INTRODUCTION AND OBJECTIVES

Course Purpose & Objectives

We are all “consultants”. Whether we are advising on the re-organisation of a department, helping to implement a particular technology, planning the strategy for a product launch, discussing with a subordinate her next career move, serving on the Board of a volunteer organisation, or teaching a child how to brush his teeth, we spend much of our time and energy, at work and elsewhere, helping others to solve problems.
This course addresses the skills and processes involved in “management consulting”. Every time you give advice to someone who is faced with a choice, you are consulting. So a consultant is a person in a position to have some influence over a client, but who has no direct power to make changes. The client is the person or persons whom the consultant wants to influence, without exercising direct control (Block (2000), p. 1-3).

In this course we will focus on the skills and processes involved in a consulting engagement, including project planning and management; data gathering and analysis; generating findings; and reporting, presentation, and feedback. These skills and processes are a fundamental part of any consulting engagement whether you are an internal or external consultant, and whether you are working in the public, non-profit, or private sector.

We are taking a new approach with this course this year by integrating with the Marketing Project, so you have the opportunity to help shape the course to make it as learning-rich and practically useful for you and your group and your class as possible. Suggestions for improvement are most welcome as we progress through the course.

**Long-term Objectives**

For the longer term, the course has several broad purposes:
- to increase your understanding of the overall process of consulting from the perspective of the person who is acting as a consultant, as well as from the perspective of the client;
- to encourage the development of the skills required of a consultant during the consulting process, including those specific to each phase;
- to highlight the importance of teamwork and relationships in consulting engagements, and to encourage the development of those skills;
- to impart a strong sense of ethics and responsibility during the entire consulting process.

**Short-term Objectives**

In the shorter term, the course also has the purpose of improving the consulting projects undertaken as part of your EMBA Programme. Five of these consulting projects are group endeavours. In your first year these projects comprise Marketing and the E-business Trip; in your second year these projects comprise Strategy; International Consulting Project and Trip; and High Tech Entrepreneurship. In addition, as an individual you will be responsible for the Business Consulting Project during the summer between your first and second years.

**Course Contribution to Development of a General Management Perspective**

Helping others to solve problems is of course a fundamental part of any general manager’s job. In the terms used in your course with Professors Kelly and Kulka, “The World of the General Manager”, the skills and processes we address in this course will be helpful to you whether you are assessing performance, setting direction, creating strategy, or implementing change.
Course Description

As you will see from the the Detailed Course Plan in Appendix 1, the course covers the basic phases of a consulting engagement: Entry, Diagnosis, Action Planning, Implementation, and Termination\(^1\). We will also address topics related to the consulting process in general, including: ethics and professionalism; project planning and management; consulting to various types and sizes of organisations, including nonprofits; and managing client relationships.

COURSE MATERIAL

Binder

The course binder contains one reading and two cases which will we use during the course. We will also have two speakers. During the course we will develop a list of readings which will be helpful to you in the group consulting projects, including the Marketing project.

Textbook

During the course we will make extensive use of the textbook “Flawless Consulting” (second edition) by Peter Block. This book is well-suited to our course because of its skills and process focus. In addition, Block’s emphasis on the importance of teams and relationships, and of responsibility and ethics, reflect the broad goals of your EMBA Programme. You will also find the book helpful as you progress through the group consulting projects in other courses in your EMBA programme, as well as in your broader work life and career.

TEACHING APPROACH/ INSTRUCTIONAL METHODS

A Detailed Course Plan is contained in Appendix 1. As you will see from that Course Plan, throughout the course we will use a variety of learning approaches including small group exercises and discussions, analysing case studies, lectures, large group discussions, and speaker presentations. We are also going to capitalise on your ‘real time’ experiences as you conduct the early phases of your Marketing consulting project.

