

## Sustainable Business Practicum (MGT 4369 / 6369A & EM) Fall 2026

<b>Location:</b>	Scheller COB, Room 221
<b>Time:</b>	Monday / Wednesday, 5:00-6:15pm
<b>Professor:</b>	Michael Oxman / Bob Lax
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<b>Availability:</b>	By Appointment (Teams, email, Canvas)
<b>Course Site:</b>	TBD
<b>Course Pack:</b>	TBD

### Course Description & Learning Objectives

After completing this course, students will be able to:

- Apply management (strategy) consulting skills to execute and deliver an end-to-end consulting engagement that involves a sustainability-related issue, challenge, or opportunity with an actual assigned client.
- Explore how to incorporate sustainability perspectives and dimensions in business functions such as strategy, operations, and marketing through consulting projects.
- Communicate clearly and professionally in a real-world business setting (with primary focus on client interactions and consulting project deliverables).

Class Affiliated with the Center for Serve Learn Sustain (CSLS).



**Note: Accommodations for Learning Needs:** – If you have learning needs that require some adaptations for you to succeed in this course, please contact the Office of Disability Services on campus (<http://disabilityservices.gatech.edu>). We are happy to arrange to accommodate your learning needs based on their recommendations.

This Course is also subject to Georgia Tech's honor code, particularly with respect to sourcing materials from the internet for inclusion in client deliverables (<http://www.policylibrary.gatech.edu/student-affairs/academic-honor-code>). In addition, and as noted below, students should be aware they are receiving information from client companies that might be confidential or sensitive and should only use that information for purposes of this course. All information should be returned, deleted, etc. at the end of the course as directed by the client. For additional information, see appendix A.

### Course Overview

A valuable skill that companies seek is the ability to solve problems. The purpose of this course is to

present students with a set of management / strategy consulting tools and approaches for doing just that. Students will work in teams on a real-world consulting project focused on a sustainability related challenge, which for purposes of this course, refers broadly to the intersection of environment, social and economic aspects of a business. At the completion of the course, students will have successfully scoped, planned, and delivered a consulting engagement. On occasion, the class will examine the broader trends and market dynamics at work that led to these projects and explore other relevant business and sustainability topics. Through this class, students will develop a working knowledge of problem-solving tools and techniques that they can leverage for a variety of career paths.

In-class time will focus on a combination of lectures, guest speakers, and course work with a significant portion reserved for teams to work on their projects. In addition to readings and assignments, outside of class time will be spent on project meetings, research, analysis, work planning, possibly visits to the project site or to conduct interviews.

Students should plan to spend a considerable amount of time working with their teams outside the classroom on the consulting projects. This is largely a team-based course, which means that your individual accountability for team-based tasks is essential for overall project success. Failure to meaningfully contribute will detract from the quality of your client deliverables and will be reflected in peer reviews and/or individual class participation grades, at the discretion of professors.

## Course Outline

The initial weeks of the course will focus on lectures, readings, class activities, project “pitches” from the sponsor companies, and the consulting deliverables students will encounter at the beginning of their projects (i.e., letter of engagement, work plans, etc.). The next several classes will cover the full problem-solving lifecycle using a hypothesis-driven strategy consulting approach that starts with framing the problem through to developing and presenting client recommendations and solutions. Additionally, the class will cover selected consulting meta-concepts and competencies for integration into client/project engagement.

As the course progresses into the second half of the semester, in-class time will primarily focus on project work. Subject to availability, we will schedule guest speakers relevant to the projects, sustainability, or consulting in general throughout the course.

Once projects are fully underway, students will begin five regular activities:

- **Team Meetings & Activities:** Each team will consist of 3-4 students although smaller or larger teams are possible depending on project needs and class size. In addition to class time and client meetings, successful projects will require extensive independent or client-guided research and engagement outside of class (surveys, review of literature, trade publications interviews, etc.).

Teams should be mindful of their client’s time and goals (e.g., be prepared, clarity of team roles and responsibilities, take notes, follow-up with next steps, coordinate and communicate clearly). Teams should engage clients regularly and ensure that they remain aligned with project/deliverable progress. Over-communicating is always better than under-communicating.

Internally, team-based engagement and strong contributions by individual team members are critical to overall project success and to achievement of course learning objectives. To facilitate this,

peer reviews (see assignments) are required and intended to support candid feedback as well as to provide input into individual course grades.

- **Client Meetings:** Students will schedule meetings (in person or by phone) with their client (recommended weekly for 1 hour) to review key deliverables, discuss the direction and progress of the project, and identify issues, gaps, and insights. Meetings should also cover open questions, introduction requests for interviews, analysis and research, key insights, and plans for the next several weeks. It is the role of the team, not the client, to schedule these meetings at a time that is convenient for the entire group.
- **Coach Meetings:** Students will schedule meetings (recommended weekly but subject to how the team/coach determines they can use their time most effectively) with their assigned Coach, to receive feedback on application of consulting tools, key deliverables, and to discuss next steps. The objective of the Coach is to expose students to the expertise of a practicing consultant as they work on a real-world consulting engagement. The Coach will:
  - a) Serve as a “consulting advisor” to help students bridge the gap between learning the theory in class and applying it during their engagement.
  - b) Help to hold teams accountable for progress against set milestones and provide feedback on key deliverables.
  - c) **NOT** create content, do analysis, or serve as the representative to the client during the project.

