open note. Yet, they are not group projects and they are timed. Chatting or receiving help from another student, even one not in the class, is considered an integrity violation. All students involved in an integrity violation will receive a zero for the assignment. The

zero will not be replaced unless it falls under the missed exam/missed project assignment policy. All incidents are reported to school administration. Any student who reports and provides evidence of an integrity violation to Professor Schmidt may receive extra credit points on the assignment. Examples of cheating:

- Attempting to copy, print, save, or take picture/video of any quiz or exam items.
- Giving passive or overt assistance on a quiz or exam to another student in this course
- Completing a quiz or exam with the passive or overt assistance of another person or with materials from another person, including non-student persons.

Assessment Evaluations (Grades)

Assignment	Points	Assignment Details
Case Presentation	5%	Approach business problem in case-structured format
Group Presentations (3)	15%	Analyze unique business problems of real companies
Midterm Presentation	10%	Case presentation with class-concepts added
Final Presentation	15%	Individual presentation of complex business situation
Bi-Weekly Case Analysis (6)	30%	One-pager on case topic submitted via Blackboard
Active Participation	25%	Recorded by Professor

Grading Scale

A = 90+	C+ = 77-79; C = 70-76	F = 0-59
B+ = 87-89; B = 80-86	D+ = 67-69; D = 60-66	

Professional Behavior Policy

Communication, attendance, preparation, and participation (CAPP) are key elements in a student's success within any course. Together these actions culminate to demonstrate a student's overall aptitude for professionalism. In this course, students are expected to strive to achieve excellence in all four areas. Attending while not participating is unprofessional behavior. Demonstrating responsibility and communicating respectfully and proactively with others is professional behavior. Real life expectation is that one prepares prior to a meeting, listens attentively, and participates as needed. I have the same expectation during your offline hours spent on this course. Unprofessional behavior is a quick way to fail the active participation portion of the grade.

Assignment and Grade Policies

Deadlines A deadline is the last day and time an assignment may be submitted for grading or the day the reading must be read and brought to class. All assignments are due at either the class time or midnight on the date indicated; please be mindful of dates and times when completing assignments. **Late assignments are not accepted.** Unique or unusual events in the life of a student which prevent the student from concentrating on their work should be communicated to the professor as soon as possible.

Assignments: The course Assignment Schedule in this syllabus lists the name and corresponding deadlines of all graded assignments. All assignments will have a corresponding place on Blackboard for submission where you will add any deliverables that were created for the assignment or presentation.

Active participation: Grades will be determined based on three factors: (1) regular and consistent completion of assignments, (2) weekly interaction with course work and class discussions, (3) clear understanding of assigned readings and assignments when discussed.

Case Presentation will be done in the second week of the semester for students to showcase what they learned from the assigned readings for before the class and apply them to a business problem of their choice (to be approved by the professor). This case presentation will serve as a benchmark to allow the professor to understand where students' strengths and weaknesses are in case analysis, case structure, slide creation, presentation skills, and ability to be direct and concise with words and slides.

Group Presentations will allow students to explain their strategic problem-solving skills, approach, and recommendations to the rest of the class. Groups of students will be assigned to each case and be asked to provide an in-depth analysis of the case as well of some the strategic components that could be explored further through some of the problem-solving techniques studied within the teachings. The students in the audience will act as the clients during and after presentations where they will be expected to pose questions and criticize recommendations like they were in a real business environment.

The professor will explain in more depth the topics that students will be selected to present on when they are officially assigned.

Midterm and Final presentations will be used to showcase each student's progress throughout the course of the semester in their ability to think, act, and speak like a consultant. Both presentations will seek to mimic a real-world strategy pitch to a group of relevant stakeholders where the professor (and potential guest listeners) will be the client.

Case Analysis are adaptive learning exercises that will require students to pair-read case studies and apply the learnings from within the classroom to provide creative business solutions. There will be 6 different cases for which students will be expected to answer a series of questions. Each case, students will be graded on their one-pager that they submit to Blackboard. The professor will go over how these should be formatted and what topics should be covered in each case.

The cases for the case analysis are listed below.

Case Analysis Topics

Case Number	Case Topics (Links to Cases)
#1	<u>A Cultural Transformation at Southeastern Grocers</u>
#2	<u>A.T. Kearney Inc.: The Push to become a Management Consulting Titan</u>
#3	<u>Visa: Adopting to a World of Fintechs</u>
#4	<u>Goya Foods, Inc.: Boycott or Buycott Due to the CEO's Political Stance</u>
#5	<u>Gray to Green Transition - The Sustainability Journey of Dalmia Cement</u>
#6	<u>What Business is Rivian In?</u>
Extra Credit	<u>Tech with a Side of Pizza: How Dominos Rose to the Top</u>

Other Course Policies and Requirements

Intellectual Property and Copyright All course content, including recordings, are the intellectual property of the instructor and copyrighted. Do not take pictures, make copies, upload, or otherwise distribute course content.

Technical Support Students should contact University Technology Services (UTS) at 803.777.1800 if they experience issues with their computer. UTS being closed will not be accepted as an excuse for late work.

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Course Links/Documents External to this Syllabus Document

- [What is Consulting & What do Consultants Do?](#)
- [General Strategic Management Concepts and Resource](#)
- [Consulting One-Pager Examples](#)

Course Schedule

Week	Day	Date	Location	Material Covered	Due
1	T	8/24	Class or BB	Introductions / Syllabus	
	H	8/26	Class or BB	Consulting 101	
2	T	8/31	Class or BB	Individual Presentations	
	H	9/2	Class or BB	Internal Environment Analysis	
3	T	9/7	Class or BB	External Environment Analysis	
	H	9/9	Class or BB	High-Level Corporate Strategy	Case Analysis #1
4	T	9/14	Class or BB	Group Presentation #1	
	H	9/16	Class or BB	Financial Considerations	
5	T	9/21	Class or BB	Competitive Analysis	
	H	9/23	Class or BB	Understanding the Customer Journey	Case Analysis #2
6	T	9/28	Class or BB	Product Life Cycle	
	H	9/30	Class or BB	Strategic Missions and Restructuring	
7	T	10/5	Class or BB	Midterm Presentations	

Week	Day	Date	Location	Material Covered	Due
	H	10/7	Class or BB	Midterm Presentations	
8	T	10/12	Class or BB	Managing a Brand	Case Analysis #3
	H	10/14	Class or BB	Sales and Marketing Considerations	
9	T	10/19	Class or BB	International Considerations	
	H	10/21	Class or BB	Group Presentation #2	
10	T	10/26	Class or BB	Supply Chain and Operations Considerations	Case Analysis #4
	H	10/28	Class or BB	Adapting to Changes in Market Conditions	
11	T	11/2	Class or BB	Strategic Implementations	
	H	11/4	Class or BB	Timelines and Budgets	
12	T	11/9	Class or BB	Managing Clients Demands	Case Analysis #5
	H	11/11	Class or BB	The Importance of Language	
13	T	11/16	Class or BB	Alumni Speaker Series	
	H	11/18	Class or BB	Group Presentation #3	
14	T	11/23	Class or BB	Academic Models	Case Analysis #6
	H	11/25	No Class		
15	T	11/30	Class or BB	Understanding Various Industries	
	H	12/2	Class or BB	Understanding Various Industries	Extra Credit Case
Final			BB/Zoom	Final Presentations	

Other Student Resources

Students in need of special accommodations for the class should contact the [Student Disability Resource Center](#).

Student Success Center ([Student Success Center website](#)) The Student Success Center offers drop-in tutoring hours for students for many Moore School classes, as well as others. Tutoring is free. Students do not need to make an appointment. Click on the “Visit Drop-in Tutoring” on the SSC website and select the day you want to visit. If students would like to schedule a one-on-one peer tutoring session, you can make an appointment online.

