



*GEORGETOWN UNIVERSITY*  
*School of Continuing Studies*  
*Public Relations and Corporate Communications*

## Consulting (PRCC-905)

**Dates:** January 11-May 8, 2017

**Location:** This course takes place online. Georgetown University School of Continuing Studies (SCS) uses Canvas as its Learning Management System. This course will be taught entirely through the Canvas platform. To learn more about Canvas, please go through the [Canvas Guide for Students](#).

**Faculty:** Steve Worth

**Virtual Office Hours:** By appointment through Canvas Conferences. Contact me by email to set up an appointment.

### Downloadable Syllabus

The complete syllabus is available in PDF (for download). If you do not have the free Adobe Reader to view the PDF file, please download at [Adobe Reader](#).

## COURSE DESCRIPTION

This course in “Consulting” is designed for aspiring communications professionals who may be interested in management consulting as a career and who seek an understanding of the skills, methodologies, and mindsets that are critical for this relatively new and fast growing profession. The course will proceed from a general outline of consulting using a case study approach to the specifics of consulting with an emphasis on the application of communications expertise in

helping to realize the missions and improve the performance of organizations in both the public and private sectors as measured by their missions.

## COURSE LEARNING OBJECTIVES

Upon successful completion of this course, students will be able to:

1. Define consulting and explain the various types, challenges, and ethical considerations of consulting
2. Identify the specific skills that are needed to succeed in a consulting career
3. Explain how consulting firms are structured
4. Differentiate between consulting in governmental, nonprofit, and for-profit organizations
5. Explain fact-based decision making
6. Differentiate between different types of consulting services
7. Explain the common causes of success and failure in consulting work
8. Explain consulting industry trends

## REQUIRED READINGS

The required readings for this course include four books and selected articles. Two of the books are available as ebooks through the Georgetown library, two books are available for purchase at the Georgetown Bookstore and online vendors. The required articles are included in the Canvas course.

### **Required books to be purchased:**

- Plexus Consulting Group, LLC. (2008). *The power of partnership: Principles and practices for creating strategic relationships among nonprofit groups, for-profit organizations, and government entities*. American Society of Association Executives and the US Chamber of Commerce.
- Maister, D.H., C.H. Green, and R.M. Galford. (2001). *The Trusted Advisor*. New York, NY: Touchstone.

### **Required books available for purchase or through Georgetown library as an ebook. Note that the Block ebook has limited access through the library:**

- [Block, P. \(2011\). \*Flawless consulting: A guide to getting your expertise used\*, 3rd ed. San Francisco: Pfeiffer Publishing.](#)
- [Worth, S.M. \(2010\). \*The Association guide to going global: New strategies for a changing economic landscape\*. Hoboken, NJ: John Wiley and Sons, Inc.](#)

# COURSE REQUIREMENTS

## Technical Requirements

As an online student your "classroom" experience will be very different than a traditional student. As part of your online experience, you can expect to:

1. Communicate via email including sending attachments
2. Navigate the internet using a Web browser
3. Use office applications such as Microsoft Office or Google Docs to create documents
4. Learn how to submit assignments in Canvas
5. Communicate with peers using discussion boards and other platforms
6. Upload and download saved files
7. Have easy access to the Internet
8. Navigate Canvas, including using the email component within Canvas
9. Use a microphone to record audio through your computer
10. Use an internal or external camera to record video through your computer

In this course we will use TurnItIn, Zoom and VoiceThread

- TurnItIn is a writing assessment tool that is used to detect plagiarism and allows teachers to provide assignment feedback to students. Technical support for TurnItIn is [available via TurnItIn Support Services](#).
- Zoom enables users to conduct synchronous ("real-time") conferences, presentations, lectures, meetings, office hours and group chats via audio, video, text chat and content sharing. [Technical support for Zoom is available via Georgetown](#).
- VoiceThread is a tool that enables teachers and students to upload and asynchronously present images, video, and/or other media and respond to others presentations with audio, video, and/or text comments. [Technical support for VoiceThread is available](#).

