

Course Guide



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- **MI-CONSUL-18 Period A and Period C**
- Register in Osiris for 2 parts:
- Academic year 2018_2019
- Duration: 7 weeks
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CONSULTANCY SKILLS

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1. Course description

Consultancy Skills

The Consultancy Skills course is focused on providing basic knowledge and information about the consultancy, role of the consultant in the small company, characteristics of the consultant that clients seek, reputation of the consultant as the most important way of consultancy services promotion and open questions that could hinder successful consultancy process. The course provides insight into basic skills, necessary to complete the consultancy process. In order to avoid usual traps in the relationship consultant-client, students will be introduced with the consultancy pyramid that ensures satisfied clients and good reputation for the consultants. The course is designed having in mind special needs and problems of small and medium-sized companies. You will also practice your consulting skills in role plays

Intake Interview

The course also serves to enhance students' interview skills with a particular focus on skills that are relevant for consultants. This part centres on training students' interviewing skills by developing an interview guideline for company interviews. Students discuss rules for effective interviewing and learn how to deal with difficult interview situations.

Proposal Writing

This part focuses on how to write a good consulting proposal. Students develop a preliminary structure for their consulting proposal and learn how to break down the core problem/major theme(s) into more detailed questions and objectives. They learn the various elements of a consulting proposal.

2. Course Objectives

- *to understand tasks and roles of the consultant in the company*
- *to identify and recognize characteristics of good consultants*
- *to differentiate and explain different approaches to consulting*
- *to understand and apply "the promise pyramid" methodology in the consultancy processes*
- *to define and differentiate different phases in the consultancy processes*
- *To be aware of cultural differences and know how to deal with cultural differences (in a consultancy setting)*
- *to enhance interview techniques by developing an interview outline for a consultancy intake and discussing rules for effective interviewing.*
- *to enhance writing and research skills preparing the structure and objectives of a consultancy proposal*
- *to be able to work in a team and achieve results through the team*

Students will play a business simulation game, The Challenge of Egypt.

The Challenge of Egypt is a project management simulation. All phases of a project and the various roles in a project will be addressed. Student will actively participate during the whole simulation.

Learning objectives:

- The student will learn the basic role division in a project
- The student will learn about team cooperation in a project
- The student will learn project management procedures in practice.
- The student will learn to improve processes and procedures

3. Competencies

Business process and change
 Business research methods
 Business communication
 Planning and Organizing.
 Intercultural sensitivity
 Learning and self development

4. Course content

- 1) Theory about consultancy
- 2) Assignments:
 - Interview Outline for a consultancy intake
 - Consultancy Proposal
- 3) Role Plays
- 4) Business Game

5. Place in the Curriculum and Related Courses

Place in the Curriculum:

This course is an obligatory regular part of the minor Globalizing Business. It is a course for students with high interests of operating in a consultant role, for internal or external purposes. The student has an interest in general management skills

Related Courses:

- Topics in International Business
- Managing Change and Innovation
- Business in Society

The Consultancy course specifically prepares the students for the Global Management Project in which students work on a real business case.

6. Study burden

Total study burden in hours per student = 5 EC (European credits);
 28 hours x 5 EC course = 140 hours.

Lectures	7 x 2 hours	14 hours
Role plays	4 x 2,5 hours	10 hours
Self study		50 hours
Reading		20 hours
Assignments		30 hours
Business Game		16 hours
Total		140 hours

Basic knowledge of: Business, Marketing, Management & Organisation, International Economics, Management Skills, Research Skills, presenting and report writing.

7. Exemption Possibilities

Generally, not applicable.

8. Didactic Forms

Workshops, teamwork, lectures, discussions, assignments and different reading materials.

- Theoretical lectures
- Interactivity during lectures
- Class discussions
- Assignments
- Role plays
- Business Game
- Kahoot Quiz

9. Assessments

In OSIRIS the examination is described as follows:

Type of assessment		Weight	Min. Grade
Assessment 1 Toets 1 Roleplays		100%	5.5
Assessment 2: Toets 2 Portfolio		100%	5.5

Assessments take place in the term that the course is taught, Term A and Term c.