Office of Career Management ([OCM website](#)) The Moore School’s Office of Career Management (OCM) is dedicated to the success of our students. Support services include resume development, job search, interview prep, networking strategies, and negotiation skills. **Sophomores and juniors interested in internships are encouraged to begin their internship search in the Fall Semester. Moore School data shows that students who have had internships increase employability and salary at graduation.

Center for Business Communication ([CBC website](#)) The Center for Business Communication provides free consultations to undergraduate and graduate students and work teams on any kind of communication project (written or oral), at any stage of its development. CBC services are free.

Library ([TCLibrary](#)) The university library is an excellent resource for locating citable materials for written assignments and projects. Public computers and study rooms are also available to students.

MGMT 480: Advanced Techniques in Microsoft Office

Instructor

[TBD]

Contact

[TBD]

Office Location

DMSB XXX

Office Hours

[Office hours]

Classroom

DMSB XXX

Class Time

[TBD]

Pre-Requisites

None

Course Description

This practicum will be a comprehensive review of Microsoft Excel and Microsoft PowerPoint to refine student skills in data analysis and presentation design. The skills learned in this course are designed to be representative of the skills needed as a successful consultant.

Learning Goals

1. Understand the fundamental and advanced concepts of Microsoft Excel, from shortcuts and data visualization.
2. Understand the fundamental and advanced concepts of Microsoft PowerPoint, from design principles to integration with Excel.
3. Rationalize data and design decisions made when preparing a final presentation.

Recommended Course Material

- [Beginner to Pro in PowerPoint: Complete PowerPoint Training \(Udemy\)](#)
- [Excel: Beginner to Advanced \(Udemy\)](#)

It is highly recommended that you complete the following two courses prior to the first day of class. This class will be fast-paced with the expectation you are familiar with most basic concepts in Excel and PowerPoint. These two courses may serve as a helpful reference for you as you prepare for exams and complete daily assignments.

Integrity Policy

All assignments and exams must be completed individually without peer collaboration or external resources, unless stated otherwise. Any violations of this integrity policy will be immediately reported to the Office of Student Conduct and will result in an automatic 0 on the assignment or failure of the course if on an exam.

Examples of academic integrity violations include, but are not limited to:

- Attempting to copy, print, save, or take picture/video of any quiz or exam items.
- Giving passive or overt assistance on a quiz or exam to another student in this course
- Completing a quiz or exam with the passive or overt assistance of another person or with materials from another person, including non-student persons.

Technology Policy

Technology will not be accepted as an excuse for late work, missed class, or other course deficiencies. Stay ahead of deadlines, plan for interruptions, communicate with professor when needed. **Late assignments are not accepted.**

Assessment Evaluations (Grades)

Assignment	Points	Assignment Location
Homework	30%	Blackboard
Application Exams (2)	40%	In-class
Final Project	30%	Blackboard

Grading Scale

A = 90+	C+ = 77-79; C = 70-76	F = 0-59
B+ = 87-89; B = 80-86	D+ = 67-69; D = 60-66	

Assignment and Grade Policies

Deadlines: A deadline is the last day and time an assignment may be submitted. All assignments are due at either the class time or midnight on the date indicated. **Late assignments are not accepted.**

Homework grades are completion of the daily homework assignments. These assignments mirror the Excel and PowerPoint walkthroughs done in class and are an opportunity to solidify the day's learning.

Application Exams will be taken following the Excel portion of this course and the PowerPoint portion. You will be presented with information – whether data or business case – and will have the entirety of class time to complete the associated questions using the skills learned in this course.

Final Project will be a culmination of your Excel and PowerPoint mastery in this course. You will be presented with a business scenario and provided data, and you must submit a polished, professional PowerPoint deck making a recommendation to the business.

Other Course Policies and Requirements

Intellectual Property and Copyright All course content, including recordings, are the intellectual property of the instructor and copyrighted. Do not take pictures, make copies, upload, or otherwise distribute course content.

Technical Support Students should contact University Technology Services (UTS) at 803.777.1800 if they experience issues with their computer. UTS being closed will not be accepted as an excuse for late work.

Students are bound by the **DMSB Code of Student Conduct** ([DMSCB Code of Conduct](#)) and **USC Academic Integrity Policy and Consequences** ([Office of Academic Integrity](#)) as outlined on their respective websites.

Academic Assistance: The Moore School has partnered with USC’s Student Success Center to proactively offer aid to students who may need additional help in passing the course. Specifically, students who fail to perform well on assignments and/or have poor attendance, during the first four to eight weeks of the semester, will be referred to the Student Success Center. The Student Success Center will then work with these students to ensure they have a reasonable chance of effectively completing the course.

Course Structure

The first half of this course will focus on mastering Excel, and the second half will focus on PowerPoint. Each class will be an overview of each topic and a walkthrough of using the tools on the respective application. As previously mentioned, this course is fast-paced, and you are strongly encouraged to complete the online mastery courses prior this course.

Course Schedule

Week	Day	Date	Material Covered
1	T	1/10	Introductions / Syllabus
	Th	1/12	Fundamentals of Excel <i>Interface, print options, common shortcuts, charts</i>
2	T	1/17	Formulas in Excel <i>Basic formulas, nested formulas</i>
	Th	1/19	Managing Data in Excel <i>Sorting/filtering data, list functions, data validation, importing/exporting data</i> <i>Due: Homework 1</i>
3	T	1/24	Managing Data in Excel: Cont. <i>Pivot tables, cleaning and managing large sets of data</i> <i>Due: Homework 2</i>
	Th	1/26	Advanced Formulas <i>Lookup functions, text-based functions, what-if analysis</i> <i>Due: Homework 3</i>
4	T	1/31	Macros <i>Introduction to macros</i> <i>Due: Homework 4</i>
	Th	2/2	VBA <i>Introduction to VBA procedures</i> <i>Due: Homework 5</i>
5	T	2/7	Excel Application Exam
	Th	2/9	Fundamentals of PowerPoint <i>Navigating the PowerPoint interface</i>
6	T	2/14	Principles of Design <i>Essentials for professional PowerPoint design</i>

Week	Day	Date	Material Covered
	Th	2/16	More Design Elements <i>Shape customization, text effects, connecting Excel to PowerPoint</i> <i>Due: Homework 6</i>
7	T	2/21	Business Slide Design <i>Slide design for common business scenarios – share price, management team, geography, KPIs</i> <i>Due: Homework 7</i>
	Th	2/23	PowerPoint Application Exam
8	T	2/28	Final Project Sharing <i>Due: Final Project by class time</i>
	Th	3/2	Final Project Sharing

Other Student Resources

Students in need of special accommodations for the class should contact the [Student Disability Resource Center](#).

Student Success Center ([Student Success Center website](#)) The Student Success Center offers free drop-in tutoring hours for students at UofSC.

Office of Career Management ([OCM website](#)) The Moore School's Office of Career Management (OCM) is dedicated to the success of our students by assisting with resume development, job search, interview prep, networking strategies, and negotiation skills.

Student Well-Being Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live and believes this may affect their performance in the course, is urged to contact the Division of Student Affairs and Academic Support at 803-777-4193.

MGMT 480: Advanced Case Solving

Instructor

[TBD]

Contact

[TBD]

Office Location

DMSB XXX

Office Hours

[Office hours]

Classroom

DMSB XXX

Class Time

[TBD]

Pre-Requisites

None

Required Course Materials

- Case in Point 11 by Marc Cosentino, *ISBN: 0986370762*
- Case Interview Secrets by Victor Cheng, *ISBN: 0984183523*
- Harvard Business Review Course Pack

Recommended Reading

- Embrace the Case by Brad Schiller, *ISBN: 1494787261*

Course Description

This practicum will challenge students to think analytically and creatively when solving complex business cases. This course is designed to help students build qualitative and quantitative business skills, develop the ability to communicate and debate ideas, and prepare for a successful career in consulting.