COURSE EVALUATION

Summary

*Individual Components = 40%*
- Individual contribution to course process- 10%
- Individual paper - 30%

---

\(^1\) Block (2000) uses the same 5 phases, with slightly different labels.
Group Components = 60%
- Project Plan - 10%
- Code of Conduct - 10%
- Client Proposal (evaluated by both Professors Hyde and Laflamme) - 20%
- Reflections on Progress and Learning during the course - 20%

Individual Components

Individual Contribution to course process

The skills and process focus of this course requires a high degree of commitment by each participant and each group to the class process and to the course as a whole. This commitment is evidenced by:
- Attending each class, and being on time for each class. Please treat each class as an important meeting with your fellow managers and consultants: be there, and be on time.
- Preparing fully for each class. Just as you, and your work group, would prepare the assigned work for a management meeting, please prepare fully the assignments for each class. We have planned the course content to balance your workload across classes as much as possible: for example, we have minimised class preparation on the day that an assignment is due.
- Contributing to each class and to the course. Just as you would participate in a management meeting, you will be expected to contribute to our class meetings and to our course. Such contribution in our setting means:
  - actively listening to the discussion;
  - offering your comments to further the discussion;
  - describing your own previous experience on issues we are discussing in class;
  - asking questions;
  - making suggestions toward improving the class and the course.

For further information on expectations for class contribution, please refer to the Syllabus for “The World of the General Manager” course and to the book entitled “Learning with Cases”.

If you would like feedback on your class contribution at any time during the course, please ask.

Individual Paper

Date due: Class #4, Saturday November 27. Drafts for feedback welcome to Nov.19.
Page limit: 5 pages, single spaced. Please respect the Style Guidelines outlined on the next page.

The purpose of this paper is to encourage individual development of consulting skills, and to help you to learn from your previous experience with a consulting process by applying some of the material we have covered in the course.
Reflect on a previous “consulting project experience”. This experience could be as a client of consulting, as a consultant (internal or external), as a project manager, as part of a project team, etc. The experience does not necessarily have to be part of your formal work life: you could use this assignment to reflect back on a project you were part of in your role as a Board member for a volunteer organisation, for example.

1. Your role
   a) Briefly describe the project, and your role in that project.

2. The 5-phase consulting model
   a) Briefly describe each phase of this model as applied to your chosen project.
   b) What elements of each phase were well done, and why?
   c) What elements of each phase were in need of improvement, and why?
   d) What would you recommend be done differently in the same situation next time, and why?

3. Ethical and professional issues
   a) What major ethical/professional issues arose during the project?
   b) How were those issues handled at that time?
   c) What is your opinion regarding how those issues were handled at that time?
   d) What would you recommend be done differently in the same situation next time, and why?

4. Reflection and learning
   a) What have you learned from this assignment?
   b) How does what you have learned from this assignment relate to the Consulting Skills Inventory you completed for Class #1 and the goals you set using that tool?
   c) How will you apply this learning to future “consulting projects” and experiences, whether in the EMBA programme or elsewhere?
   d) How can you relate this assignment to your goals for your EMBA programme, and to the growth goals you have described in your Personal Vision Statement?

5. The name of a reviewer
   a) Please provide the name of one person (for example, a colleague at work or in the Programme) who has reviewed and commented upon your assignment.

Style Guidelines

Please respect these style guidelines for your individual paper: doing so will facilitate giving you quick and useful feedback.

- Use this header on every page:
  - on the left hand side of the header insert your name and the assignment name;
  - on the right hand side insert the page number.

- Title pages and report covers are not welcome: please just staple the pages together.

- Handing in in hard copy is preferred. If you submit your assignment by e-mail, please label the file as follows: YourLastName_AssignmentName.doc.

- Write in point or essay form, whichever you prefer.

- Please always use 12 point font, minimum 2.5 cm margins.

- Diagrams are excluded from page limits. (Please note that a table full of text is not a diagram.)
**Group Components: Assignments related to your Marketing Plan for a Non-Profit Group**

For the Strategic Marketing Course with Professor Laflamme in January-April you will undertake your first group consulting project. Your mandate is to develop a marketing plan for a charity or non-profit group; the final report to the client and to Professor Laflamme is due in April 2005. Please refer to Appendix 2 for a summary of the required contents of that project.