But actually the skills are assessed in role plays and the interview skills assignments are an integrated assessment of the total consultancy knowledge and skills. The assessment is weighted as follows

Type of assessment		Weight	Min. Grade
Toets 1 Role Plays		10%	5.5

Type of assessment		Weight	Min. Grade
Toets2 An interview outline for Consultancy Intake		50%	5.5
Toets2 Consultancy Proposal		50%	5.5
Business Simulation Game	Students must be present and actively participate in the business game		

Students are allowed to work in teams. Teams can be formed by the lecturer if necessary. The dates for the roleplays and the Business Simulation Game are presented on Sharepoint. The deadlines for the Consultancy Proposal and Consultancy Intake are presented on Sharepoint.

If a student fails one of the three assignments, a resit possibility is foreseen in the form of a consultancy assignment. This resit replaces the grade of the three assignments. The resit exam will be an individual take home case study. In case of a resit the student will have to register in the next block and the grades for the resit will be registered in the next block.

10. Course Material

All material used will be provided on SharePoint: <https://cursussen.sharepoint.hu.nl/fem/20/MB-CONSUL-14>

Consulting

- Stroh, L.K. & Johnson H. H. (2006): The Basic Principles of Effective Consulting. Lawrence Erlbaum Publishers: London, pp. 84-123
- Schein, E. H. (1978), The Role of the Consultant Content Expert or Process Facilitator, Personnel and Guidance Journal
- Blake, R. R., Srygley Mouton, J. (1978), Toward a General Theory of Consultation, Personnel and Guidance Journal
- Kurpius, DW. J., Fuqua, D. R., Rozecki, T. (1993), The Consulting Process: A Multidimensional Approach, Journal of Counseling & Development, Vol 71, pp. 601-606
- Nash, P., Nader, F. P. (1990), Ten Guidelines for Effective Consulting, Small Business Forum, Fall

Challenge of Egypt

- <http://www.gamingworks.nl/business-simulations/challenge-of-egypt-project-management/>

Consultancy Proposal

- <http://www.consultantsmind.com/2014/12/19/proposal/>

Questions intake Consultancy Interview

- <http://www.consultantsmind.com/2012/11/04/consultant-interview/>

Role Plays

- Dealing with Resistance to Change, Steve Bell (<https://www.insights.com/media/1089/dealing-with-resistance-to-change.pdf>)
- How to deal with resistance - P.R. Lawrence (<https://hbr.org/1969/01/how-to-deal-with-resistance-to-change>)
- <http://www.culturocity.com/articles/whatisculturalawareness.htm>
- HBR, Getting to Si, Ja, Oui, Hai, and Da by Erin Meyer, December 2015
- https://www.youtube.com/watch?v=C8zNx_IarUw (listening skills)
- <http://www.salesengine.com/sales-toolkit/the-most-effective-way-to-begin-a-sales-meeting/> (opening meeting)
- <https://www.thebalance.com/nonverbal-communication-skills-2059693> (non verbal communication)
- <https://www.andrews.edu/~tidwell/bsad560/CultureStrategies.html>

APPENDICES

What do we want to see in the role play scenario 1

OPENING

- A professional opening
- An introduction of the consultant in which the consultant shows his expertise in
 - Industry sector
 - Technical discipline (if required)
 - In general as a consultancy firm
 - Personal experience of consultant
- Create a positive atmosphere
- Mention the link with this meeting
- An introduction in which the company is able to present itself

GENERAL CONSULTING SKILLS

- The customer is able to express its needs
- Consultants shows listening skills
- Consultant asks open questions
- Consultant is curious
- All consultants participate
- Consultant summarizes what customer says
- Consultant is creative/innovative
- A realistic business setting (no discussions in the corridor, no diners offered before any services are sold etc.)