## Computer Requirements

Students need to have sufficient technology and Internet access to complete this course. The requirements are listed by [Canvas in the Instructure Guides](#).

### **Audio and Video Capability**

- You will need an internal or external microphone. Most computers now come with them built in.
- You will need an internal or external camera. Most computers now come with them built in.

# COURSE EXPECTATIONS

This course is conducted entirely online, which means students do not have to be on campus to complete any portion of it. Students will participate in the course using Georgetown University's online learning management system called Canvas. Each Module will open one week before assignments are due.. Students are required to move through each module in sequential order.

## Student Expectations

This course consists of 15 modules. You are expected to do the readings, watch the lecture videos, and to engage with the course material in depth. Your responsibilities include taking the module quizzes, completing the module assignments, and turning in your final plan.

Participation is essential to your success in this class. In order to get full credit for participation, you will have to complete all of your module assignments and quizzes.

## Time Expectations

Our online classes are designed to meet the same academic standards as our place-based (face-to-face) courses. You can think of each module equal to the same level of participation, commitment, and academic rigor as a face-to-face class. Students should plan on spending approximately 9-12 hours per week on the work for each online module.

## Absences

There are no excused absences in an online course. The instructor will count a student as "absent" in any week in which the student fails to submit any of the assignments due that week, including participating in online discussions, quizzes, assignments, and/or activities.

# ACADEMIC INTEGRITY

All students are expected to maintain the highest standards of academic and personal integrity in pursuit of their education at Georgetown. Academic dishonesty in any form is a serious offense, and students found in violation are subject to academic penalties that include, but are not limited to, failure of the course, termination from the program, and revocation of degrees already conferred. All students are held to the Honor Code.

The Honor Code pledge follows:

In the pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and uphold the Georgetown University Honor System: To be honest in any academic

endeavor, and To conduct myself honorably, as a responsible member of the Georgetown community, as we live and work together.

## Plagiarism

Stealing someone else's work is a terminal offense in the workplace, and it will wreck your career in academia, too. Students are expected to work with integrity and honesty in all their assignments. The Georgetown University Honor System defines plagiarism as "the act of passing off as one's own the ideas or writings of another." More guidance is available through [the Gervase Programs](#). If you have any doubts about plagiarism, paraphrasing, and the need to credit, check out [Plagiarism.org](#).

## COURSE ACTIVITIES AND ASSIGNMENTS

Written work is due by the assigned due date on Canvas. **You must submit your written assignments online by the time assigned in Canvas; DO NOT SEND YOUR PAPERS TO OTHER PERSONAL OR PROFESSIONAL EMAIL ADDRESSES.** Follow-ups and class participation is contingent on the timely submission of your initial responses.

### Late Submission Policy:

The instructor expects work to be completed on time. Grades for late assignments will automatically be reduced by 10% of the maximum points, in addition to points reduced in the normal grading process. Assignments that are late by more than 1 day will receive no credit. As stated in the [Student Handbook](#), you must notify the instructor and obtain my approval if you are unable to complete any assignment by the published submission deadline. I may grant extensions upon written request on a case-by-case basis. Incomplete work will receive a failing grade.

## Assignments

### Discussion Board Assignments (20% of your grade)

Due: Modules 1-15

Each week you will be presented with questions meant to spur your thinking about the readings and activities for each module. Your responses to these prompts will require you to synthesize and apply all that you have learned during that module. In order to fulfill the requirements for the discussion posts, you will also be required to respond to two of your peers' posts.

### **Case Study Assignments: (20% of your grade)**

Due: Modules 6 & 9

Students will analyze two case studies over the course of the semester and submit a 3-5 page report and record a 5-7 minute presentation for each case study. For this assignment students will be required to define the key facts of the situation, identify alternative approaches that are possible, explain what are or would be the costs as well as expected returns on investment, and present their analysis to the class, using VoiceThread. Students are encouraged to use case studies from their own experience, but can email the instructor if they need help finding a case.