In our Management Consulting course we will take the opportunity of working together on the early phases of your Marketing project. While the Strategic Marketing course will focus on the content of that marketing plan -- the “what” -- in the Management Consulting course we are going to focus on the process of doing a consulting assignment -- the “how”.

As we will discuss during the course, there are five basic phases in any consulting project: Entry, Diagnosis, Action Planning, Implementation, and Termination. In our MC course we are going to use the Marketing project as our “lab” for the Entry phase, and to discuss the other four phases related to your Marketing project.

There are four group deliverables in the Management Consulting Course:
- Project Plan - 10%
- Code of Conduct - 10%
- Client Proposal (evaluated by both Professors Hyde and Laflamme) - 20%
- Reflections on Progress and Learning during the course - 20%

**Style Guidelines**

Please respect these style guidelines for each deliverable: doing so will facilitate giving you quick and useful feedback.
- Use this header on every page:
  - on the left hand side of the header insert your group number and the assignment name;
  - on the right hand side insert the page number.
- Title pages and report covers are not welcome: please just staple the pages together.
- Handing in in hard copy is preferred. If you submit your assignment by e-mail, please label the file as follows: GroupNumber_AssignmentName.doc.
- Write in point or essay form, whichever you prefer.
- Please always use 12 point font, minimum 2.5 cm margins.
- Diagrams are excluded from page limits. (Please note that a table full of text is not a diagram.)
**Project Plan**

Date due: Class #2, Saturday November 13.
Page limit: 2 pages.

The purpose of this Project Plan is to encourage your group to develop skills in planning and managing a project. (At the end of the Course, in the final group deliverable, you’ll be asked to review your performance and progress against this original Project Plan.)

In diagram form with brief explanation, please describe your group’s plan for completing the group requirements for the Management Consulting course, including responsibilities and milestones.

**Code of Conduct**

Date due: Class #2, Saturday November 13.
Page limit: 2 pages, single spaced.

The purpose of the Code of Conduct is to encourage your group to think about your own professional and personal standards, and to formalise those into a Code of Conduct to serve as a guide and a touchstone as you progress through the group activities required for this, and other, courses. (At the end of the course, in the final group deliverable, you’ll have the opportunity to review your original Code of Conduct and its role in your work together as a group during the course.)

Prepare a Code of Conduct for your group. Use the CAMC Code of Conduct (see detailed assignment for Class #1) as a starting point, but make your Code of Conduct your own so that it will be as helpful as possible to you.

**Client Proposal**

Date due: Class #6, Saturday December 11.
Page limit: as needed.

The purpose of the client proposal is to secure a consulting agreement with your non-profit client with the mandate to prepare a Marketing Plan during the Strategic Marketing course. (Professors Hyde and Laflamme will provide a basic proposal template to you in the first Consulting class.)

Please submit two hard copies (one for each Professor) of the proposal you have signed with the client. Both Professors will evaluate this deliverable.
- Professor Hyde will evaluate your proposal from a “Consulting” perspective, focusing on (for example) your use of material from the course in the proposal.
- Professor Laflamme will evaluate your proposal from a “Marketing perspective”, focusing on this proposal as the first step in your production of a Marketing Plan for your client, as required for the Strategic Marketing course.
Reflections on Progress and Learning

Date due: by e-mail, December 20. Drafts for feedback welcome until Dec. 13.
Page limit: 5 pages, single spaced.

The purpose of this final deliverable is to encourage your group to reflect on and learn from your experiences as a group during the course, and to apply those learnings to future group projects.

(Please note that you will have a further opportunity to reflect on and learn from your Marketing Project: at the end of the Strategic Marketing course, in April 2005, your group will be asked to complete a similar assignment. This assignment will be evaluated by Professor Hyde, as part of the requirements for the Strategic Marketing course.)

