

# EXEC-GP / PADM-GP 4154

Management Consulting for Public Service Organizations

# Spring 2024

## Instructor Information

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## Course Information

* Dates: 2/3, 2/17, 3/2, 3/16, 4/6, 4/20, 5/4
* Day/Time: Saturday 10:50 AM – 12:30 PM
* Class Location: Bobst (70 Washington Sq S) Rm LL142

## Course Description

Management consultants work in all corners of the public and nonprofit sectors on every imaginable topic—from organizational strategy to technology implementation, education to migration. But what is management consulting? Why do so many public service organizations rely on it? What qualifies you to be a management consultant? And what does look like to deliver public service consulting responsibly?

Management Consulting for Public Service Organizations will answer and invite debate on these questions. You will learn how to listen for what clients really want and how to partner with them effectively. Through our readings and discussions, we will break consulting down into core elements and provide tangible strategies and approaches you can apply whether you manage consultants or become one yourself. As in consulting, many of your assignments will be collaborative and require you to demonstrate interpersonal as well as technical skills. Your final deliverables will be evaluated by current public service management professionals or consultants. You will leave this course with a clearer understanding of what a public service-

facing management consultant does, having practiced some of the skills they use, and with insight into how you can add the most value to the organizations and sectors you care about.

## Course and Learning Objectives

By the end of the course students will:

1. Have an expanded set of consulting-relevant problem-solving tools
2. Understand effective consultant-client partnership
3. Have experience partnering with a client in the design of a consulting engagement

Learning Assessment Table

|  |  |
| --- | --- |
| **Graded Assignment** | **Course Objective Covered** |
| Class Participation | All |
| Individual Assignments | All |
| Group Project | All |

## Assignments

### Group Project

The core assignment of Management Consulting for Public Service Organizations is a project that asks student teams to engage meaningfully with a client. You will: 1) learn about a real challenge currently facing an organization; 2) engage with the client to gather information about their needs; 3) design an approach for addressing their needs; and 4) evolve your approach based on client feedback.

In the first class students will be assigned to a consulting team they will stay with throughout the course. In Class 2, students will be given more information about the client, the context, and the project. Prior to Class 3, each group will submit a set of preliminary questions to ask the client to better understand their challenge, needs, and expectations for partnership. Prior to Class 4, you will meet with the client, ask your questions, and begin to develop an informed proposal for how to approach the client’s challenge.

In Week 6, each consulting team will hold a project kickoff with the client. We will provide guidance on what should be covered during the kickoff meeting. You will develop a PowerPoint deck to guide this conversation. Lessons from Classes 1-5 will help you prepare content for and manage the meeting. Your challenge will be to appropriately balance active listening, inquiry, and advocacy.

During the kickoff, your consulting team will observe another consulting team’s kickoff meeting, and vice versa. You will be evaluating how the other team performed using a rubric. Following

the kickoff meeting, each student will reflect on how they would revise their team’s kickoff deck were they to continue with the project delivery.

Group Project Deliverables Schedule

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| --- | --- | --- | --- |
| **Due Date** | **Deliverables** | **Individual or Group?** | **Description/ Format** |
| Wed, Feb 28 | Questions for the client | Group | * Word document * 5-7 questions your team will ask the client to better understand their challenge and needs |
| Sat, March 16 | Virtual Client Meeting Recording | Group | NOTE: This assignment is required but ungraded   * Upload a recording of your virtual client meeting to Brightspace |
| Sat, April 20 | Kickoff Deck | Group | * PowerPoint * Your team’s deck should include:   1. Your understanding of the client's objectives   2. Your approach - what will your team deliver and how; what will you require of the client?   3. Implementation timeline   4. Assumptions   5. Questions for client to enable forward movement |
| Monday, April 22 | Completed Rubric | Individual | * During Class 6, you will meet with the client, and you will watch another group meet with the client * You will complete a rubric evaluating the other team’s client meeting * The completed rubric is due by the Monday after class |
| Sat, May 4 | Reflections on how  you would adjust  your team’s kickoff  deck based on the  client’s feedback | Individual | * Word document * Indicate what you would change about each of   the components of your kickoff deck |

### Individual Assignments

In this course, 65% of your grade comes from individual effort and 35% from your collaborative group project. Many large consulting firms operate on a meritocracy model, so individual achievement matters. But client work is group-based, and success comes down to how

effectively the consulting team works together, in partnership with their client. Please submit your assignments in the formats outlined below. Please do not convert to PDF.

Assignment 1: Reading Reflection (Word Document, max 500 words)

Choose any reading from the course, required or optional. Answer these questions:

1. What did you find valuable and worth retaining about this reading? Be specific.
2. Why did you find this point / concept / insight valuable? Just because you intend to hold onto it does not mean you have to wholly agree with it.
3. Imagine you are a consultant for a public service organization you are familiar with. What is the organization and how might they benefit from the insights in this reading?