Learning Goals

1. Understand the steps to approaching a business case: framework, information collection, brainstorming, recommendation.
2. Explain how political, economic, social, technological, and legal factors affect the success or failure of a business.
3. Use frameworks for understanding, debating, and solving business cases
4. Outline the essential components of a consulting case interview: framework, qualitative analysis, quantitative analysis, creative brainstorming, recommendation.

Course Rules

1. Prepare and master all readings before class time.
2. Respect the opinions of peers.
3. Actively participate and engage in all classroom discussions and debate.

Integrity Policy

All assignments and exams must be completed individually without peer collaboration or external resources, unless stated otherwise. Any violations of this integrity policy will be immediately reported to the Office of Student Conduct and will result in an automatic 0 on the assignment or failure of the course if on an exam.

Examples of academic integrity violations include, but are not limited to:

- Attempting to copy, print, save, or take picture/video of any quiz or exam items.
- Giving passive or overt assistance on a quiz or exam to another student in this course
- Completing a quiz or exam with the passive or overt assistance of another person or with materials from another person, including non-student persons.

Technology Policy

Technology will not be accepted as an excuse for late work, missed class, or other course deficiencies. Stay ahead of deadlines, plan for interruptions, communicate with professor when needed. **Late assignments are not accepted.**

Assessment Evaluations (Grades)

Assignment	Points	Assignment Details	Assignment Location
Active Participation	65%	Recorded by professor	N/A
Framework Application Quiz	5%	Based on <i>Case Interview Secrets</i>	
Business Case Write Up (1)	10%	Analysis of 1 case not covered in class	Blackboard
Case Solving Evaluations (3)	30%	Partner case preparation	Blackboard

Grading Scale

A = 90+	C+ = 77-79; C = 70-76	F = 0-59
B+ = 87-89; B = 80-86	D+ = 67-69; D = 60-66	

Assignment and Grade Policies

Deadlines: A deadline is the last day and time an assignment may be submitted for grading or the day the reading must be read and brought to class. All assignments are due at either the class time or midnight on the date indicated. **Late assignments are not accepted.**

Active participation grades will be determined by the **quality** of your contributions in class and your ability to think critically and analytically about the cases discussed.

Framework Application Quiz will be taken at the midpoint of the semester and will serve to confirm that you have both (1) read and comprehended much of the material and (2) can apply those new frameworks to real-world business scenarios.

Business Case Write-Up will be an essay that dives deeper into a case not discussed in class and includes a case summary, proposed framework for solving, data analysis, and a recommendation for future strategy. Further criteria will be discussed throughout the course.

Case Solving Evaluations will be completion of three one-page rubrics evaluating your case partner on his/her problem-solving skills through a 30-minute mock case interview. Case partners will be assigned in class, and further details will be discussed throughout the course. It is advised you use the below materials to aid in your performance in these interviews.

Recommended Case Interview Preparation Materials:

- [Case Interviewing 101: Cornell Consulting Club](#)

- [Sample Case Interview Videos](#)

Recommended Cases:

- [Bain Practice Cases](#)
- [McKinsey Practice Cases](#)
- [Deloitte Practice Cases](#)
- [Oliver Wyman Practice Cases](#)

Ample **course resources** are provided via Blackboard. It is the student's responsibility to determine their preferred study method based on their learning style and to stay current with the pace of the course.

Other Course Policies and Requirements

Intellectual Property and Copyright All course content, including recordings, are the intellectual property of the instructor and copyrighted. Do not take pictures, make copies, upload, or otherwise distribute course content.

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Supplemental Resources for Success in Consulting Interviews

- [Getting a Top Management Consulting Job from USC: The Definitive Guide by Cameron Wall](#)
- [Mental Math Practice: Rocket Blocks](#)

Course Structure

Each week of this course will focus on a common issue faced by strategic leaders in domestic and international business. Tuesday classes will focus on introducing the concept and applying different frameworks to the reading for the day. Tuesday readings will highlight actual companies who have handled the issue in the past, and discussions are collaborative to determine the best recommendation for the company in the future. Thursday classes will use mock cases centered on the same concept but will entail a class debate on the best approach for the company. You are encouraged to use the frameworks in this class as basis for your argumentation.

Course Schedule

Week	Day	Date	Material Covered
1	T	3/14	Introductions / Syllabus / Review Case in Point <i>Due: Reading of Case in Point by Marc Cosentino</i>
	Th	3/16	Review Frameworks

Week	Day	Date	Material Covered
2	T	3/21	Mergers & Acquisitions: The Challenge of Management Integration <i>Case: The Acquisition and Restructuring of Kia Motors by Hyundai Motors</i>
	Th	3/23	Mergers & Acquisitions: Debate <i>Case: Can This Merger Be Saved?</i>
3	T	3/28	Market Entry: Determining Best Markets <i>Case: Cirque de Soleil – The High-Wire Act of Building Sustainable Partnerships</i> <i>Due: Case Evaluation 1 (midnight)</i>
	Th	3/30	Market Entry: Debate <i>Case: Did We Expand Too Quickly?</i>
4	T	4/4	Profitability: Why Successful Companies Struggle with the Bottom Line <i>In-Class Quiz on Case Interview Secrets</i> <i>Case: Legal and Profitable? Spotify: The Challenges of an Online Music Service</i>
	Th	4/6	Profitability: Debate <i>Case: Consultant's Comeuppance</i>
5	T	4/11	Social Impact: Measuring the Triple Bottom Line <i>Case: Lemon Tree Hotels: Opening Doors for Everyone</i>
	Th	4/13	Social Impact: Debate <i>Case: Pursue Your Dream of Move On?</i> <i>Due: Case Evaluation 2 (midnight)</i>
6	T	4/18	Pricing: The Strategic Implications <i>Case: Pricing Games: Sony PlayStation and Microsoft Xbox</i>
	Th	4/20	Pricing: Debate <i>Case: Case of the Pricing Predicament</i>
7	T	4/25	How to Keep Going: Case Interviewing Resources, Consulting Q&A <i>Due: Case Evaluation 3 (midnight), Business Case Write-Up (midnight)</i>

Other Student Resources

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Office of Career Management ([OCM website](#)) The Moore School's Office of Career Management (OCM) is dedicated to the success of our students by assisting with resume development, job search, interview prep, networking strategies, and negotiation skills.

Student Well-Being Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live and believes this may affect their performance in the course, is urged to contact the Division of Student Affairs and Academic Support at 803-777-4193.



MGMT 480: Applications of Strategic Management: Live Engagement

Instructor: Dr. Kasie Whitener and/or Dr. Jeff Savage

Contact: TBD

Class Meeting Times: T/Th (X:XX – X:XX)

Location:

Office Hours:

Course Description

This practicum is the capstone experience for the Consulting Scholars cohort. Students will apply their learning in prior Consulting Scholars classes and practicums by working in small groups to solve a real-life business problem. With professor guidance, students will meet weekly with the client, complete periodic deliverables, and present a final recommendation at course end.

Learning Goals

1. Apply strategic management concepts, case structuring techniques, and data analysis/design elements of Microsoft Office learned in the Consulting Scholars cohort.
2. Understand how to navigate professional consultations with clients and deliver recommendations concisely.
3. Strengthen teamwork and collaborative skills by working with the assigned case team.

Course Rules

You are expected to complete all deliverables on time and to the best of your ability. You are also expected to be responsive to all communication with your team, professor, and client. Remember: this engagement is not just a reflection of you and your team as students but of the Moore School as a whole.

Assessment Evaluations (Grades)

Assignment	Points
Active Participation	70%
Final Presentation	20%
Group Member Evaluation	10%

Grading Scale

A = 90+	C+ = 77-79; C = 70-76	F = 0-59
B+ = 87-89; B = 80-86	D+ = 67-69; D = 60-66	

Assignment and Grade Policies

Active participation grades will be the largest portion of this course and determined by the quality of your active contributions with client and within your group. The quality of your individual deliverables, responsiveness to communication, and professionalism will be major considerations for your final grade in this category.