It is estimated that each Coach will spend 1 hour per week (on average) advising their assigned team. This time can be virtual or in-person and will be scheduled to accommodate the Coach and student’s other work commitments. It is the role of the team, not the Coach, to schedule these meetings at a time that is convenient for the entire group.

- **Professor Meetings:** These meetings should reflect the Professor’s assumed role as “Managing Director” for the engagement. Teams will meet with the Professor a minimum of once every 2-3 weeks to discuss current efforts, clarify issues or questions, and – if appropriate – work on a particular element of the project. We will hold these meetings during class time wherever possible though students can schedule additional time by appointment.
- **Status Reports:** Beginning the week after client signature of the LOEs, student teams are **encouraged, but not required, to submit a weekly project status report** to their client.

Weekly status reports summarize the work completed that week, work planned, questions needing answers, insights sought, and any issues, scope changes, concerns, or information requests. Students should imagine that this is the only document that the client may share with their boss each week during the project. The goal is not to report “everything is fine”; the goal is clear understanding and “eyes wide open” across the project team and stakeholders. **Ideally, students should time the submission of status reports to their clients such that the reports also serve as the agenda for, and/or summary of, client meetings.** Given this, the submission schedule is flexible based on timing of client meetings, but the course recommendation (mirroring actual consulting practice) is weekly.

**Note: Writing and communications** – In all the above activities, strong communication skills are essential for client, team, and individual success. Writing that is articulate and concise delivers the most

value with the least effort to your audience. It is also a critical and sometimes invisible factor in persuading people to your cause and enlisting their support. As such, students will receive feedback on structure, style, grammar, and clarity of their written and verbal communication. Managers, project leaders and most successful partners in consulting firms are adamant about professional communications and students should strive for excellence in all writing and communications (emails, LOEs, project plans, periodic status updates, deliverables).

**Note: Client information** – Students are bound by the [Georgia Tech Academic Honor Code](#) and the [Georgia Tech Student Code of Conduct](#). Students should be aware they are receiving information from client companies that might be confidential or sensitive and should only use that information for purposes of this course. All information should be returned, deleted, etc. at the end of the course as directed by the client. For additional information, see appendix A.

### Course Modality and Recordings

The course will be held in-person. In-person attendance will be governed by the [Georgia Tech Attendance Policy](#) and attendance expectations provided in this Syllabus. To meet students' requirements, needs, and comfort levels, meetings and office hours will be offered in-person, virtually, or outdoors.

Students are expected to be familiar with and abide by the Institute guidelines, information, and updates related to Covid-19. Find Frequently Asked Questions, available services, operational updates, and details on vaccines and testing on the [Covid-19 Information and Resources](#) site.

The [Center for Mental Health Care & Resources](#), Stamps Health Services, and the Dean of Students Office will offer both in-person and virtual appointments. [Student Center](#) services and operations are available on the Student Center website. For more information on these and other student services, contact the Dean of Students or the [Division of Student Life](#).

Classes may not be recorded by students without the express consent of the instructor unless it is pursuant to an accommodation granted by the Office of Disability services. Class recordings, lectures, presentations, and other materials posted on Canvas are for the sole purpose of educating the students currently enrolled in the course. Students may not record or share the materials or recordings, including screen capturing or automated bots, unless the instructor gives permission.

### Course Materials and Texts

- Required
  - The McKinsey Mind, by Ethan Rasiel & Paul N. Friga
  - See **Course Pack** for HBR readings
  - "GlobeScan SustainAbility Leaders Survey Report 2024" (<https://globescan.com/2024/06/26/sustainability-leaders-2024/>, also in the Course Materials folder in Canvas)
  - HBR "Getting Strategic About Sustainability"
  - "ERM Sustainability Institute Annual Trends Report 2024", specifically review the Executive Summary and scan the trends to identify which trends may be relevant for

- your project (<https://www.erm.com/insights/10-sustainability-trends-likely-to-shape-the-business-landscape-in-2024-and-beyond/>), also in the Course Materials
- “Life Cycle Analysis, Chapter 1” (<https://www.lcatextbook.com/>), also in the Course Materials folder on Canvas)
  - Recommended readings for students wanting more on Sustainability
    - Business Lessons from Radical Industrialist (Anderson)
    - Mid-Course Correction (Anderson & Lanier)
    - Drawdown: The Most Comprehensive Plan Ever Proposed to Reverse Global Warming (Hawken)
    - The Big Pivot (Winston)
    - The Upcycle (McDonough)
    - Winning the Story Wars (Sachs)
    - Natural Capitalism: Creating the Next Industrial Revolution (Hawken & Lovins)

**Note:** Stop by anytime at The Center for Sustainable Business (COB 4426) to check out a book from the growing collection – see Arianna Robinson for information. In addition, the Managing Director for the center, and the associated staff, should be used by students as “in-house” sustainability experts and can support the project, general learning, or provide career advice. Our Center also has periodic speakers and events, which we encourage you to attend.