Assignment 2: Reflection on Classmates’ Group Project Meeting (Word Document, max 500 words)

Each group project will be evaluated using a rubric and each evaluator will use the same rubric: the course professors, the mock clients, and you. Your assignment is to evaluate a peer team’s client meeting using the standard rubric. Each student will be assigned to a peer group and will observe this group during the client meeting class held during the penultimate class.

Successful reflections will:

* + Include responses to each element of the rubric with evidence from observation
  + Include your ideas for how the group may have structured or managed a client meeting differently in instances where you believe the peer group failed to fully address the rubric criteria
  + Show compassionate and thoughtful reflection

Rubric Criteria

1. How well the consultant team appears to understand and respond to the client’s core problem
2. How well the consultant team listens to and receives client feedback. Do they adjust appropriately to the feedback in the moment?
3. How successful is the consultant team’s partnership design? Do they suggest a partnership model that makes sense for what’s needed? Do they ask the client to take responsibility when applicable?
4. How creative, thoughtful, and realistic is the consultant team’s approach and timeline?
5. How well prepared is the consultant team for the client meeting? How well do they manage it?
6. How professionally does the consult team present themselves?
7. How effectively did the team communicate and validate their assumptions with the client?

Assignment 3: Adjustments to the Kickoff Materials based on client feedback (Word Document, max 500 words)

Following the kickoff meeting in Class 6, reflect on your client’s feedback, and determine how you would adjust each component of the kickoff deck:

* + How has your understanding of the client’s objectives evolved?
  + What would you change about your approach? For example, would you add, remove, or adjust any deliverables? Would you ask the client to take on more or fewer responsibilities?
  + Should you accelerate or expand the implementation timeline?
  + Do you need to adjust your assumptions after testing them with the client?
  + Did the client meeting raise additional questions?

## Grading

Students will be graded on their class participation, their reflective assignments, and their group project.

**Grade Breakdown**

* + 20% Class Participation
  + 15% Reading Reflection
  + 15% Reflection on Classmates’ Group Project Meeting
  + 15% Adjustments to the Kickoff Materials based on client feedback
  + 35% Group Project (10% Client Questions, 25% Kickoff Deck + Client Meeting)

## Course Map

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| --- | --- | --- | --- | --- |
| **Wk** | **Date** | **Topic** | **Description/Key Questions** | **Deliverables** |
| 1 | 2/3/24 | What is consulting? | What is management consulting? How does it compare with other “helping modalities”? Introduction to priorities management and the group project. Review course framework and expectations. | Required Readings:  “Consulting is More Than Giving Advice” (Turner)  Humble Consulting, Ch 1, 3 to pg 64 (Schein) |
|  |  |  |  | The McKinsey Mind, Ch. 1, 2 (Rasiel) |
|  |  |  |  | Optional Readings:  The Consulting Bible, Ch. 8 (Weiss) |
| 2 | 2/17/24 | Relationship Management | A consulting engagement is a relationship. How do you create and maintain one that is healthy and productive? How do you balance advocating for your ideas with the | Required Readings:  Leadership on the Line, Ch. 3 (Heifetz and Linsky) |

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| **Wk** | **Date** | **Topic** | **Description/Key Questions** | **Deliverables** |
|  |  |  | need to learn what’s really underlying a client’s challenge? This class draws on group dynamics, reflective practice and executive coaching to  deepen your core people skills. | “Becoming a First Class Noticer” (Bazerman)  Optional Readings: |
|  | On Becoming A Leader, Ch  5 (Bennis) |
|  | “The Fear of Feedback” (Jackson and Stober) |
|  | Assignment: Client questions assignment due by Wednesday 2/28 @ Noon |
| 3 | 3/2/24 | Change Management | Consultants are hired to design, plan for and implement transformational changes. Changes only stick when employees – from leaders to front- line staff – and other important stakeholders understand, buy-in to and embrace the change agenda.  This class introduces the basics of change management and explores the role a consultant may play in helping an organization manage major change. | Required Readings:  “Leading Change: Why Transformation Efforts Fail” (Kotter)  Humble Consulting, Ch 4 (Schein)  Optional Readings:  Systems Thinking for Social Change, Ch. 1, 2 (Stroh) |
| 4 | 3/16/24 | A framework for analysis + A model for responsible public service consulting | In this class we’ll apply a framework for the analysis of a client organization and outline a model for what responsible public service consulting can look like. | Required Readings:  Banishing Bureaucracy: The Five Strategies for Reinventing Government, Chapter 1 (Osborne, Plastrik) |
|  |  |  |  | “Value-Added Consulting: Teaching Clients How to Fish” (Fischer) |
|  |  |  |  | Case Study: Office of Federal Student Aid (FSA) |
|  |  |  |  | Optional Readings: |
|  |  |  |  | Systems Thinking for Social Change, Ch. 5, 6 (Stroh) |
|  |  |  |  | “Why Design Thinking Works” (Liedtka) |