Final Presentation will be delivered to the client at the end of the semester. You will be graded individually on your professional demeanor, public speaking, quality and depth of content presented, and ability to navigate client questions during the Q&A (if applicable).

Group Member Evaluation will be your evaluation of all other members on this project. Your grade will be determined by (1) completion of the evaluations and (2) your overall score by other students. Rubric to be provided during the semester. Students may approach me at any point of the semester to address any concerns about group members.

Other Course Policies and Requirements

Technical Support Students should contact University Technology Services (UTS) at 803.777.1800 if they experience issues with their computer. UTS being closed will not be accepted as an excuse for late work.

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Course Structure

The structure of this course will depend on the client's needs and items to discuss. Therefore, our class meetings will be sessions to discuss updates with the client, gather more information, and plan for the following week of deliverables. Most of this course will be done outside of the classroom through coordination with your group members.

Course Schedule

Week	Day	Date	Items to Discuss
1	T	8/29	Introductions / Syllabus / Team Introduction / Client Overview
2	T	9/5	Client Introduction
3	T	9/12	Client Meeting
4	T	9/19	Client Meeting
5	T	9/26	Client Meeting
6	T	10/3	Client Meeting
7	T	10/10	Client Meeting

Week	Day	Date	Items to Discuss
8	T	10/17	Client Meeting
9	T	10/24	Client Meeting
10	T	10/31	Client Meeting
11	T	11/7	Client Meeting
12	T	11/14	Client Meeting
13	T	11/21	Client Meeting
14	T	11/28	Client Meeting
15	T	12/5	Final Client Presentation

Other Student Resources

Students in need of special accommodations for the class should contact the [Student Disability Resource Center](#).

Student Success Center ([Student Success Center website](#)) The Student Success Center offers free drop-in tutoring hours for students at UofSC.

Office of Career Management ([OCM website](#)) The Moore School's Office of Career Management (OCM) is dedicated to the success of our students by assisting with resume development, job search, interview prep, networking strategies, and negotiation skills.

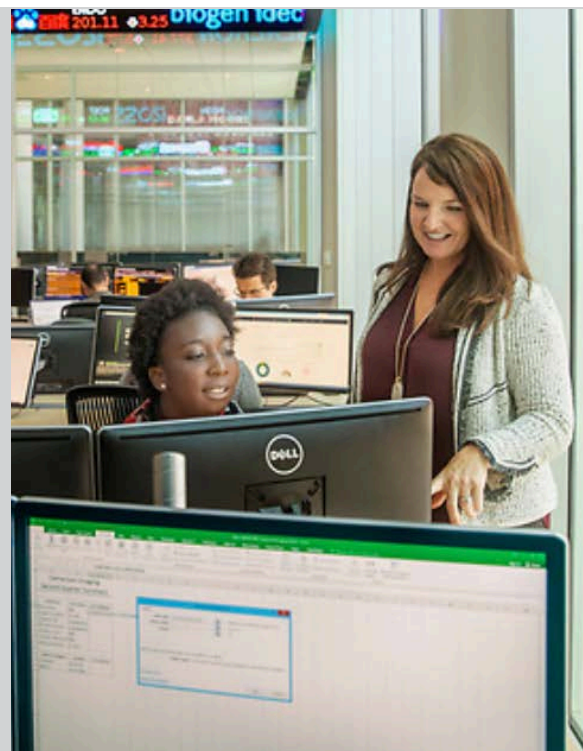
Student Well-Being Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live and believes this may affect their performance in the course, is urged to contact the Division of Student Affairs and Academic Support at 803-777-4193.

Appendix Item #7

*Note: This flyer is for educational purposes only to further the Honors Thesis of Justin Farley and Alexis McConomy and should not be treated as UofSC material *

CONSULTING SCHOLARS

Enabling students to be stronger analytical thinkers and problem solvers



Rationale

Our academic and extracurricular experiences inspired our proposal of the Consulting Scholars cohort, a selective undergraduate program that will challenge students' strategic thinking and business analytics skills to improve placement at top consulting firms.

Consulting Scholars

The cohort will leverage two existing courses while introducing three one-credit practicum courses for students to develop a competitive skill set required to succeed in consulting:

- Principles of Management
- Strategic Management
- Advanced Techniques in Microsoft Office
- Advanced Case Solving
- Applications of Strategic Management: Live Engagement

Opportunities & Demand

The Moore School has an opportunity to expand its academic and interview resources for students interested in a consulting career. Skills learned in the Consulting Scholars cohort are transferable to all types of consulting and non-consulting roles and applicable to all majors.

Benefits

The Consulting Scholars cohort creates several key benefits for the Moore School and its students:

- Increased job readiness
- Greater alumni engagement
- Increased average undergraduate salary
- Heightened reputation of the Moore School
- Stronger and diversified consulting recruitment partnerships
- Alignment with the values and goals of the Academic Excellence Initiative

Overwhelming Support

Consulting Scholars has earned the support of Moore School alumni at top consulting firms, current students, management faculty members, and several staff members.

Faculty Suggestions

There are key faculty whose support is paramount to the success of the cohort given their experience:

- Dr. Jeff Savage
- Dr. Wanda Chaves
- Dr. Kasie Whitener

Thesis Information

Thesis Partners:

Alexis McConomy & Justin Farley

Thesis Director:

Dr. Jeff Savage, MGMT Dept.

Second Reader:

Cameron Wall, Bain & Co.



South Carolina

Not UofSC Material



ABOUT THE AUTHORS



Alexis McConomy

*McKinsey & Company, Charlotte
Incoming Business Analyst*

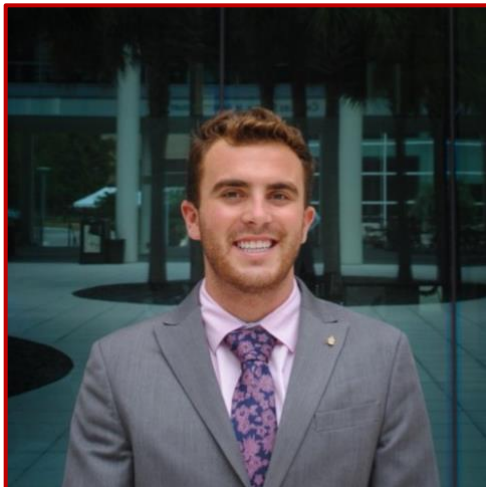


Alexis McConomy graduated Summa Cum Laude from the University of South Carolina Honors College in May 2021 with a B.S.B.A. in International Business, Finance and Economics with a minor in Spanish. Prior to getting her full-time offer, she interned at EY and Fulton Bank.

In her time at UofSC, Alexis served as the President for Sigma Omega Upsilon International Business Fraternity and a Moore School Student Ambassador. She also is a member of the Gamecock Consulting Club and spent her spring of 2020 abroad in Prague, Czech Republic. Alexis plans to spend her summer in her hometown of Chalfont, Pennsylvania.

Justin Farley

*PEAK6 Investments, New York City
Incoming Business Analyst*



Justin Farley graduated Summa Cum Laude from the University of South Carolina Honors College in May 2021 with a B.S.B.A. in Finance and Real Estate with a concentration in Business Data Analytics and a minor in Computer Science. Prior to getting his full-time offer, he interned at Southwest Airlines and Verizon.

In his time at UofSC, Justin served as the VP of Recruitment for Alpha Kappa Psi Professional Fraternity, VP of Communications for Sigma Phi Epsilon, and Treasurer for Gamecock Consulting Club. He is also a member of Omicron Delta Kappa and Order of Omega. Justin plans to spend his summer in his hometown of Toms River, New Jersey.