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## Course Grading

Final grades are determined based on the following table. We will provide guidance regarding what constitutes excellent, good, fair, and poor in rubrics during class discussion.

Assignments	Grad Percent	UG Percent	Grading Considerations
<b>Project Management*</b> <ul style="list-style-type: none"> <li>Team Submission</li> <li>Project Bid Sheet</li> <li>Sustainability Reading Questions</li> <li>Letter of Engagement (LOE) – Drafts and Final</li> <li>Day 1 Hypothesis &amp; Issue Tree – Draft and Final</li> <li>Draft Ghost Deck Outline</li> </ul>	15%	25%	<ul style="list-style-type: none"> <li>Demonstrated good faith effort and consistency</li> <li>These assignments are not graded but points are earned/lost based on consistency/timeliness of submissions</li> </ul>
<b>Draft Ghost Deck**</b>	5%	5%	Assessment of headlines in terms of clarity, structure, logic flow. A Draft Work Plan will also be submitted for Professor review and feedback but will not be graded. Failure to submit a Draft Work Plan for review and feedback may result in 10% grade reduction for the assignment. Rubric is available in Canvas.
<b>Midpoint Review**</b>	5%	5%	Assessment of <u>Updated Ghost Decks and Work Plans</u> in terms of Ghost Deck progress since draft, and comprehensiveness and completeness of Work Plan. Updated Ghost Decks will be reviewed with clients (the Midpoint Review). Professors may participate in the Midpoint Review with clients. Rubric is available in Canvas.
<b>Midpoint Peer Review*</b>	5%	5%	Team members use rubric to score themselves and other team members to facilitate a team discussion of opportunities to improve team dynamics. Each team member submits to Canvas the completed rubric including their individual learnings / takeaways from their team discussion. Rubric provided in Canvas.
<b>Final Client Presentation**</b>	10%	10%	Rubric to be provided to Client for input to Professors who will determine grade. Rubric is available in Canvas for student review.
<b>Final Deliverables**</b> (Final Deliverables Deck per LOE and Presentation to Client)	40%	30%	Rubric to be provided to Client for input to Professors who will determine grade. Rubric is available in Canvas for student review.
<b>Final Peer Review**</b> (Your teammates assessments of your contributions and engagement)	10%	10%	Team members use rubric to score other team members. Rubric provided in Canvas.
<b>Class Attendance / Participation</b>  We will be using an in-person format for this course. All students are expected to attend and participate in all sessions. Any remote participants are expected to turn on video in all remote sessions.	10%	10%	<ul style="list-style-type: none"> <li>If you will miss class due to participation in approved Institute activities (such as field trips and athletic events; see <a href="#">Georgia Tech Attendance Policy</a> for the Institute absence policy), you must <b>notify the Professor in advance</b> in order to be excused from attending.</li> <li>In addition to approved Institute activities, you are allowed up to 2 excused absences by <b>notifying the Professor in advance</b>. Unexcused absences and/or more than 2 excused absences will result in fewer attendance points.</li> <li>Students are expected to be present and engaged in class and with their teams, both in-person and remote. Participation points may be reduced if the Professor deems the participation to be less than expected in class and/ or based on Peer Review Participation feedback.</li> </ul>
<b>Total</b>	100%	100%	

\* For Project Management assignments and Midpoint Peer Review, these are graded at 100% assuming on-time submission and reasonable attempts to complete. Late submission for these assignments may result in 50% reduction in credit.

\*\* For Graded Assignments, late submission may result in 10% reduction of assigned grade credit.

\*\*\* Assignments may not be accepted once the assignment has closed in Canvas. Assignments not submitted before Canvas close may receive no credit.

Course Schedule & Assignments

Week	Topic	Discussion / Activity	Assignments
Week 1	Course Introduction	<ul style="list-style-type: none"> <li>• Introductions</li> <li>• Course trajectory, activities, deliverables, syllabus, and grading</li> </ul>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• HBR “Using Hypothesis Driven Thinking in Strategy Consulting” for a concise overview of overall class methodology (and keep this as a resource as course progresses)</li> <li>• “GlobeScan SustainAbility Leaders Survey Report 2024” (<a href="https://globescan.com/2024/06/26/sustainability-leaders-2024/">https://globescan.com/2024/06/26/sustainability-leaders-2024/</a>, also in the Course Materials folder in Canvas)</li> <li>• HBR "Getting Strategic About Sustainability"</li> <li>• HBR "The Evolving Role of Chief Sustainability Officers" (optional – other optional readings are included in the course pack)</li> </ul> <p><b>Due:</b></p> <ul style="list-style-type: none"> <li>• Be prepared to share one insight or takeaway in class on Wed 8/20 from the sustainability readings above</li> <li>• For Graduate students only, divide into teams and submit list of names in a Microsoft Word document to Canvas by Fri 8/22</li> </ul>
	Sustainability Overview, Confirming Teams & Clients	<ul style="list-style-type: none"> <li>• Sustainability Overview</li> <li>• Creating high performing teams</li> <li>• Establishing and managing projects and clients</li> </ul>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• HBR “How Consultants Project Expertise and Learn at the Same Time”</li> <li>• MM Ch. 6 “Teams” for considerations in team formation and management</li> <li>• MM Ch. 7 “Managing the Client” for considerations in selecting and engaging clients</li> <li>• Client RFPs and prepare for client pitches / selection</li> </ul> <p><b>Due:</b></p> <ul style="list-style-type: none"> <li>• For Graduate students only, divide into teams and submit list of names in a Microsoft Word document to Canvas by Fri 8/22</li> </ul>