Please address the following elements.

1. Project Planning and Management
Reflect on what the group learned about the process of planning and managing a consulting project, referring back to your original Project Plan, including:
- what the group did well, and why;
- what didn’t go so well, and why;
- and what the group will do differently in your next Consulting Project(s).

2. Standards of Ethical and Professional Behaviour
Assess your adherence to your own standards of ethical and professional behaviour during the Project, as expressed in the group’s original Code of Conduct, including:
- Description of professional or ethical issues which may have arisen, and how the group dealt with those;
- What the group did well, and why;
- What didn’t go so well, and why;
- What the group will do differently in your next Consulting Project(s).

3. Reflections and Learnings from the Marketing Project so far
Reflect on your group’s experience during the Entry phase of your Marketing project, including finding and working with the client and the signing of the proposal for the Marketing Plan for that client.
- What the group did well, and why;
- What didn’t go so well, and why;
- What the group will do differently in your next Consulting Project(s).

4. Reflections and Learnings from the Management Consulting Course
- Please describe your Group’s reflections and learnings from the Consulting course as a whole, as well as any other reflections and learnings the Group may have which will be of help in your future Group Consulting Projects.
- How will you ensure that you apply these learnings, i.e. that they are actually used and helpful to you in these future projects?
Please note that the School of Management has a Memorandum of Understanding with the Canadian Association of Management Consultants (CAMC), such that participants who successfully pass the Consulting course, including the individual components of the course, will obtain an exemption from the CAMC’s required course “Essentials of Management Consulting”.
## Appendix 1: Detailed Course Plan

<table>
<thead>
<tr>
<th>Class #1</th>
<th>Friday 5 November</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topics</strong></td>
<td></td>
</tr>
<tr>
<td>▪ Introduction to the Course</td>
<td></td>
</tr>
<tr>
<td>▪ Phases of a Consulting Project</td>
<td></td>
</tr>
<tr>
<td>▪ Ethics, Responsibility and Professionalism</td>
<td></td>
</tr>
<tr>
<td>▪ The Marketing Project</td>
<td></td>
</tr>
<tr>
<td>▪ Professor Laflamme will join us to discuss the Marketing project.</td>
<td></td>
</tr>
<tr>
<td><strong>Teaching Method</strong></td>
<td>Large and small group discussion, lecture</td>
</tr>
<tr>
<td><strong>Course Linkages</strong></td>
<td>Management Skills 1, OB/HR, Strategic Marketing</td>
</tr>
<tr>
<td><strong>Readings from “Flawless Consulting”</strong></td>
<td>Preface to the Second Edition</td>
</tr>
<tr>
<td></td>
<td>Preface to the First Edition</td>
</tr>
<tr>
<td></td>
<td>Chapter 1, A Consultant By Any Other Name …</td>
</tr>
<tr>
<td></td>
<td>Chapter 2, Techniques are Not Enough</td>
</tr>
<tr>
<td></td>
<td>Chapter 3, Flawless Consulting</td>
</tr>
<tr>
<td></td>
<td>Chapter 18, Ethics and the Shadow Side of Consulting</td>
</tr>
<tr>
<td></td>
<td>Also:</td>
</tr>
<tr>
<td></td>
<td>- Review carefully the phases of consulting outlined in Chapter 1.</td>
</tr>
<tr>
<td></td>
<td>- Scan the entire table of contents, and flip through the book, to get a sense of its contents.</td>
</tr>
<tr>
<td></td>
<td>- Skim the Appendix, which provides a set of checklists summarising the key points and concepts of the book.</td>
</tr>
<tr>
<td><strong>Optional readings</strong></td>
<td>▪ Drucker, “What Business Can Learn from Nonprofits” (course binder, this class). We will discuss this article in our last class -- but it might be helpful to you as background reading during the process of securing a client for your group project.</td>
</tr>
<tr>
<td></td>
<td>▪ Canadahelps.org (Course binder, Class 4). We are going to analyse this case in Class 4. This case describes the nonprofit/charitable sector in Canada, as well as a ‘typical’ nonprofit organisation, so you may also find it helpful background reading for the project.</td>
</tr>
<tr>
<td><strong>Other preparations for class</strong></td>
<td>1. <em>Individual Work: Course Syllabus</em></td>
</tr>
<tr>
<td></td>
<td>- Please review carefully the entire Course Syllabus, and bring any questions you may have to class.</td>
</tr>
<tr>
<td></td>
<td>- Reflect on how this course will contribute to your goals for your EMBA programme, and to the growth goals you have described in your Personal Vision Statement.</td>
</tr>
<tr>
<td></td>
<td>2. <em>Individual Work: Complete the Consulting Skills Inventory (CSI)</em></td>
</tr>
<tr>
<td></td>
<td>This self-evaluation tool will be distributed by e-mail by Professor Hyde. Completing the CSI before our course begins serves the following purposes:</td>
</tr>
<tr>
<td></td>
<td>- Help you to set goals for the course, and give you a benchmark against which to track your own individual progress against those goals.</td>
</tr>
<tr>
<td></td>
<td>- Enable you to focus your own efforts during the course on areas in which you would like to improve.</td>
</tr>
</tbody>
</table>