FINAL DECK





CONSULTING SCHOLARS

Enabling students to be stronger analytical thinkers and problem solvers



UNIVERSITY OF
South Carolina

Darla Moore School of Business

Our thesis defense will cover three areas of the Consulting Scholars cohort.

1

Need & Rationale of Consulting Scholars.

Understanding successful programs at similar universities and current consulting placement rates of Moore School students.

2

Introducing Consulting Scholars.

Highlighting cohort syllabi, alumni engagement, and implementation plan.

3

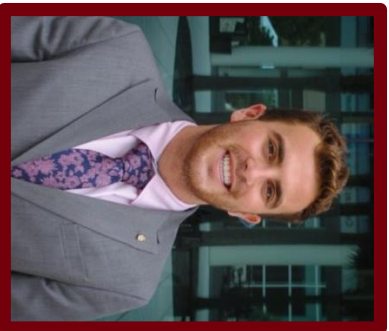
Demand & Benefits of Consulting Scholars.

Addressing benefits to the Moore School and key stakeholders and showcasing alumni and student support.



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Our academic and extracurricular experiences prepared us well for our roles in consulting while also helping us understand where the Moore School has opportunities for growth in helping students land top roles.



Justin Farley

Carolina Finance Scholar, Gamcock Consulting Club

Majors: Finance and Real Estate

Minor: Computer Science

Post-Grad Plans: Business Analyst at Peak6 Investments (New York, NY)



Alexis McConomy

Gamcock Consulting Club

Majors: International Business, Finance, and Economics

Minor: Spanish

Post-Grad Plans: Business Analyst at McKinsey & Company (Charlotte, NC)



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We propose the Moore School introduces a Consulting Scholars cohort for top students interested in consulting.

Rationale of the Consulting Scholars cohort



The Need

- One existing outlet for consulting recruitment: the Gamecock Consulting Club
- Low rigor of business core classes
- UofSC is not a target for top firms



Our Proposal

- Challenging program that prepares students academically and for interviews
- Opportunities for case interview practice and live engagement



Outcomes

- Improved Moore School reputation
- Higher average undergraduate salary
- Increased student job readiness



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Similar rigorous programs exist in other target consulting schools, providing students the resources for success during recruitment and on the job.

CORSAIR SOCIETY

University of Georgia

- Student-led program challenging students in three areas: technology, management consulting, and investment banking
- 26 total students placed at top firms across all three industries

Big 3 Placement (2020): 10
Business School Ranking: 39

BYU MARRIOTT SCHOOL OF BUSINESS Strategic Management

Brigham Young University

- Strategic Management major track with a competitive application process
- Complements student-run organizations like Business Strategy Club, Management Consulting Club, and Strategy Society

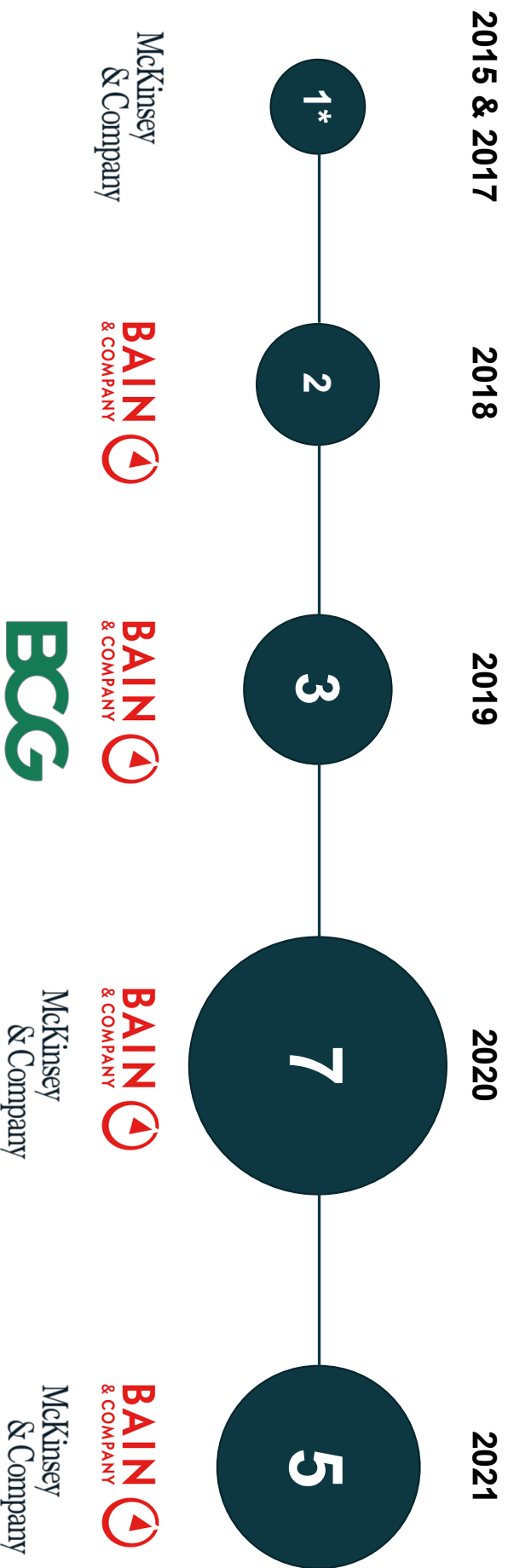
Big 3 Placement (2020): 14+
Business School Ranking: 31

Moore School ranking: 55

Uof SC **Darla Moore**
School of Business

More UofSC students are landing Big 3 roles, and the Moore School must capitalize on its opportunities to continue this momentum.

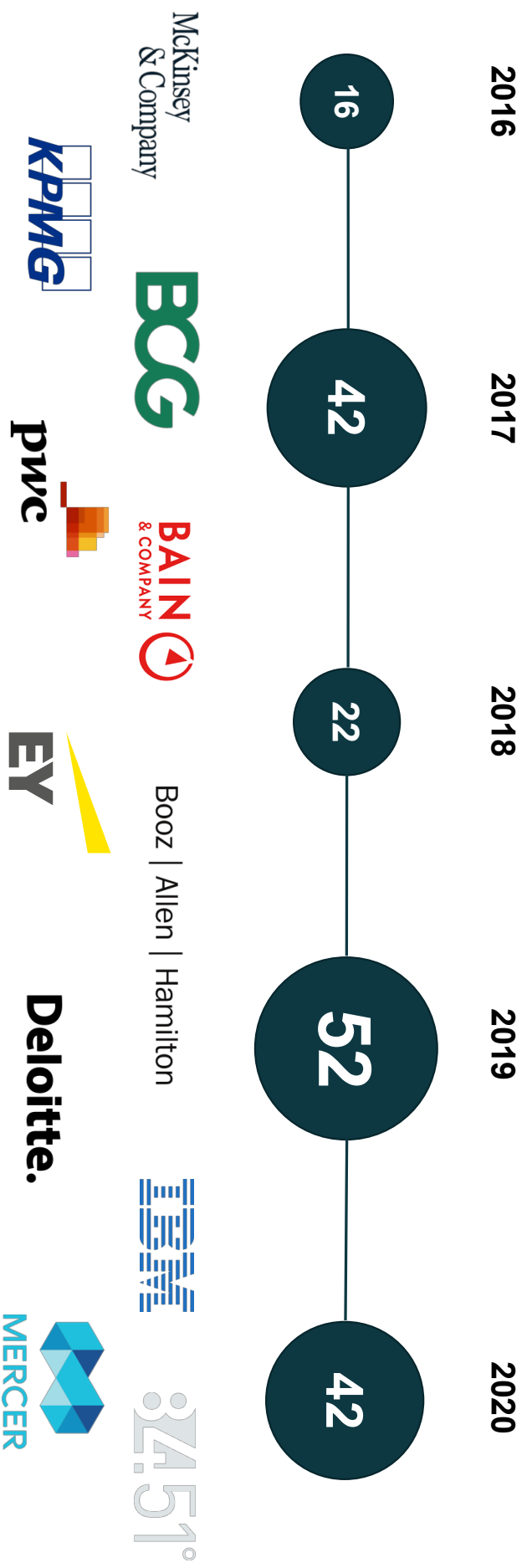
Number of UofSC undergraduate students landing Big 3 offers by graduation year



**One undergraduate student placed per year for 2015 & 2017*

Our students are increasingly interested in consulting, so the Moore School must provide a rigorous academic curriculum to ensure the trend continues.

