
Meeting Time: M 6-8PM PST

Meeting Location: Cheit c330

Instructors:

- Alexander Yuan (alexxyuan@berkeley.edu)
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Faculty Sponsor: Dan Himmelstein

Office Hours: M 8-9PM PST Cheit c330

Course Description

This course is for anyone who wants a better understanding of the consulting industry as a whole. We will be covering the basics of what the job entails, industry deep-dives, preparation for consulting-specific interviews, and more. There will also be an expert panel during the semester, where students will have the chance to network and interact with distinguished Berkeley alumni at various consulting firms. The method of instruction will be a mix of lectures, discussions, and group work.

Course Objectives

1. Becoming knowledgeable about the consulting industry
2. Reaching interview readiness in casing & behaviorals
3. Achieving basic knowledge in consulting tool kit (Excel, Powerpoint, Tableau, Research)
4. Becoming familiar and comfortable working in group settings
5. Becoming confident and effective presenters

Main Topics:

1. Introduction to the Consulting Industry
2. Casing Fundamentals
3. Behavioral Fundamentals
4. Resume & Cover Letters
5. Excel & Tableau
6. Powerpoint & Information Layout
7. Presentation Skills
8. Hands on project work

Materials

Consulting Math Drills (PDF will be provided)

Other reading materials are either linked below, or will be made available via bCourses.

Optional Reading

Case In Point

Victor Cheng's Case Interview Secrets

Requirements

This class is intended to provide real insight on not just how to get a job in the consulting industry but also how to succeed once you are on the job. For that reason, assignments are structured to be hands-on and follow a “learn-by-doing” approach. There will be regular homework assignments that include reading and preparing for case sessions, short writing exercises, and feedback for your case partner. These will directly work off topics discussed in class and will allow you to apply learnings from each week. In addition to weekly homeworks, there will be a final group presentation simulating a real-world consulting problem in which you will be in groups of 3-5.

Class Citizenship

This class will only be mutually beneficial if you engage with the concepts and in class discussions. To maximize your experience we have set the following standard:

1. Participation is a majority of your grade, therefore we expect for you to attend every class with your camera on and ready to engage in classroom discussions. You are granted one unexcused absence throughout the semester which will not affect your attendance grade. If you cannot attend a lecture due to family, medical, or any other personal emergency, please email us in advance to make appropriate accommodations (if possible).
 - a. Especially on days where we have in-class case sessions, we expect that you will be present in class. It is mandatory to engage in the mock-case with your partner.
2. The Haas School of Business has zero tolerance for plagiarism or cheating. Anything of the sorts will immediately result in an NP for the semester.

Policies (Grading Breakdown)

The grading breakdown for the semester will be the following:

- **Final Group Project (30%)**
 - The project will be graded on idea creativity, feasibility, analysis, and presentation. A more detailed rubric will be shared during class.
- **Homeworks (20%)**
 - Most homework assignments will be graded on completion and effort.
 - You **must** read the cases assigned to you so that you are adequately prepared to administer the case to your partner during class. You should **not** read the case that was assigned to the other person, as this will take away from your learning experience of casing.
 - Feedback for your casing partner is to be turned in via Google forms (links will be sent out) by 11:59pm PST Sunday. The link will not be made available until after class. Your feedback will be made available to you by the following class.

- Reflection papers should be one page double spaced with standard 12-point Times New Roman font and 1-inch margins. You may include a short summary of the reading (2-3 sentences), but the focus of the reflection paper should be on analysis and reflection.
- Math questions do not need to be turned in, but these exercises are meant to help you improve efficiency. These are the types of questions you can expect to see in consulting case interviews, so it will be helpful for practice.
- **Attendance + Participation (50%)**
 - As mentioned above, we expect for you to attend every class with your camera on and ready to engage in classroom discussions. You are granted one unexcused absence throughout the semester which will not affect your attendance grade. If you cannot attend a lecture due to family, medical, or any other personal emergency, please email us in advance to make appropriate accommodations (if possible).
 - In-class case sessions will happen starting week 3. You will be paired with another student, and you will have a chance to case each other for approximately 30 minutes each in the latter half of class. To prepare, person 1 will have to read case X, and person 2 will read case Y. In these sessions, person 1 will give case X to person 2, and person 2 will give case Y to person 1.

Grades above a 70% will result in a P in the course. Anything below will be handled on a case-by-case basis, but is likely to result in an NP.

This class will not be graded on a curve and your final score will be calculated as a total score of all handed in assignments. There will be a 10% deduction for every day an assignment is turned in late unannounced. If you cannot make a deadline due to unforeseen circumstances, please contact one of the DeCal instructors to confirm a new submission deadline.

Tentative Schedule

This is a tentative schedule and is subject to change.