Week		Topic	Discussion / Activity	Assignments
Week 2		Client Pitches	<ul style="list-style-type: none"> <li>• Clients present to student teams an overview of their organization and the problem they are trying to solve</li> </ul>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• After client selections are communicated:               <ul style="list-style-type: none"> <li>○ "ERM Sustainability Institute Annual Trends Report 2024", specifically review the Executive Summary and scan the trends to identify which trends may be relevant for your project (<a href="https://www.erm.com/insights/10-sustainability-trends-likely-to-shape-the-business-landscape-in-2024-and-beyond/">https://www.erm.com/insights/10-sustainability-trends-likely-to-shape-the-business-landscape-in-2024-and-beyond/</a>, also in the Course Materials folder on Canvas)</li> <li>○ Project-Related Sustainability Reading (see options for your assigned project in Canvas, select one)</li> <li>○ Conduct background research on client and industry to prepare for LOE and Day 1 Hypothesis &amp; Issue Tree</li> </ul> </li> </ul> <p><b>Due:</b></p> <ul style="list-style-type: none"> <li>• Project Bid Sheet due to Canvas on Fri 8/29</li> <li>• Client selection to be communicated on Sat 8/30</li> <li>• Create a Microsoft Word document (no longer than 1 page), review and discuss with another team (assignments in Canvas), and submit to Canvas by Mon 9/8 answering the following questions for your selected reading:               <ul style="list-style-type: none"> <li>○ What are the top 3-4 takeaways from the reading?</li> <li>○ How does the reading influence your current thinking for your project (e.g., Problem Statement, etc.)?</li> </ul> </li> </ul>
		<b>NO CLASS – LABOR DAY HOLIDAY</b>		
Week 3		Establishing the Engagement	<ul style="list-style-type: none"> <li>• Overview Problem Statements and Logic Trees</li> <li>• Outline letter of engagement</li> <li>• Attributes of successful consulting projects</li> </ul>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• MM Ch. 1 "Framing Problem" (pages 1-14) for principles to help with client engagement and LOE</li> </ul> <p><b>Due:</b></p> <ul style="list-style-type: none"> <li>• <u>First Draft</u> LOE due to Canvas, Coaches, and in class on Mon 9/8 (<b>to Canvas and Coaches by Noon</b>)</li> </ul>

Week		Topic	Discussion / Activity	Assignments
Week 4		Project Work – LOEs	<ul style="list-style-type: none"> <li>Review First Draft LOE in class</li> </ul>	<p><b>Due:</b></p> <ul style="list-style-type: none"> <li>Revised Draft LOE due to Client &amp; Canvas on Fri 9/12 with Coach input prior to sending to client</li> <li>Final LOE due to Client &amp; Canvas on Fri 9/19</li> </ul>
		Framing the Problem	<ul style="list-style-type: none"> <li>Understand consulting tools and techniques to quickly build structured and logical arguments – MECE Logic, Hypothesis, Issue Trees</li> </ul>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>MM Ch. 1 “Framing the Problem” (pages 15-29) on developing initial hypothesis</li> <li>MM Ch. 2 “Designing the Analysis” to help organize team activities around hypothesis testing</li> </ul> <p><b>Due:</b></p> <ul style="list-style-type: none"> <li>Revised Draft LOE due to Client &amp; Canvas on Fri 9/12 with Coach input prior to sending to client</li> <li>Final LOE due to Client &amp; Canvas on Fri 9/19</li> <li>Draft Day 1 Hypothesis &amp; Issue Tree due to Canvas, Coaches, and in class on Mon 9/15 (<b>to Canvas and Coaches by Noon</b>)</li> </ul>
Week 5		Project Work – Day 1 Hypothesis & Issue Trees	<ul style="list-style-type: none"> <li>Review Draft Day 1 Hypothesis &amp; Issue Trees in class</li> </ul>	<p><b>Due:</b></p> <ul style="list-style-type: none"> <li>Final LOE due to Client &amp; Canvas on Fri 9/19</li> <li>Final Day 1 Hypothesis &amp; Issue Tree due to Canvas on Fri 9/26</li> </ul>
		Ghost Decks	<ul style="list-style-type: none"> <li>Introduce Ghost Decks &amp; Gathering Data</li> <li>Review Work Plan Fundamentals</li> </ul>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>MM Ch. 3 “Gathering the Data” for data collection &amp; interviewing considerations</li> <li>MM Ch. 4 “Interpreting the Results”</li> </ul> <p><b>Due:</b></p> <ul style="list-style-type: none"> <li>Final LOE due to Client &amp; Canvas on Fri 9/19</li> <li>Final Day 1 Hypothesis &amp; Issue Tree due to Canvas on Fri 9/26</li> <li>Draft Ghost Deck Outlines due to Canvas on Mon 9/29</li> <li>Draft Ghost Decks and Work Plans due to Canvas on Mon 10/13, feedback to be returned by Wed 10/15</li> </ul>