(continued on next page)
- This tool may also be helpful in highlighting how this course, as well as your group projects during the Programme, can contribute to the growth goals you have described in your Personal Vision Statement. Please note that you’ll be asked to refer back to this Inventory in your Individual Paper, due in Class #4.

3. **Individual work: Your perspective on “Flawless Consulting”**
   Having read the assigned chapters for this class (see above), address Peter Block’s (the author) overall philosophy and approach to consulting:
   - Did you find anything surprising and if so, why?
   - Are you comfortable with his overall philosophy and approach to consulting? Why / why not?

4. **Individual work: Ethics and Professional Conduct**
   Review the “Code of Conduct” of the Canadian Association of Management Consultants (CAMC), to be found at [http://www.camc.com/index.cfm?PID=12506&PIDLST=12506](http://www.camc.com/index.cfm?PID=12506&PIDLST=12506). Please focus on the sections “Responsibilities to the Public”, “Responsibilities to the Profession”, “Responsibilities to the Other Members”, “Responsibilities to the Client”.
   - What do these standards mean to you personally?
   - Do you find this a helpful guide to your own individual behaviour?

5. **Group work: Ideas for and questions about your Marketing Project**
   Professor Laflamme will join us for part of this class to ‘formally’ present to you the Marketing project -- your Marketing plan for a nonprofit client -- so please bring any questions you may have. (He’ll join us again in class later on in the course.)

6. **Group work: Ethics and Professional Conduct**
   Review the “Code of Conduct” of the Canadian Association of Management Consultants, as described above in question #4 above. As a group please discuss the following and come prepared to share with the class:
   - Your comments on this code of conduct;
   - A draft Code of Conduct for your group for your Group consulting projects (remember that you are going to be responsible for five Group projects with client deliverables, including your Marketing Project, during your EMBA programme). You may find it helpful use the CAMC’s Code of Conduct as a starting point, but please do make your group’s Code of Conduct your own. In groups, we’ll apply this draft code of conduct to several ethical challenges in class.
   Note: In Class 2 you’ll be required to hand in this group Code of Conduct.
### Class #2  
**Saturday 13 November**

| Topics | Speaker: **Dr. Greg Richards** MA, MBA, CMC, PhD  
Faculty Member and Director of Executive Education, School of Management,  
University of Ottawa; consultant to public and private sector since 1991  
- The Consulting Process: “Entry” and “Diagnosis” Phases  
- Writing a Strong Proposal  
- Diagnostic Tools |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Method</td>
<td>Presentation, large group discussion</td>
</tr>
<tr>
<td>Course Linkages</td>
<td>Management Skills 1, OB/HR, Strategic Marketing</td>
</tr>
</tbody>
</table>
| Readings from  
“Flawless Consulting” | Chapter 4, Contracting Overview  
Chapter 5, The Contracting Meeting  
Chapter 6, The Agonies of Contracting |
| Other preparations | Please review the material to be sent to you by e-mail by Professor Richards. |
| Due this class | - Group Code of Conduct  
- Project Plan |