Course Introduction & Syllabus Walkthrough	Assignments Due Before that Class
<p>Week 1 (Sep 13) (Hours 1 & 2) Intros What is Consulting + Recruiting Timeline Industry Overview + Firm Intros Resume & Cover Letter Workshop</p>	<p><i>Due Before Class</i></p> <ul style="list-style-type: none"> • Read Syllabus
<p>Week 2 (Sep 20) (Hour 1) Presenting the Best Version of Yourself (Behaviorals) (Hour 2) Ace the Case (Frameworks, industries, market sizing, types of questions, example runthrough)</p>	<p><i>Due Before Class</i></p> <ul style="list-style-type: none"> • Submit your resume and cover letter in Word and PDF formats • Questions 1-20 in <i>Consulting Math Drills</i> (Optional)
<p>Week 3 (Sep 27) (Hour 1) Profitability Framework Review In-Class Casing Session with Instructor Feedback (Hour 2) In-Class Casing Session with Instructor Feedback</p>	<p><i>Due Before Class</i></p> <ul style="list-style-type: none"> • Submit an interview-ready answer for “Why consulting?” <ul style="list-style-type: none"> ◦ Relevant readings: overview, examples • Case session: Read your assigned case and set up a time with your partner to case each other • Submit case feedback for this case before class, preferably right after your case session
<p>Week 4 (Oct 4) (Hour 1) Academic & Extracurricular Planning (Hour 2) Market Entry Framework Review In-Class Casing Session</p>	<p><i>Due Before Class</i></p> <ul style="list-style-type: none"> • Submit a personal pitch (Tell me about yourself) Zoom recording. Keep this between 60-90 seconds. <ul style="list-style-type: none"> ◦ Relevant Reading: tips & examples • Reading: Assigned case for in-class session; pairings and cases will be announced via bCourses/email • Questions 21-40 in <i>Consulting Math Drills</i> <p><i>Due by Sunday 11:59pm PST</i></p> <ul style="list-style-type: none"> • Submit case feedback and review instructor feedback
<p>Week 5 (Oct 11) (Hour 1) Excel & Tableau Workshop (Hour 2)</p>	<p><i>Due Before Class</i></p> <ul style="list-style-type: none"> • Reading: Assigned case for in-class session; pairings and cases will be announced via bCourses/email

<p>M + A Framework Review In-Class Casing Session</p>	<ul style="list-style-type: none"> • Questions 41-60 in <i>Consulting Math Drills</i> <p><i>Due by Sunday 11:59pm PST</i></p> <ul style="list-style-type: none"> • Submit case feedback
<p>Week 6 (Oct 18) (Hour 1) PowerPoint & Decking (Hour 2) In-Class Casing Session</p>	<p><i>Due Before Class</i></p> <ul style="list-style-type: none"> • Complete Sample Excel Forecast & Tableau Dashboard • Reading: Assigned case for in-class session; pairings and cases will be announced via bCourses/email • Questions 61-80 in <i>Consulting Math Drills</i> <p><i>Due by Sunday 11:59pm PST</i></p> <ul style="list-style-type: none"> • Submit case feedback
<p>Week 7 (Oct 25) (Hour 1 & 2) In-Class Group Mini Project (Involves both pptx & xlsx)</p>	<p><i>Due Before Class</i></p> <ul style="list-style-type: none"> • Submit group formations (3-5 people per team) • Submit team introduction deck
<p>Week 8 (Nov 1) (Hour 1) Public Speaking & Presentation Skills (Hour 2) Presentation of Mini Project</p>	<p><i>Due Before Class</i></p> <ul style="list-style-type: none"> • Submit group mini project deck
<p>Week 9 (Nov 8) (Hours 1&2) Project Introduction & Work Session</p> <ul style="list-style-type: none"> • Several real-life consulting project scopes will be presented. In class, groups will choose the scope they want to work on 	<p><i>Due Before Class</i></p> <ul style="list-style-type: none"> • Submit a Zoom recording of a 2-minute speech on something you are passionate about
<p>Week 10 (Nov 15) (Hours 1&2) Expert Panel: speakers from firms such as McKinsey, Bain, BCG, & LEK</p>	<p><i>Due Before Class</i></p> <ul style="list-style-type: none"> • Submit Questions for Panel Members
<p>Week 11 (Nov 29) (Hours 1&2) Project Work Day</p>	<p><i>Due Before Class</i></p> <ul style="list-style-type: none"> • Submit a Zoom recording OR 100 word paragraph on “Why xyz firm”
<p>Week 12 (Dec 6) (Hour 1) Midpoint Feedback for Group Projects (Hour 2) Wrapping up the course + final questions about consulting, careers, etc.</p>	<p><i>Due Before Class</i></p> <ul style="list-style-type: none"> • Keep working on projects

Week 13 (Dec 13) (Hours 1&2) Final Group Project Presentations	<i>Due Before Class</i> <ul style="list-style-type: none"> • Submit final presentation to bcourses in PDF format
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Resources

There are various resources on the Internet when it comes to consulting and case interviews. You should explore these websites and see which ones will be most helpful to you. These can effectively supplement the content learned in class.

Statement on Accommodation

The purpose of academic accommodations is to ensure that all students have a fair chance at academic success. If you have Letters of Accommodations from the Disabled Students' Program or another authorized office, please share them with me as soon as possible, and we will work out the necessary arrangements. While individual circumstances can vary, requests for accommodations often fall into the categories listed on the [Academic Calendar and Accommodations website](#). The campus has well-developed processes in place for students to request accommodations, and you are encouraged to contact the relevant campus offices listed on the [Academic Accommodations Hub](#) (link is external). These offices, some of which are confidential, can offer support, answer questions about your eligibility and rights, and request accommodations on your behalf, while maintaining your privacy.

Haas Recommendations for Remote Learning (if online)

1. Camera-on by default.
2. Mute by default except when speaking.
3. Strive to learn from one another and build on one another's contributions.
4. Treat our virtual classroom as you would a physical classroom, e.g., arrive on time, dress as you would in a physical classroom.
5. Don't post or share (even privately) inappropriate material.
6. Try to find a quiet location for your zoom classroom; if you do not wish to have your background on camera consider using a Zoom virtual background (not all computers will support this feature). Be respectful and inclusive of one another both when speaking and in chat conversations.
7. Be aware of strong language, all caps, and exclamation points.
8. Do not drive while zooming into a classroom.
9. Students who are concerned about their ability to meet these norms (e.g., wifi too slow for camera), should communicate with their instructor to set agreements.