Week		Topic	Discussion / Activity	Assignments
Week 6		<b>Effective Decks</b>	<ul style="list-style-type: none"> <li>Interpreting Data &amp; Effective Decks</li> <li>Work on Ghost Decks &amp; Work Plans</li> </ul>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>MM Ch. 5 "Presenting Your Ideas"</li> <li><a href="http://www.consultantsmind.com/2016/02/28/mckinsey-presentation/">http://www.consultantsmind.com/2016/02/28/mckinsey-presentation/</a></li> <li>"Life Cycle Analysis, Chapter 1" (<a href="https://www.lcatextbook.com/">https://www.lcatextbook.com/</a>, also in the Course Materials folder in Canvas)</li> </ul> <p><b>Due:</b></p> <ul style="list-style-type: none"> <li>Final Day 1 Hypothesis &amp; Issue Tree due to Canvas on Fri 9/26</li> <li>Draft Ghost Deck Outlines due to Canvas on Mon 9/29</li> <li>Draft Ghost Decks and Work Plans due to Canvas on Mon 10/13, feedback to be returned by Wed 10/15</li> </ul>
		<p><b>Guest Speaker:</b> <b>Dr. Valerie Thomas, GT</b></p> <p><b>Project Work – Ghost Decks &amp; Work Plans</b></p>	<ul style="list-style-type: none"> <li>Life Cycle Analysis Lecture / Discussion</li> <li>Work on Ghost Decks &amp; Work Plans</li> </ul>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>"GT Climate Action Plan" Executive Summary (<a href="https://sustain.gatech.edu/georgia-tech-climate-action-plan/">https://sustain.gatech.edu/georgia-tech-climate-action-plan/</a>, also in the Course Materials folder in Canvas)</li> <li><a href="https://www.youtube.com/watch?v=7eUMdcgXxJo">https://www.youtube.com/watch?v=7eUMdcgXxJo</a></li> </ul> <p><b>Due:</b></p> <ul style="list-style-type: none"> <li>Final Day 1 Hypothesis &amp; Issue Tree due to Canvas on Fri 9/26</li> <li>Draft Ghost Deck Outlines due to Canvas on Mon 9/29</li> <li>Draft Ghost Decks and Work Plans due to Canvas on Mon 10/13, feedback to be returned by Wed 10/15</li> </ul>

Week		Topic	Discussion / Activity	Assignments
Week 7		<b>Guest Speaker:</b> <b>Dr. Jennifer Chirico, GT</b>  <b>Project Work – Ghost Decks &amp; Work Plans</b>	<ul style="list-style-type: none"> <li>• Campus Sustainability Lecture / Discussion</li> <li>• Work on Ghost Decks &amp; Work Plans</li> </ul>	<b>Read:</b> <ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=KefHTHaka8">https://www.youtube.com/watch?v=KefHTHaka8</a></li> </ul> <b>Due:</b> <ul style="list-style-type: none"> <li>• Draft Ghost Decks and Work Plans due to Canvas on Mon 10/13, feedback to be returned by Wed 10/15</li> </ul>
		<b>Guest Speaker:</b> <b>Tommy Bledsoe, CBRE</b>  <b>Project Work – Ghost Decks &amp; Work Plans</b>	<ul style="list-style-type: none"> <li>• Sustainability Journey Lecture / Discussion</li> <li>• Work on Ghost Decks &amp; Work Plans</li> </ul>	<b>Read:</b> <ul style="list-style-type: none"> <li>• “Business Sustainability Reporting &amp; Analysis, Chapters 1 &amp; 2” (<a href="https://mybusinesscourse.com/ebook/bsra1e-preview/13331/i">https://mybusinesscourse.com/ebook/bsra1e-preview/13331/i</a>)</li> </ul> <b>Due:</b> <ul style="list-style-type: none"> <li>• Draft Ghost Decks and Work Plans due to Canvas on Mon 10/13, feedback to be returned by Wed 10/15</li> </ul>