### **Master Project Assignment]: (40% of your grade)**

Due: Modules 5-15

Beginning on week 5 of the semester, students will work in teams of 3-5 students on their final projects. Students will work collaboratively over the rest of the semester and equally divide up the work that needs to be done. The work can be divided broadly into four categories: research; analysis; written report; and PowerPoint presentation. There are two components of the master project, a final report (10-15 pages, double-spaced, 11 point font) and a 20 minute PowerPoint presentation, using VoiceThread.

### **Quizzes: (20% of your grade)**

Due: Modules 2, 4, 6, 8, 10, 12

The quizzes will cover material from the past two week's readings and lectures. The quiz consists of open ended questions. There is no time limit but students must complete the quiz between 8 am Wednesday and 11:59 pm on Sunday the week they are due. Responses to each question should be between 300 and 500 words.

## **Citation Style**

This course uses APA or Chicago style for all writing and research assignments. Resources for this citation style are available through

[Georgetown Library Citation Style Guide](#)

[APA Guidebook](#)

[Chicago Guidebook](#)

# GRADING

Graduate course grades include A, A-, B+, B, B-, C and F. **There are no grades of C+, C- or D.**

Please reference the below grading scale:

93 - 100 % = A

90 - 92 % = A-

87 - 89 % = B+

83 - 86 % = B

80 - 82 % = B-

70 - 79 % = C

Below 70 % = F

# ACCOMMODATIONS

Under the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, individuals with disabilities are provided reasonable accommodations to ensure equity and access to programs and facilities. Students are responsible for communicating their needs to the Academic Resource Center, the office that oversees [disability support services](#), (202-687-8354; [arc@georgetown.edu](mailto:arc@georgetown.edu);) before the start of classes to allow time to review the documentation and make recommendations for appropriate accommodations. The University is not responsible for making special accommodations for students who have not declared their disabilities and have not requested an accommodation in a timely manner. Also, the University need not modify course or degree requirements considered to be an essential requirement of the program of instruction. For the most current and up-to-date policy information, please refer to the [Georgetown University Academic Resource Center website](#). Students are highly encouraged to discuss the documentation and accommodation process with an Academic Resource Center administrator.

## Tools Accessibility

- Instructions for using Voicethread are available for download in the course
- Instructions for using Zoom are available for download in the course
- Instructions for using Turnitin are available for download in the course

# STUDENT SUPPORT SERVICES

## Support Services

SCS offers a variety of support systems for students that can be accessed online, at the School of Continuing Studies downtown location, and on the main Georgetown campus:

- [Academic Resource Center](#)
- 202-687-8354 | [arc@georgetown.edu](mailto:arc@georgetown.edu)
  
- [Counseling and Psychiatric Services](#)
- 202-687-6985
  
- [Institutional Diversity, Equity & Affirmative Action \(IDEAA\)](#)
- (202) 687-4798

## Georgetown Library

Students enrolled in online School of Continuing Studies SCS coursework have access to the University Library System's eResources, including 500+ research databases, 1.5+ million ebooks, and thousands of periodicals and other multimedia files (films, webinars, music, and images). Students can access these resources through the [Library's Homepage](#) by using their University username (NetID) and password (this is the same login information used to access email, BlackBoard, etc.). The Library does not mail physical items to students.

SCS students may make an appointment with a librarian to discuss a research topic, develop a search strategy, or examine resources for projects and papers. Librarians offer an overview of and in-depth assistance with important resources for senior or master's theses, dissertations, papers and other types of research. Appointments are conducted using Google Hangout (video-conferencing function) through the Georgetown Gmail System or by telephone. This service is available to currently enrolled students who need assistance with Georgetown-assigned projects and papers. Please review the [Services & Resources Guide for Online Students](#) for additional information.



