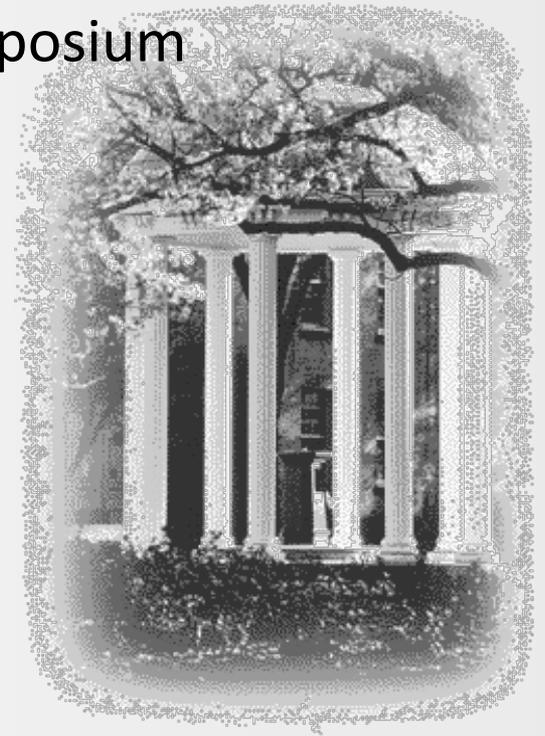# STAR STUDENT TEAMS ACHIEVING RESULTS

National Undergraduate Business Symposium

April 7-8, 2011

Vision and Objectives

STAR Program Overview

STAR Course Overview

Vision

STAR is a part of UNC Kenan-Flagler's Action Learning program through which students "learn by doing" while being guided one-on-one by faculty advisors and informed along the way by internal and external subject-matter experts. STAR's action learning courses are integrated into Kenan-Flagler's Leadership Development Initiative, which provides multiple opportunities for students to assess and develop their leadership and problem-solving skills and prepare themselves for their future careers

Vision

To be one of the premier experiential learning programs at KFBS and the best in the country by most closely resembling a top consulting firm experience

Objectives and Benefits

Students

- Develop their leadership skills while working side by side with business leaders
- Apply what is learned in the classroom to actual business situations with important consequences
- Keep close to real business issues faced by potential employers

Organizations

- Clients receive valuable strategic advice that is focused, compelling, and actionable
- Executives at participating organizations can see UNC students in action and assess the contributions they might make as full-time employees
- Access to high performing undergraduate and graduate students

Mission and Objectives

STAR Program Overview

STAR Course Overview

STAR Program Overview: Students

- All business school students are eligible, with preference given to MBAs and undergraduate business majors (some outside of business school)

- Strong academic background (quantitative analysis, critical thinking, problem solving, communication skills)

- Demonstrate significant experience with problem solving through past experiences and/or coursework (service learning course, a project management course, and summer internships in consulting or business, with hands-on teamwork)

- Completion of or simultaneous enrollment in Consulting Skills and Frameworks course

- Interview (new for spring 2012)

Eligibility:

- Pose an opportunity or problem for the student team to address that …
  - Is important to the top management of the organization
  - Involves several functions, e.g. marketing, operations, financial analysis, etc and lends itself to fact-based analysis
  - Is challenging but does not require extensive industry experience
- Commit two executives to work closely with the STAR team to create the project's scope of work, provide pertinent data, respond to and critique team recommendations and progress, and provide feedback to the team and faculty advisor at the project's completion

STAR Program Overview: Clients

- Are typically organizations that recruit, or are targeted to recruit- at Kenan- Flagler or are projects that will be valued by recruiters as building/honing skill sets that are relevant to jobs for which recruiters seek to fill

- Are companies with multi-year track records; start-ups are typically served in the school's Starting New Ventures curriculum rather than the STAR program.