Number of UofSC undergraduate students landing consulting offers by graduation year*



** All data is self-reported from students entering consulting job functions and is collected and managed by the UofSC Career Center.*

Consulting Scholars would build upon and enhance the existing academic and extracurricular consulting opportunities available to Moore School students.

Undergraduate resources and offerings for consulting

	DMSB Undergraduate Class Offerings	DMSB Program Offerings	Student Org Offerings
Available to Current Students	<ul style="list-style-type: none">• SCHC 475: Innovation Thinktank: Translating Science from Bench to Market• MGMT 478: Strategic Management• MGMT 479: Advanced Issues in Entrepreneurship• IBUS 426: Global Competitive Analysis	<ul style="list-style-type: none">• Finance Scholars• Marketing Scholars• OSC Capstone Program	<ul style="list-style-type: none">• Gamecock Consulting Club• Business Fraternities• Other DMSB Student Organizations
	<ul style="list-style-type: none">• Integrate the teaching styles and rigor of MBA strategy courses with the existing management business core to create a program led by faculty with consulting experience• New SCHC Course: Entrepreneurship and Innovation Consulting with Dr. Brown	<ul style="list-style-type: none">• Launch a cohort that focuses on high-level strategy and management consulting to prepare students for top consulting roles	<ul style="list-style-type: none">• Complement students with beyond-the-classroom experience in consulting, including interview preparation and more live engagements
Opportunities			

The Consulting Scholars program track challenges students to think strategically, refine data analytics and design skills, and professionally communicate ideas.

Consulting Scholars Program Overview

Pre-Consulting
Scholars

1

MGMT 371: *Principles of Management (3 credit hours)*

MGMT 478: *Strategic Management [Scholars Section] (3 credit hours)*

MGMT 480: *Advanced Techniques in Microsoft Office (1 credit hour)*

MGMT 480: *Advanced Case Solving (1 credit hour)*

Consulting Scholars
Program

2

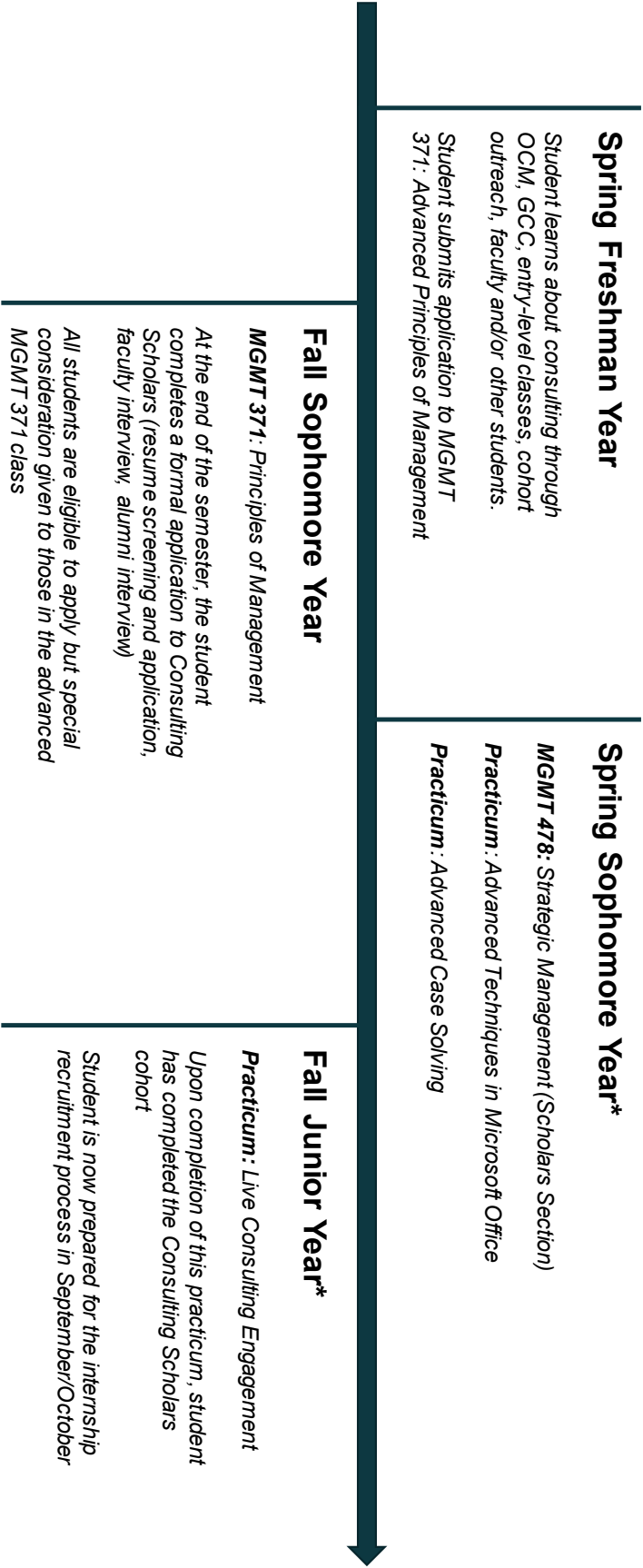
MGMT 480: *Applications of Strategic Management: Live Engagement (1 credit hour)*

3



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The Consulting Scholars cohort track progresses over two semesters, with flexibility in cohort timing to adapt to students' internship, study abroad, and career goals.



** This is ONE possible progression of the Consulting Scholars cohort. This is an example of a student interested in consulting early in his/her Moore School experience.*



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1

Management 371: Principles of Management

This rigorous introductory course gives students a foundational understanding of management to apply to the Consulting Scholars cohort or major-specific learning.

Class Details

- 2 classes of 20-30 students
- 3 credit hours
- Offered each semester
- Opportunity for Honors credit

Professor

- 1-2 professors needed
- Leverage existing Honors 371 professors
- Suggestion: Dr. Wanda Chaves

Content

- First Half: Accelerated 371
- Second Half: Strategic Thinking, Business Analysis, Introduction to Consulting

Student Eligibility

- Sophomores and juniors
- Resume screening and short-answer essay questions for acceptance

Syllabus

- [Potential Syllabus](#)

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2

Management 478: Strategic Management

MGMT 478, the keystone of the Consulting Scholars cohort, challenges students to connect strategic management concepts to solving mock business cases.

Class Details

- 1 class of 10-15 students
- 3 credit hours
- Offered every semester
- Opportunity for Honors credit

Professor

- 1 professor needed
- Suggestion: Dr. Kasie Whitener

Content

- Strategic Management topics and analysis
- 3 individual presentations
- 3 group presentations
- Bi-weekly partner cases

Student Eligibility

- Candidates can be in their Sophomore spring, Junior fall, or Junior spring semester
- Resume screening, short-answer essays, faculty interview, alumni interview

Syllabus

- [Potential Syllabus](#)

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2

Management 480: Advanced Techniques in Microsoft Office

This practicum develops students' skills in Microsoft Excel and PowerPoint, providing them the technical foundation for a consulting role.