## Research Guide

The Public Relations and Corporate Communications program has an extensive online [Library Research Guide](#) designed for the subject and research specifications of our program. This Guide will give you direct access to the library resources central to your course research work.

## Learning Resources

SCS offers a host of [learning resources](#) to its students. Two that you might find particularly helpful in this course are the [Writing Center](#) and [Refworks](#).

- The [Writing Center](#) offers professional writing support through its online peer tutoring service.
- [Refworks](#) is an online research management tool that aids in organizing, storing, and presenting citation sources for papers and projects.

## Technical Support

Click on the Help link (on the bottom-left corner in Canvas) to reach Canvas Support, including the [Canvas Student Guide](#) and 24 hour Canvas Support Hotline at 855-338-2770.

# COMMUNICATIONS GUIDELINES

## Netiquette Guidelines

To promote the highest degree of education possible, we ask each student to respect the opinions and thoughts of other students and be courteous in the way that you choose to express yourself. The topics in this course can be controversial and promote debate. Students should be respectful and considerate of all opinions.

In order for us to have meaningful discussions, we must learn to genuinely try to understand what others are saying and be open-minded about others' opinions. If you want to persuade someone to see things differently, it is much more effective to do so in a polite, non-threatening way rather than to do so antagonistically. Everyone has insights to offer based on his/her experiences, and we can all learn from each other. Civility is essential.

# Statement of Student Conduct, Civility, and Engagement

The School of Continuing Studies offers students the opportunity to engage with faculty, staff, and peers in ways that foster intellectual growth and development in their chosen field of study. It is important to recognize that each member of our community brings his or her own values, thoughts, perspectives, and experiences into each interaction. We expect students to behave in a manner that is civil and respectful of others, and appreciate the learning opportunities that come from engaging pluralistic perspectives in a dynamic educational environment.

Engagement within the SCS Georgetown community takes places in on-campus meeting spaces and classrooms, and extends to online learning platforms and forums. Students should be particularly mindful that participation in class discussions, group assignments, emails, blogs, and social media reflect upon them personally, academically, and professionally. All viewpoints, editorials, and opinions expressed by students represent those students exclusively – and not the students' instructors, classmates, academic program, School, or University – even in cases when students are using Georgetown-affiliated systems like email, blogs, and online portfolios. The expectations for respect and civility are consistent for on-campus classes and spaces, as well as cyber, virtual, and online environments. Thus, civility and cybercivility are expected of all students, in all campus spaces.

SCS students are expected to adhere to the SCS guidelines for student conduct and the University Code of Student Conduct. In the event that a student's behavior is perceived to fall outside the stated SCS guidelines or may be a violation of the Code of Student Conduct, the matter may be referred to the Office of Student Conduct for further review and possible sanctioning. Such instances can include but are not limited to: disruption of official university functions (including teaching, research, administration), failure to comply with a directive issued by a University official, harassment and bullying, and incivility. For questions regarding the SCS student conduct expectations please review the policy in-full found in the [Graduate Professional Studies Student Handbook](#). For questions about the Code of Student Conduct, please review the information provided by the [Office of Student Conduct](#).

## Communication with Peers

You will be expected to communicate with your peers via the discussion board.

## Notifications

In this course we will use Canvas to send email for private messages. You can either check your messages in the Canvas system or set your notifications to your preferred method of contact. Please check your messages at least once per day. When submitting messages, please do the following:

- Put a subject in the subject box that describes the email content with your name and module.
- Do not send messages asking general information about the class, please post those in the [General Questions Open Forum](#) question forum.

## Questions Forum

In online courses, everyone will likely have many questions about things that relate to the course, such as clarification about assignments and course materials. Please post these in the [General Questions Open Forum](#), which you can access from the landing page. This is an open forum, and you are encouraged to give answers and help each other.

## Turnaround and Feedback

If you have a concern and send me a message, you can expect a response within 24 hours. Please allow 3-4 days for assessment submission feedback.