Week		Topic	Discussion / Activity	Assignments
Week 8		<b>NO CLASS – FALL BREAK</b>		
		<b>Sustainability Reporting / Standards</b>  <b>Project Work – Ghost Decks &amp; Work Plans</b>	<ul style="list-style-type: none"> <li>Sustainability Reporting / Standards</li> <li>Work on Ghost Decks &amp; Work Plans</li> </ul>	<u><b>Due:</b></u> <ul style="list-style-type: none"> <li>Draft Ghost Decks and Work Plans due to Canvas on Mon 10/13, feedback to be returned by Wed 10/15</li> <li>Complete Midpoint Peer Review rubric and discuss with team members, each team member should submit their rubric including individual learnings / takeaways to Canvas by Fri 10/17</li> </ul>
Week 9		<b>Project Work – Ghost Decks &amp; Work Plans</b>	<ul style="list-style-type: none"> <li>Work on Ghost Decks &amp; Work Plans</li> </ul>	<u><b>Due:</b></u> <ul style="list-style-type: none"> <li>Complete Midpoint Peer Review rubric and discuss with team members, each team member should submit their rubric including individual learnings / takeaways to Canvas by Fri 10/17</li> </ul>
		<b>Ghost Deck Feedback</b>  <b>Project Work – Ghost Decks &amp; Work Plans</b>	<ul style="list-style-type: none"> <li>Ghost Deck Feedback</li> <li>Work on Ghost Decks &amp; Work Plans</li> </ul>	<u><b>Due:</b></u> <ul style="list-style-type: none"> <li>Complete Midpoint Peer Review rubric and discuss with team members, each team member should submit their rubric including individual learnings / takeaways to Canvas by Fri 10/17</li> <li>Updated Ghost Decks (reflecting client feedback) and Final Work Plans due to Canvas on Mon 10/27, feedback to be returned by Wed 10/29</li> </ul>
Week 10		<b>Project Work – Ghost Decks &amp; Work Plans</b>	<ul style="list-style-type: none"> <li>Work on Ghost Decks &amp; Work Plans</li> </ul>	<u><b>Due:</b></u> <ul style="list-style-type: none"> <li>Updated Ghost Decks (reflecting client feedback) and Final Work Plans due to Canvas on Mon 10/27, feedback to be returned by Wed 10/29</li> </ul>

Week		Topic	Discussion / Activity	Assignments
Week 11		<b>Project Work – Ghost Decks &amp; Work Plans</b>	<ul style="list-style-type: none"> <li>Work on Ghost Decks &amp; Work Plans</li> </ul>	<p><b>Due:</b></p> <ul style="list-style-type: none"> <li>Updated Ghost Decks (reflecting client feedback) and Final Work Plans due to Canvas on Mon 10/27, feedback to be returned by Wed 10/29</li> </ul>
		<b>Midpoint Review</b>  <b>Project Work</b>	<ul style="list-style-type: none"> <li>Midpoint Review with Professors</li> <li>Project Work</li> </ul>	<p><b>Due:</b></p> <ul style="list-style-type: none"> <li>Practice Client Presentations to be held in class on Wed 11/19 &amp; Mon 11/24</li> <li>Final Client Presentations due to Client on Mon 12/1</li> <li>Final Deliverables due to Client &amp; Canvas on Mon 12/8</li> </ul>
Week 12		<b>Project Work</b>	<ul style="list-style-type: none"> <li>Project Work</li> </ul>	<p><b>Due:</b></p> <ul style="list-style-type: none"> <li>Practice Client Presentations to be held in class on Wed 11/19 &amp; Mon 11/24</li> <li>Final Client Presentations due to Client on Mon 12/1</li> <li>Final Deliverables due to Client &amp; Canvas on Mon 12/8</li> </ul>
Week 13		<b>Project Work</b>	<ul style="list-style-type: none"> <li>Project Work</li> </ul>	<p><b>Due:</b></p> <ul style="list-style-type: none"> <li>Practice Client Presentations to be held in class on Wed 11/19 &amp; Mon 11/24</li> <li>Final Client Presentations due to Client on Mon 12/1</li> <li>Final Deliverables due to Client &amp; Canvas on Mon 12/8</li> </ul>
Week 14		<b>Project Work</b>	<ul style="list-style-type: none"> <li>Project Work</li> </ul>	<p><b>Due:</b></p> <ul style="list-style-type: none"> <li>Practice Client Presentations to be held in class on Wed 11/19 &amp; Mon 11/24</li> <li>Final Client Presentations due to Client on Mon 12/1</li> <li>Final Deliverables due to Client &amp; Canvas on Mon 12/8</li> </ul>
		<b>Practice Client Presentations</b>	<ul style="list-style-type: none"> <li>Dress rehearsal of Final Presentation to Professors, Coaches, and fellow students</li> </ul>	<p><b>Due:</b></p> <ul style="list-style-type: none"> <li>Remaining Practice Client Presentations to be held in class on Mon 11/24</li> <li>Final Client Presentations due to Client on Mon 12/1</li> <li>Final Deliverables due to Client &amp; Canvas on Mon 12/8</li> </ul>