Class Details

- 1 credit hour
- Taken concurrently with MGMT 478 (Scholars Section) in the first half of the semester

Professor

- 1 professor needed
- Preference to professors with data analytics, design, and/or consulting background

Content

- Daily application homework assignments
- 2 application exams
- 1 final project

Student Eligibility

- Consulting Scholars only

Syllabus

- [Potential Syllabus](#)

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2

Management 480: Advanced Case Solving

This practicum builds on MGMT 478 and MGMT 371 concepts, engaging students in discussion and debate on Harvard Business Review management cases.

Class Details

- 1 credit hour
- Taken concurrently with MGMT 478 (Scholars Section) in the second half of the semester

Professor

- 1 professor needed
- Preference to professors with consulting background and experience in undergraduate recruitment

Content

- Discussion and debate around HBR articles and strategic decision making
- Framework application quiz
- 1 business case analysis
- 3 mock case interviews

Student Eligibility

- Consulting Scholars only

Syllabus

- [Potential Syllabus](#)

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3

Management 480: Applications of Strategic Management: Live Engagement

This practicum is the capstone experience of the Consulting Scholars cohort, engaging students in a real consulting project.

Class Details

- 1 credit hour
- Taken the semester immediately after MGMT 478 when student is at UofSC (timing adjustments made for abroad students)

Professor

- Preference to professor with consulting background and company relationships
- Suggestion: Dr. Jeff Savage

Content

- Weekly client meetings
- Live engagement with smaller Consulting Scholars group
- Final presentation with key stakeholders and leaders

Student Eligibility

- Consulting Scholars only

Syllabus

- [Potential Syllabus](#)

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The Consulting Scholars cohort integrates several opportunities for alumni engagement, helping students succeed in job recruitment while adapting to schedules of alumni.

Opportunities for alumni involvement

*Least time
commitment*

Participate in a Consulting Scholars info session to provide insight into a consulting career.

Conduct an interview and complete an evaluation for a student applying to the Consulting Scholars program.

Connect interested and qualified Consulting Scholars to consultants/recruiter at your firm.

Conduct a mock case interview for Consulting Scholar students preparing for job recruitment.

Greatest time

commitment

Host a company info session to Consulting Scholars.

Serve as a mentor to a Consulting Scholars student.

****Bold indicates most popular responses***



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A new future of the Gamecock Consulting Club (GCC) will allow both programs to achieve synergies in student development and job recruitment.

Current state of GCC

Strengths:

- Alumni engagement and networking
- Abundant resources for interview preparation

Weaknesses:

- Low engagement and collaboration between members
- No technical training
- Minimal Moore School student outreach

Future state of GCC

- Less selective recruitment: focus on growing club size
- Emphasis on introducing all Moore School students to consulting
- Collaborate with OCM to create interview materials for members and non-member students
- Application process for engagements

Synergies of GCC and Consulting Scholars



Stronger and larger applicant base.

- Students use GCC as a resource to prepare for Consulting Scholars recruitment
- GCC serving as an outreach organization will increase the number of Moore School students interested in consulting

Well-rounded, confident candidates.

- Students have both extracurricular and academic sources of support
- Students have a greater understanding of different firms and have exposure to different types of consulting





Greater engagement.

- Students competing for admission to Consulting Scholars will complete live engagements in GCC and practice interviewing
- Consulting Scholars in GCC serve in leadership positions and guide younger members



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The Consulting Scholars program is financially feasible since its partnerships with the Honors College and Faber Entrepreneurship Center will ensure sustainable funding.

Potential sources of funding	Potential Partnerships
<div>University Support</div> <ul style="list-style-type: none"> The UofSC Honors College funds faculty and guest presenters in courses with Honors seats Moore School Corporate Development can secure company sponsorships and funding for the start-up costs of the program 	<div>  <div> UNIVERSITY OF SOUTH CAROLINA Faber Entrepreneurship Center </div> </div>
<div>Donations</div> <ul style="list-style-type: none"> The Moore School's large and engaged alumni base may be willing to make annual pledges to support the program 	<div>  <div> UNIVERSITY OF South Carolina South Carolina Honors College </div> </div>
<div>Corporate Partners</div> <ul style="list-style-type: none"> The Faber Entrepreneurship Center has existing partnerships with South Carolina businesses through the Small Business Development Center (SBDC) Larger companies, upon hearing the success of Consulting Scholars, pay a fee for semester-long engagements with Consulting Scholar students The Center of Marketing Solutions has an advisory board to engage corporate partners on a semesterly basis and acquire membership fees 	<div>  </div> <div>  <div> Darla Moore School of Business </div> </div>

Launching a new scholars cohort presents three important risks, but the structure and function of Consulting Scholars aims to mitigate them.

Risks and mitigants of Consulting Scholars

1

Professors may be hesitant to commit to this program.

- Honors College & businesses will offset any overload costs.
- Redesigned MGMT 371 and MGMT 478 provide a more engaging academic experience for both faculty and students.

2

Alumni engagement in a new program may be difficult to achieve.

- Alumni can base their commitment to students around the time they have during the semester.
- Alumni base will grow by ~30 students within two years after cohort launch.

3

Consulting Scholars may cannibalize participation in other scholar programs.

- Flexible timeline allows students to participate in any other scholar programs at the Moore School.
- Cohorts are small and focus on different skills than other scholar programs.

The Consulting Scholars cohort has the potential to grow and evolve over time, integrating into the management academic curriculum.

	Y1 of Consulting Scholars	Y3 of Consulting Scholars	Y10+ of Consulting Scholars*
Recruitment	<ul style="list-style-type: none"> • Resume screening, application, faculty interview, alumni interview (sourced from GCC) • 15-20 applicants accepted per semester 	<ul style="list-style-type: none"> • Resume screening, application, faculty interview, alumni interview (sourced from cohort) • 15-20 applicants accepted per semester 	<ul style="list-style-type: none"> • Resume screening, application, faculty interview, alumni interview (sourced from cohort) • 40-50 students accepted
Academics	<ul style="list-style-type: none"> • MGMT 478, 3 practicum courses exclusive to Consulting Scholars • Capstone engagements with small businesses through the SBDC (pro-bono or small fee) 	<ul style="list-style-type: none"> • MGMT 478, 3 practicum courses exclusive to Consulting Scholars, section of MGMT 479 exclusive to Consulting Scholars • Capstone engagements with medium-sized businesses (larger fee) • Franchise consulting 	<ul style="list-style-type: none"> • Introduction of strategic thinking, analytics, and implementation courses for a 15-credit-hour track • Advanced versions of MGMT 371 and MGMT 478 available for non-business majors
Student Involvement	<ul style="list-style-type: none"> • Limited to program curriculum • Join GCC for supplementary experience 	<ul style="list-style-type: none"> • Senior Consulting Scholar students serve as TAs • Join GCC for supplementary experience • Support the OCM with case interviews 	<ul style="list-style-type: none"> • Join GCC for supplementary experience • Introduce a Strategic Management Society – specific networking opportunities for students on this track
Alumni Engagement	<ul style="list-style-type: none"> • Big 3 alumni sourced from GCC for cohort recruitment, mentorship, and networking 	<ul style="list-style-type: none"> • "Consulting Day" - hosted by alumni to build student interest in consulting and Consulting Scholars • Provide datasets for Microsoft Office class • Opportunity to review students' final presentations and offer feedback 	<ul style="list-style-type: none"> • Alumni involvement and recruitment through the Strategic Management Society • One-on-one mentorship, case practice, networking, and recruitment opportunities

**Depending on its success in student placement, the Consulting Scholars cohort can continue its Y3 structure or widen its student reach through integration with the management major.*



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The Consulting Scholars cohort delivers six key benefits to the Moore School that extend beyond student development to the overall Moore School status.