EXPLAINING THE SPECIFIC SERVICES TO BE OFFERED FOR THIS PROJECT

- Consultant gives his idea about the current situation, problem of the customer
Consultant verifies the approach of the project, proposes some methods that could be used once the project goes ahead
- Verifies planning framework (does the client want to have the project finished in a month or in 6 months)
- Verifies budget ideas (does the client has in mind to spend 30.000 or 300.000)

ENDING

- Summarize the conversation
- Verify if the summary is correct
- Confirm next steps
- Saying goodbye

What do we want to see in the role play scenario 2

OPENING (parts could be irrelevant is conversation is not concerning the first meeting of the consultant client)

- A professional opening
- An introduction of the consultant in which the consultant shows his expertise in
 - Industry sector
 - Technical discipline (if required)
 - In general as a consultancy firm
 - Personal experience of consultant
- Create a positive atmosphere
- Mention the link with this meeting
- An introduction in which the company is able to present itself

GENERAL CONSULTING SKILLS

- The customer is able to express its needs
- Consultants shows listening skills
- Consultant asks open questions
- Consultant is curious
- All consultants participate
- Consultant summarizes what customer says
- Consultant is creative/innovative
- A realistic business setting (no discussions in the corridor, no diners offered before any services are sold etc.)

RESISTANCE (SHOWING RESISTANCE< DEALING WITH IT)

SHOWING RESISTANCE

- Show resistance at various moments in the conversation (presenting objections, disagree, not willing to cooperate etc.
- Explain how resistance is shown and why resistance is present

DEALING WITH RESISTANCE

- Show your care
- Understand the true nature of the resistance
- Is resistance connected with blind spots or attitudes that people have as a result of their preoccupation of the change that management did
- Link the change to other things people care about
- Identify people in the team who do support the change
- Open conversation
- Offer resources (training, helping)
- Pay attention to the timing (not too fast, change in a measured dose)

ENDING

- Summarize the conversation
- Verify if the summary is correct
- Confirm next steps
- Saying goodbye

What do we want to see in the role play scenario 3

Roleplay 3 (intercultural awareness) – evaluation criteria

Related course objective: *To be aware of cultural differences and show how to deal with cultural differences (in a consultancy setting)*

In this third roleplay, you will showcase that you can recognize and effectively anticipate intercultural differences. Working in **teams** you will ‘travel’ to a country with a distinctly different culture to your own to meet with a representative of a company (the teacher will take this role) you intend to consult for. The roleplay will last approximately 10 minutes. You will be informed beforehand what country you are ‘heading to’, so you can prepare yourselves accordingly. During the roleplay, you will be expected to

- Have done in depth research into the country’s culture, business codes and history. Remember that without good research, you will struggle with everything else.
- Be able to recognize and deal in a synergistic manner with encountered cultural differences
- Behave in a non-judgmental and emphatic manner
- Be comfortable with ambiguity and not be afraid to deal with a situation by admitting you don’t know something.
- Avoid stereotyping the behavior of your business associate
- Recognize what an emotional expression (whether yours or theirs) signifies in the culture you are negotiating with, and to adapt your reaction accordingly
- Adapt and recognize the way of showing disagreement to what is accepted in the other culture

Rubric

	Poor (1 – 3)	Limited (4 – 5)	Good (6 -7)	Very good (8 – 9)	Excellent (10)
Research (weighted 30%)	Students display little to no in depth knowledge of the relevant country	Students display limited knowledge, often use stereotypes and generalizations	Students show detailed knowledge of the culture and business codes of the relevant country	Students show detailed knowledge of the culture, business codes and idiosyncrasies of the culture	Students show a near-native understanding of the culture
Cultural synergy (weighted 30%)	Students predominantly show a culturally dominant attitude	Students predominantly show a culturally avoidant or accommodation attitude	Students predominantly show a cultural compromise attitude	Students predominantly show a cultural compromise and synergistic attitude	Students are able to navigate cultural differences without issue and find synergistic solutions
Attitude (weighted 20%)	Students often show signs of stereotyping the other and judging his/her actions	Students occasionally show signs of stereotyping the other and judging his/her actions	Students do not stereotype or judge the other’s actions	Students are visibly open minded and interested in the other’s culture and actions	Students show synergy in their actions, words and non-verbal behaviour
Non-verbal and high context (weighted 20%)	Students consistently miss and/or misinterpret non-verbal or high-context cues	Students occasionally miss/misinterpret non-verbal or high context cues. Do not know what to do with them	Students are able to recognize and act upon the majority of non-verbal and high-context cues	Students are able to recognize and accurately act upon (almost) all non-verbal and high-context cues	Students are able to pick up and deal accordingly with all non-verbal and high-context cues without issue