Week		Topic	Discussion / Activity	Assignments
Week 15		Practice Client Presentations	<ul style="list-style-type: none"> <li>Dress rehearsal of Final Presentation to Professors, Coaches, and fellow students</li> </ul>	<u>Due:</u> <ul style="list-style-type: none"> <li>Final Client Presentations due to Client on Mon 12/1</li> <li>Final Deliverables due to Client &amp; Canvas on Mon 12/8</li> </ul>
	<b>NO CLASS – THANKSGIVING HOLIDAY</b>			
Week 16		Project Work Class Close Out	<ul style="list-style-type: none"> <li>Project Work</li> <li>Close Out</li> </ul>	<u>Due:</u> <ul style="list-style-type: none"> <li>Final Deliverables due to Client &amp; Canvas on Mon 12/8</li> <li>Final Peer Reviews due to Canvas on Mon 12/8</li> <li>Grades Submission Deadline Mon 12/15 Noon ET</li> <li>Grades Available to Students Tue 12/16 6pm ET</li> </ul>

**Key / Notes:**

- The schedule is subject to refinement based on in-class discussion and project progress.
- Unless otherwise noted with a specific time (in Syllabus or Canvas), assignments are due at **5pm ET** on the date noted above.
- Abbreviations – MM = McKinsey Mind, HBR = Harvard Business Review

## Project Deliverables

**\*Note** – All deliverables are due by **5pm ET** in Canvas unless otherwise stated above. **Deliverables should be submitted in native Microsoft Office format (Word, Excel, PowerPoint).**

Assignment	Submitted To:	Purpose	Due*
<b>Team Submission</b>	Professors	Divide into teams of 3-4	Aug 22
<b>Project Bid Sheet</b>	Professors	Bid on desired projects Project assignments confirmed on 8/30	Aug 29
<b>Sustainability Reading Questions</b>	Assigned Team for Review & Discussion, Professors	Teams select one reading for their assigned project from the sustainability reading options. Teams will create a Word document answering assigned questions and review with another team as defined in Canvas. The intent of this exercise is to help teams think through the Problem Statement for their assigned project.	Sep 5
<b>Draft Letter of Engagement (LOE)</b>	Coaches, Clients, & Professors	As soon as clients are assigned, teams will draft a document that articulates the goals and deliverables of the engagement. Teams will share an initial draft with the Coach and Professors in class to obtain feedback (First Draft, 9/8). After making appropriate revisions, teams will share a revised draft with their client (Revised Draft, 9/12), review/discuss with them, and have them actively comment/make revisions. This document should include the following: <ul style="list-style-type: none"> <li>• Clear articulation of the Problem Statement (e.g., what problem will the team address)</li> <li>• High-level approach (e.g., major segments of work) and timeline (e.g., key milestone dates) for completing the engagement, including noting when the client should expect to review specific working and/or interim deliverables</li> <li>• The deliverables and output of the project (e.g., what the client should expect to receive – presentation, report, briefing, analysis, data)</li> <li>• The roles &amp; responsibilities for each of the team members as well as the client</li> <li>• Any resources required from the client (e.g., data or information required, client interviews and schedule, access to external experts, data, or materials)</li> <li>• Anticipated levels of interaction with client (e.g., weekly meetings, interim deliverable reviews, etc.)</li> </ul>	Sep 8 Sep 12
<b>Draft Day 1 Hypothesis And Issue Tree</b>	Coaches & Professors	The success of strategy consulting engagements is largely depending on framing the problem, structuring the work, and executing efficiently. The Day 1 Hypothesis and Issue Tree are important tools to assure these success factors and help the team to define the detailed analysis required.	Sep 15
<b>Final Letter of Engagement (LOE)</b>	Clients, Coaches & Professors	Finalize Project Expectations incorporating client, Coach, and Professor feedback.	Sep 19
<b>Final Day 1 Hypothesis And Issue Tree</b>	Clients, Coaches & Professors	Finalize Day 1 Hypotheses and Issue Tree incorporating Coach and Professor feedback.	Sep 26
<b>Draft Ghost Deck Outline</b>	Clients, Coaches & Professors	The Ghost Deck – also referred to as a shell, skeleton, or storyboard – is an early draft of the Final Deliverable Deck. Consultants use ghost decks to align on the approach and direction for the Final Deliverable, and work plans to get to the final version while minimizing wasted work. <u>The Draft Ghost Deck Outline will constitute an outline of the Draft Ghost Deck, with each headline – one or two lines of text, derived from the Issue Tree, and that encapsulate the main point of each slide – represented as an</u>	Sep 29