---

### Class #3  
**Friday 19 November**

| Topics | - Consulting Process: “Diagnosis” and “Action Planning” phases  
- Datagathering  
  - Interviewing Skills  
- The Nonprofit sector in Canada  
- Marketing to Nonprofits |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Method</td>
<td>Case method; large group discussion; lecture</td>
</tr>
<tr>
<td>Course Linkages:</td>
<td>Management Skills 1, OB/HR, World of the General Manager, Strategic Marketing</td>
</tr>
</tbody>
</table>
| Readings from FC | Chapter 10, From Diagnosis to Discovery  
Chapter 11, Getting the Data  
*Pay particular attention to p. 197 - 206 re. interviewing.  
SKIM Chapter 7, The Internal Consultant  
SKIM Chapter 12, Whole System Discovery |
| Case for analysis and discussion | *Canadahelps.org* (course binder)  
Case assignment to be announced. |
| Due next class | Individual Paper; drafts for feedback welcome up to and including today’s class. |
### Class #4  
**Saturday 27 November**

**Topics**

Speaker: **Andrie Nel**, EMBA, University of Ottawa  
Former Vice President, Marketing and Business Development, Global-X-Change Communications; currently provides strategic management and marketing services in her own practice established in 1998.  
- The Consulting Life  
- Consulting to Small and Medium-sized Enterprises  
- Marketing Consulting  

**Teaching Method**  
Presentation, large group discussion  

**Course Linkages**  
World of the General Manager, Strategic Marketing  

**Due this class:** Individual Paper.

---

### Class #5  
**Friday 3 December**

**Topics:**

- The Consulting Industry  
- Consulting to Large Multinational Enterprises  
- The Consulting Process: “Implementation” & “Termination” phases  
- Understanding and Dealing with Resistance  
- Managing Client Relationships  
- Dealing with Conflict, ‘within’ and ‘without’  

**Teaching Method**  
Case method; small and large group discussion  

**Course Linkages:**  
Management Skills 1, OB/HR, World of the General Manager, Strategic Marketing  

**Readings from “Flawless Consulting”**

- Chapter 8, Understanding Resistance  
- Chapter 9, Dealing with Resistance  
- SKIM Chapter 13, Preparing for Feedback  
- SKIM Chapter 14, Managing the Feedback Meeting  
- SKIM Chapter 19, The Heart of the Matter  

**Case for analysis and discussion**  
*Sherif Mityas at AT Kearney* (course binder)  
Case assignment to be announced.

**Other preparations for class**

1. *Your own experience with resistance*  
   Having read the assigned chapters (8, 9) on the topic of resistance:  
   - Describe an example from your own experience where resistance -- as described by Block -- was an issue (does not necessarily have to be part of a consulting process).  
   - Why was there resistance, in that situation?  
   - How was the resistance dealt with, and why? Was that effort successful? Why/why not?
**Class #6** | **Saturday 11 December**
---|---
**Topics** | - Closure of the course: “Pulling it all together”
- Sharing experiences from the consulting project so far
- Reflections and learnings, both individual and group

**Teaching Method** | Lecture, small and large group discussion

**Course Linkages** | Management Skills 1, OB/HR, World of the General Manager, Strategic Marketing

**Readings from “Flawless Consulting”** | SKIM Chapter 15, Implementation
SKIM Chapter 16, Strategies for Engagement
SKIM Chapter 17, Some Tools for Engagement

**Other preparations for class** | *Individual preparation*
- Refer back to your preparation for Class 1: reflect on how this course has contributed to your goals for your EMBA programme, and to the growth goals you have described in your Personal Vision Statement.
- Review the Drucker article, “What Business Can Learn from NonProfits” (course binder, Class 1).