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| **Wk** | **Date** | **Topic** | **Description/Key Questions** | **Deliverables** |
|  |  |  |  | “Integrity in Management Consulting: a contradiction in terms?” (Hagenmeyer) |
| 5 | 4/6/24 | Estimations and Assumptions | Consultants never have the luxury of perfect information. Instead, they are often required to conduct estimations based on reasonable assumptions. We’ll outline how to build reasonable assumptions to effectively estimate. | Required Readings:  “McREDD: How McKinsey ‘cost-curves’ are distorting REDD” (Dyer)  “McKinsey defends its climate costs slide rule” (Wynn)  Assignments: Individual Reading Reflection Assignment Due |
| 6 | 4/20/24 | Group project: client / consultant meetings | Student consultants discuss their implementation plans with mock clients, live. | Required Readings: None  Assignments:   * Kick-off Deck * Consultant/Client Meetings in Class |
| 7 | 5/4/24 | Client meetings reflection + Managing consultants as a client | Reflect on the group project experience. What will you take forward with you to your future role as a consultant or client? | Required Readings: None  Optional Readings: |
|  |  |  |  | Managing consultants: a practical guide for busy public sector managers, Ch. 2 (Dobes) |
|  |  |  |  | Assignments:   * Individual Rubric Assignment Due Monday following Class 6 * Adjustments to the Kickoff Materials due before class |

**Required Readings**

Learning resources are required as outlined in the Course Map section.

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| **Titles** | **Authors** | **Media/ Source** | **Read By:** |
| “Consulting is More Than Giving Advice” | Arthur N. Turner | Article/ Harvard Business Review | Class 1 |
| Humble Consulting, Ch 1, 3 to  page 64 (not case 4) | Edgar H. Schein | Book Chapter | Class 1 |
| The McKinsey Mind, Ch. 1, 2 | Ethan Rasiel | Book Chapter | Class 1 |
| Leadership on the Line, Chapter 3 “Get on the Balcony” | Heifetz and Linsky | Book Chapter | Class 2 |
| “Becoming a First Class Noticer” | Max Bazerman | Article/ Harvard Business Review | Class 2 |
| “Leading Change: Why  Transformation Efforts Fail” | John P. Kotter | Article/ Harvard Business  Review | Class 3 |
| Humble Consulting, Ch 4 | Edgar H. Schein | Book Chapter | Class 3 |
| Banishing Bureaucracy: The Five Strategies for Reinventing  Government, Chapter 1 | David Osborne and Peter Plastrik | Book Chapter | Class 4 |
| “Value-Added Consulting: Teaching Clients How to Fish” | Daryl Fischer | Article/ Curator: The Museum Journal | Class 4 |
| The Price of Government, excerpt. Case Study: Office of Federal Student Aid (FSA) | David Osborne and Peter Hutchinson | Book Excerpt | Class 4 |
| “McREDD: How McKinsey ‘cost-curves’  are distorting REDD” | Nathaniel Dyer and Simon Counsell | Report/ Rainforest Foundation | Class 5 |
| “McKinsey defends its climate costs slide rule” | Gerald Wynn | Article/ Reuters | Class 5 |

## NYU Brightspace

All announcements, resources, and assignments will be delivered through the NYU Brightspace site. I may modify assignments, due dates, and other aspects of the course as we go through the term with advance notice provided as soon as possible through the course website.

## In-Person and Remote Teaching

* + Students are expected to attend each class in person. Please contract me (casey.heim@nyu.edu) in advance if you will be out of class.
  + In the event that a course needs to be offered entirely online for a particular class meeting, we will meet synchronously at the standard time using Zoom (see Brightspace for link). Additional instructions about particular details of class meetings or work will be emailed to you in the event of a shift to online instruction.

## Academic Integrity

Academic integrity is a vital component of Wagner and NYU. All students enrolled in this class are required to read and abide by Wagner’s Academic Code. All Wagner students have already read and signed the Wagner Academic Oath. Plagiarism of any form will not be tolerated and students in this class are expected to report violations to me. If any student in this class is unsure about what is expected of you and how to abide by the academic code, you should consult with me.

## Henry and Lucy Moses Center for Students with Disabilities at NYU

Academic accommodations are available for students with disabilities. Please visit the Moses Center for Students with Disabilities (CSD) website and click on the Reasonable Accommodations and How to Register tab or call or email CSD at (212-998-4980 or mosescsd@nyu.edu) for information. Students who are requesting academic accommodations are strongly advised to reach out to the Moses Center as early as possible in the semester for assistance.

## NYU’s Calendar Policy on Religious Holidays

NYU’s Calendar Policy on Religious Holidays states that members of any religious group may, without penalty, absent themselves from classes when required in compliance with their religious obligations. Please notify me in advance of religious holidays that might coincide with the project kickoff meeting (Class 6) to schedule mutually acceptable alternatives.