		<u>entry in the Outline</u> . The Outline should also indicate the structure of the Draft Ghost Deck, with sections and subsections noted as entries in the Outline. Solicit Coach feedback prior to submission.	
<b>Draft Ghost Deck and Work Plan</b>	Clients, Coaches & Professors	<u>The Ghost Deck will include the headline – one or two lines of text that encapsulate the main point of the slides – and the intended future structure of the Final Deliverable. The deck pages may contain notes, outlines, or rough sketch of the exhibits – table, graph, etc. – that the team intends to eventually complete, but these are required only for the Updated Ghost deck, not the Draft Ghost Deck.</u> A Draft Work Plan will also be submitted for Professor review and feedback but will not be graded. Failure to submit a Draft Work Plan for review and feedback may result in 10% grade reduction for the assignment. Solicit Coach feedback prior to submission.	Oct 13
<b>Midpoint Peer Review</b>	Professors	Midpoint Peer Reviews allow each participant the opportunity to discuss feedback with their team members based on the Midpoint Peer Review rubric. Each team member should score themselves and their teammates using the rubric, have a team discussion to review feedback and identify opportunities improve team dynamics, and submit their rubric along with their individual learnings / takeaways from the team discussion.	Oct 17
<b>Midpoint Review (aka Updated Ghost Deck and Final Work Plan)</b>	Clients, Coaches & Professors	The Midpoint Review ensures the project is on track, any changes from the original LOE are clear, the insights and anticipated deliverables will meet expectations, and the team, client, and other stakeholders are aligned on remaining activities (i.e., the Work Plan). Ideally, enough insights will have been developed at this point to discuss what the final results and output may look like with the client, in the form of the Updated Ghost Deck. Client preferences regarding content, tone, and location should be honored as much as possible. <u>The written deliverable for the Midpoint Review will be the Updated Ghost Deck (incorporating feedback from the Draft Ghost Deck with notes/outlines/sketches of content on each slide, as well as client feedback) in its current state and the Final Work Plan.</u> In addition, teams are expected to review Updated Ghost Deck with their client, and Professor may participate in client review.	Oct 27
<b>Final Client Presentation</b>	Clients	The Final Client Presentation to the client will use highlights of final deliverable deck but enough substance to effectively transition deliverables to client. Teams will augment it with any slides needed to deliver a complete yet concise executive presentation to the client, and possibly other stakeholders. Feedback from client should be used to integrate into Final Deliverables.	Dec 1
<b>Final Deliverable</b>	Clients, Coaches & Professors	Deliverables as specified in LOE - The Final Deliverable deck is an extended PowerPoint file containing the entirety of the project from team formation through final recommendation and all the analysis in between. It is not a presentation but rather a reference document used by those that will validate, implement, and revisit the teams work after you have left. Teams should assume this deliverable will be used by someone who was never engaged directly as part of the project. The class will discuss presentation structure and format a great deal during the class. The Final Deliverables should include feedback offered by clients in the presentations.	Dec 8
<b>Final Peer Review</b>	Professors	The Final Peer Review provides final, confidential feedback to each participant from other team members based on the provided rubric.	Dec 8

## APPENDIX A

Note on Information Security, Proprietary Information, Non-Disclosure Agreements, Student Code of Conduct, and the Georgia Tech Honor Code:

Dear Student,

We are glad you are interested in enrolling in the Sustainable Business Practicum course this semester. As part of this practicum course, you will be working on current, real-world projects with company hosts. In order to provide meaningful and educational project experiences, companies will often provide you with sensitive data, information, trade secrets and/or other proprietary information. As such, you will be required to adhere to certain rules and obligations of student and professional behavior as it relates to security, privacy, and non-disclosure of protected information.

### **Scope of Protected Information:**

This information may include company documents or presentation materials, data sets including customer, vendor or transaction records, operations or performance reports, company emails or other project related correspondence, or other details or information that should not be shared with anyone outside the company, your team working on the project, or the faculty or instructor teaching the course.

In addition, any documents or deliverables, including both final form and any drafts, presented or delivered to the sponsoring company as part of the projects including presentations, documents, spreadsheets, data models, scripts, or computer code is considered confidential and may not be disclosed outside the company, your team, professor or instructor without prior written consent from the company.

### **Non-Disclosure Agreements (NDAs):**

To facilitate the protection of confidential information, you may be asked to sign a “Proprietary Information Agreement” (PIA), also commonly known as a “Non-Disclosure Agreement” (NDA). This is a routine part of corporate consulting and advisory engagements in the real world, and as such, we will practice “safe consulting” here as well. You will have ample opportunity to ask questions and discuss with the instructor, or others as you see fit prior to signing. If you believe this will be an issue, or you have any concerns, please let the instructor know on or before the first day of class so you may have time to discuss your particular situation. If you do not wish to participate in such an agreement, then you should speak with the instructor to be assigned to a project not requiring an NDA.

You are expected to comply with all rules of the class as given in the course syllabus, and you are reminded that this course, and all activities related to it are governed by the Student Code of Conduct and the GT Honor Code.

### **Express Written Consent for Outside Use (Student PIA – Bullet 6)**

The output of your work in class for your host company is intended for use in this class and with your host company only. If you wish to present, display, record, send, or otherwise share your work outside of the intended purposes, you will need to obtain the express written consent and approval of the host company.

**Student Responsibility & Period of Obligation:**

Given the term (start & end dates) of the NDA, your obligation to the NDA terms may extend beyond your matriculation/enrollment at GT. No part of this NDA between GT and the Company absolves you, the student, from responsibility to protect the confidential information during your GT enrollment and throughout the term of the entire agreement (including the remaining period after you leave Georgia Tech).

If you have any questions, you may reach out to the instructor prior to enrolling in the course.

We are excited you are considering joining us in this course, and we look forward to an exciting and impactful learning experience.

Professors Oxman and Lax