*Group preparation*
Reflect on your experience as a group so far in your first consulting project: what are your reflections, your learnings which can be usefully applied to future group projects? You’ll be asked to hand these in on December 20.

Other preparation to be announced in previous class.

**Due this class:** | Client Proposal: 2 hard copies, one for Professor Laflamme and one for Professor Hyde.

| Due December 20 (by e-mail) | Group reflections on progress and learning. Drafts for feedback welcome until December 13. |
Appendix 2: Summary of Marketing Project Final Report

ADX 5320 - Strategic Marketing
Professor Guy Laflamme
January - April 2005

Summary of Marketing Semester Project Final Report

Your mandate is to develop a marketing plan for a charity or non-profit group.

Your final report to your client is due in April 2005, at the end of the Strategic Marketing course, with a copy to Professor Laflamme.

This final report should cover the following elements:
- Executive Summary
- Introduction
- Brief history of the organisation
- Brief description of present context
- Marketing issues
- Environmental and internal analysis:
  - PEST analysis
  - SWOT analysis
  - Consumer behaviour review
  - Competitive analysis
- Competitive advantages & Key success factors
- Marketing Objectives
- Segmentation
- Positioning Statement
- Overall strategy
- Marketing Mix
- Action Plan
- Budget and Structure required to implement
- Evaluation mechanisms

The final report will account for 40% of the final grade in the Strategic Marketing course, broken down as follows:
- Analysis: 10/40
- Communication / structure of document 5/40
- Recommendations 20/40
- Creativity 5/40
PROFESSOR PROFILE

Professor Dana Hyde

Dana Hyde holds an Honors BA in Business Administration and an MBA from the Richard Ivey School of Business Administration at the University of Western Ontario, and is in process of completing the dissertation for the PhD. in Management from INSEAD, Fontainebleau, France, with a specialisation in corporate strategy. Prior to joining the University of Ottawa Professor Hyde taught at Babson College, which has the US' leading undergraduate and MBA programmes in Entrepreneurship; and at Ivey, where she won a faculty teaching award in both years. Several of the case studies Professor Hyde produced at INSEAD and IMD are worldwide bestsellers and have won international awards. At the University of Ottawa, in addition to teaching the EMBA Management Consulting and the Strategy courses, Professor Hyde is conducting a competitive strategic review of EMBA programmes; teaches in the School of Management’s Executive Education programmes; and is writing case studies for use in the EMBA and Executive Education programmes. Now a consultant on strategic and organisational issues to several public and private sector organizations in the Ottawa region, over the past twenty years she has worked as a consultant and researcher in many countries in Western Europe as well as in the US. Professor Hyde's interests include corporate strategy in multinational firms, including the role of headquarters; working across divisions; mergers and acquisitions; and the relationship between strategy and organization.
ACADEMIC FRAUD

Definition

Academic fraud is an act by a student, which may result in a false academic evaluation of that student or of another student. Without limiting the generality of this definition, academic fraud occurs when a student commits any of the following offences:

a) Commits plagiarism or cheating of any kind.
b) Submits a work of which the student is not the author, in whole or in part (except for duly cited quotations or references). Such work may include an academic paper, an essay, a test, an exam, a research report, and a thesis, whether written, oral, or in another form.
c) Presents research data, which has been falsified or concocted in any way.
d) Attributes a purported statement of fact or reference to a source which has been concocted.
e) Submits the same piece of work or a significant part thereof for more than one course, or a thesis or other work which has already been submitted elsewhere, without written authorization of the professors concerned and/or of the academic unit concerned.
f) Falsifies an academic evaluation, misrepresents an academic evaluation, uses a forged or falsified academic record or supporting document, or facilitates the use of a falsified academic record or supporting document.
g) Undertakes any other action for the purpose of falsifying an academic evaluation.