Evaluation Consultancy Intake Assignment (Questionning)

- Questions are well written correct English
- Questions are realistic/ relevant
- Questions are complete to have enough information to write a proposal

Evaluation Criteria Consultancy Proposal


- Proposal is well written and has a professional lay-out
- Proposal is structured
- Proposal is realistic/ relevant
- Proposal contains all required elements
 - Introductory Paragraph
 - Objectives and Expected Benefits
 - Background and Context
 - Constraints
 - Introduction Consultancy
 - Project Plan with overview of the various activities you will do
 - Timetable
 - Consultants working on the project
 - Pre requisites for successful project:
 - Deliverables
 - Confidentiality, ethical issues, professional reliability
 - Project Costs and Terms
 - Ending


Peer Evaluation Form

Project Name:

Using the following scale and the attached instructions and criteria, please evaluate EVERY group member (including yourself in the first column) on each of the areas listed.

Outstanding 4	Good 3	Marginal 2	Poor 0-1
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Names of Team Members 	Team member 1 name {You Do Grade Yourself}	Team member 2 name	Team member 3 name	Team member 4 name	Team member 5 name
1. Attitude towards the project <i>Interest in discussion & encouragement of others</i>					
2. Listening to others when working in groups <i>Paying attention & incorporating others' thoughts, taking into account suggestions of other teammembers</i>					
3. Willingness to cooperate with others <i>Making suggestions, asking questions, drawing others in</i>					
4. Responding to emails/calls in a timely manner <i>Substantive responses made in a prompt fashion</i>					
5. Quality of submitted work					

<i>Well thought-out and/or researched</i>					
Total Points  (Add points in each column and enter Total Points for each member of the group)					
6. What went particularly well in this project/report?					
7. What could be improved in your project/report?					
8. What grade do you expect for this report?					

Student name:

Signature:

Peer Evaluation of Teamwork Rubric (Explanation of scores)

This rubric can be used for both teamwork in and outside of class

	Outstanding (4 points)	Good (3 points)	Marginal (2 points)	Poor (0-1 points)
	<i>Exceeds Expectations</i>	<i>Meets Expectations</i>	<i>Below Expectations</i>	
1. Attitude towards the project (interest in discussion & encouragement of others)	Always interested and encouraging	Was generally interested and sometimes encouraged others	Seemed sometimes distracted and hardly ever encouraged others	Was often disinterested and never encouraged others
2. Listening to others when working in the team (paying attention & incorporating others' thoughts, take into account suggested improvements of team members)	Always paid attention to and incorporated what others said	Always paid attention and sometimes incorporated what others said	Paid attention more often than not, but rarely incorporated what others said	Paid little attention and never incorporated what others said
3. Willingness to cooperate with others (making suggestions, asking questions, drawing others in)	Frequently made suggestions, asked questions, and drew others into discussion	Made frequent suggestions and asked questions, but was less adapt at drawing others in	Occasionally made suggestions or asked questions, but rarely drew others in	Largely quiet and passive; rarely made any suggestions or asked a question; and never drew others in
4. Responding to emails/calls in a timely manner (substantive responses made in a prompt way)	Always responded promptly & with substance to e-requests	Usually responded promptly, but the quality of the responses varied	Responses were sometimes late, and their substance was usually poor	Frequently failed to respond at all; substance was always poor
5. Quality of submitted work by the group member (well thought-out and/or researched)	Submitted work was well thought-out	Submitted work was acceptable	Work showed significant flaws	Most of the work had to be re-done