Top benefits of Consulting Scholars

1

Develop Students' Job Readiness

- Advanced proficiency in presentations and business analytics
- Opportunity to lead client-facing engagements
- Skill development transferable to all business careers

4

Heightened School Reputation

- Increased prestige of post-graduate placement and improved rankings
- Opportunity to brand recruitment success to prospective students to increase school competitiveness

2

Greater Alumni Engagement

- More student networking and recruitment preparation
- Increased likelihood of mentorship and recruitment assistance

5

Diversified Recruitment Partnerships

- Opportunity for more company recruitment partnerships
- Position UofSC as target consulting school within the Southeast

3

Increased Average Undergraduate Salary

- 2017/18 avg. undergrad. salary: **\$56,089**
- Average Big 4 consulting salary: **\$70,000**
- Average Big 3 consulting salary: **\$90,000**

6

Increased Interest in MGMT Major

- Currently 13% of total undergraduate class
- Lowest average salary of all majors (\$52,295)



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Consulting Scholars works with all stakeholders involved in the Moore School to ensure it meets their needs and complements their current initiatives.

1

Office of Career Management

- New direction of GCC allows greater collaboration between OCM and GCC in preparing case materials and conducting practice interviews

2

SC Small/Medium Businesses

- SC entrepreneurs receive low-cost consulting, alleviating the burden of the SBDC to accommodate consulting requests

3

National & International Alumni

- Students will be prepared to apply to top firms nationally and internationally, not just the southeast

4

Dean's Excellence Initiative

- Increased rigor and diverse skill development enhance students' functional expertise and professional soft skills

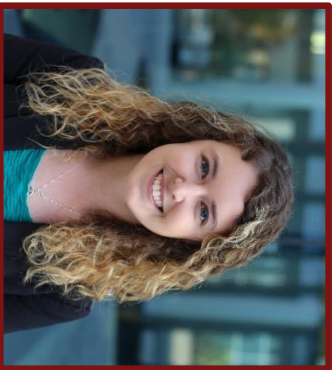


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Current students and alumni have shown strong support for a Consulting Scholars cohort at the Moore School.



"I wish that this was around when I was an undergrad."
*Emily McCluskey, Class of 2020,
McKinsey Atlanta*



"Case interviewing [practice] is an important part of the process, not because it gets you the job, but because it makes you good at the job."
*Emily Fordice, Class of 2019,
Bain Atlanta*



"Whether you want to go into consulting or not, the case interview piece is something that really fortifies everything that you learn in terms of core coursework."
*Chad Wonder, Class of 2020,
84.51° Cincinnati*



"An official program would allow the school to engage with alumni and match students with networking contacts."
*Ransom MacLeith, Class of 2022,
Gamecock Consulting Club*



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Thank you to the faculty, staff, students, and alumni for your time, feedback, and support. Without you, building this cohort would not have been possible.

Faculty

Dr. Wanda Chaves – Management Dept.
Dr. Kasie Whitenier – Management Dept.
Buffie Schmidt – Management Dept.
Dr. Anthony Nyberg – Director of MHR
Mark Newsome – Marketing Dept.
Jeff Rehling – Marketing Dept.

Deans

Dr. Andrea Tanner – Associate Dean, Honors College

Other University Students

Marshall Berton – *Corsair Society, University of Georgia*

Alumni

Mark Kingsmore – McKinsey Charlotte
Hope Manninen – McKinsey Charlotte
Max Portwood – McKinsey Charlotte
Trey Vest – McKinsey Charlotte
Matt Neumann – McKinsey Charlotte
Emily McCluskey – McKinsey Atlanta
Emily Fordice – Bain Atlanta
Chad Wonder – 84.51 Cincinnati
Joe Wright – EY Charlotte
Yogi Intwala – YAB Director

Mentors

Dr. Jeff Savage – Thesis Director
Cameron Wall – Second Reader

Staff

Doug Hanslip – Director of Graduate Career Services
Mark Richter – Director of Development
Amy Lantz – Scheduling Coordinator
Corey Mikels – Assistant Director of Alumni Engagement

UofSC Students

Spencer Bradham – MBA, Consulting Club
Olivia Lynch – MBA, Consulting Club
Meagan Lowery – Gamecock Consulting Club
Jennings Modia – Gamecock Consulting Club
Jessica Giacomini – Gamecock Consulting Club
Joe McMahan – Gamecock Consulting Club
Sandra Boyle – Gamecock Consulting Club
Ransom MacLeith – Gamecock Consulting Club
Aidan Plenn – Finance Scholars
Ethan Hsu – Finance Scholars
Sean Peterson – Finance Scholars
Ben Ward – Finance Scholars

Caroline Doonan – Finance Scholars
Grace Rodgers – Finance Scholars
Frankie Venteichner – Finance Scholars
Spencer Young – Finance Scholars
Micah-Rafael Hall – Marketing Scholars
Margo Harrell – Marketing Scholars
Sam Fricano – Marketing Scholars
Alexis Braz – Marketing Scholars
Zac Schlecht – OSC Capstone
Sarah Payson – IBEA
Sean Dolan – IBEA
Turner Finnerty – Student Alumni Board



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APPENDIX



UNIVERSITY OF

South Carolina

Darla Moore School of Business

We acknowledge that all consulting placement data face the limitations of being self-reported and having non-response bias.

UofSC Career Center undergraduate placement data response rates

	2016	2017	2018	2019	2020
Response Rate	54.6%	75.90%	43.53%	53.35%	54.44%

Limitations of survey data:

1. **Self-reported** – minor inaccuracies may exist due to lack of verification by the UofSC Career Center
2. **Voluntary** – not all students entering consulting are included



We envision a two-phase transition of the Gamecock Consulting Club to ensure the club and the Consulting Scholars cohort complement each other's functions.

Gamecock Consulting Club transition plan

	Current State	Y1 of Consulting Scholars	Y3+ of Consulting Scholars
Recruitment	<ul style="list-style-type: none"> 3-day recruitment of resume screening, mingling, behavioral interview, and case interview 15-20 applicants accepted per semester 	<ul style="list-style-type: none"> 1-day recruitment of resume screening, behavioral interview, and case interview 30-40 applicants accepted per semester 	<ul style="list-style-type: none"> No recruitment process, resume collection for job-recruitment purposes All applicants accepted
Activities	<ul style="list-style-type: none"> Biweekly meetings with exec announcements Company networking/info sessions several times per month exclusive to members 	<ul style="list-style-type: none"> Biweekly meetings with exec announcements Company networking/info sessions several times per month exclusive to members Guest speakers and introduction to consulting presentations available for all Moore-School students 	<ul style="list-style-type: none"> No weekly meetings Company networking/info sessions coordinated with the OCM Interview practice/case partnering through the OCM
Company Engagements	<ul style="list-style-type: none"> No application – interest form fulfilled on a first come, first served basis Led by an experienced GCC member 	<ul style="list-style-type: none"> Application needed to participate Led by an experienced GCC member 	<ul style="list-style-type: none"> Application and exec board interview needed to participate Led by an experienced GCC member preferably in Consulting Scholars
Alumni Engagement	<ul style="list-style-type: none"> Alumni networking and speaker sessions Alumni target members for recruiting 	<ul style="list-style-type: none"> Alumni networking and speaker sessions Alumni target members and Consulting Scholars for recruiting 	<ul style="list-style-type: none"> Alumni speaker sessions Alumni target Consulting Scholars for recruiting



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Our survey reached students of all ages and of all scholar programs.

	Freshman	Sophomore	Junior	Senior	Total
Year	17	12	16	9	54

	Finance	Marketing	OSC	IBEA	None
Scholar Program Participation	7	3	2	18	30

	Yes	No
Interest in Consulting	45	10

Limitations of survey data:

1. **Personal network** – we asked students in our personal networks to complete the survey
2. **Limited information** – students expressing support for our program were provided a brief description of the coursework, not the syllabi

*Note: some totals do not align since all questions were voluntary.



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