- Will pay a negotiated fee to cover some of the expenses associated with the project. Some North Carolina clients are assisted by other sources, such as the GoldenLEAF Foundation or the Kenan Institute for Private Enterprise

STAR Program Overview: Clients

Previous Clients

- City of Hertford — Green Marina
- Corning Cable
- GE Healthcare
- Gilbarco
- Hanesbrands, Inc
- Krispy Kreme
- LabCorp
- Lowe's
- NC Botanical Gardens
- PayChex
- Procter & Gamble
- Spruce Pine Main Street
- Duke Energy

Mission and Objectives

STAR Program Overview

STAR Course Overview

STAR Program Overview: Design

- **Course**
  - For credit
  - Mandatory attendance and preparation
  - Faculty and administrative guidance
  - Project leaders and team members alike should plan to spend an average of 10-12 hours per week on their STAR project; during the immersion portion of Global STAR, students will work full-time on the project
- **Job**
  - Real company/organization that pays for service
  - Deliverables with real consequences
  - Students represent themselves and the business school

STAR Course Overview: Requirements

- Project Leaders and Team Members
  - Required to have taken Consulting Skills & Frameworks, or to take it in tandem with STAR

- All STAR participants
  - Required to attend workshops at the beginning of each phase:
    - STAR Kickoff Workshop – mid-January
    - Phase II Workshop – late-January
    - Phase III Workshop – mid-to-late February
    - Phase IV Workshop – early-April

TEAM FOCUS "Rules of Engagement"

TEAM

Talk
- Communicate constantly
- Listen attentively
- Separate issues from people

Evaluate
- Discuss group dynamics
- Set expectations and monitor results
- Develop and reevaluate a personal plan

Assist
- Leverage expertise
- Keep teammates accountable
- Provide timely feedback

Motivate
- Identify unique motivators
- Positively reinforce teammates
- Celebrate achievements

FOCUS

Frame
- Identify the key question
- Develop the issue tree
- Formulate hypotheses

Organize
- Develop a high-level process map
- Create a content map to test hypotheses
- Design the story line

Collect
- Design "ghost charts" to exhibit necessary data
- Conduct meaningful interviews
- Gather relevant secondary data

Understand
- Identify the "so what(s)"
- Think through the implications for all constituents
- Document the key insight on all charts

Synthesize
- Obtain input and ensure buy-in from client
- Offer specific recommendations for improvement
- Tell a good story

Source: The McKinsey Engagement by Paul N. Friga (2008)

STAR Course Overview: Client Meetings & Deliverables

	Phase I	Phase II	Phase III	Phase IV
	FRAME/ ORGANIZE	**COLLECT**	**UNDERSTAND**	**SYNTHESIZE**
Objectives	•Understand the business •Understand the key questions •Prepare initial hypotheses •Plan data collection	•Collect primary and secondary research to prove/disprove hypotheses •Confirm direction for final half of project •Receive team feedback	•Gather additional data as needed •Present initial recommendations •Confirm final presentation needs	•Wrap up project open items •Layout next steps for client •Receive final client feedback
Timing	First Month Target Completion – by January 28, 2011 ***Kick off meeting with client***	Second Month Target Completion – by February 25, 2011 ***Preliminary Findings meeting***	Third Month Target Completion – by April 1, 2011 ***Storyline meeting***	Fourth Month Target Completion – by April 29, 2011 ***Final presentation***
Deliverables	•Kickoff Deck •Team Charter (internal) •Scope of work	•Preliminary Findings Deck •Midpoint feedback (internal)	•Storyline Document (Microsoft Word)	•Final Presentation Deck

Note: we'll use a **hypothesis driven approach**, in which we will create hypotheses early in the project and then prove/disprove/refine them into findings and recommendations – see overview of model in following slides

STAR Course Overview: Team Member Assessment

STAR Team Member _____   Assessment by: _____

Criteria	1. Significant Issues	2. Slightly Below Expectation	3. Meets Expectations	4. Exceeds Expectations	5. Significantly Exceeds Expectations
Participation	Missed several team or client meetings without prior notice; did not participate effectively in team discussion of project issues	Missed one meeting without prior notice; or missed several team meetings with prior notice; participated in team discussions when asked	Attended all client meetings, missed no more than one team meeting with prior notice and proactively contributed to the team dialogue in most meetings	Attended all formal client and team meetings and often was a significant contributor to the team discussions . . .	. . . plus was proactive in helping the team solve problems outside of meetings/ assigned tasks, e.g., led informal meetings to resolve team issues
Reliability	Work was usually incomplete and/ or late	Delivered most assigned work products on time and addressed assigned scope adequately in most cases	Delivered all assigned work products on time and consistently addressed assigned scope fully and appropriately	Consistently completed assignments early and/or often addressed additional scope beyond that assigned	. . . and, in so doing, added value beyond assignment
Responsibility	Waited until due date to alert PL of issues with assignment; often not prepared for meetings	Reached out to PL at last minute so there is not enough time to fix before due date; sometimes not prepared for meetings	Verified scope of assigned work; when having difficulty with assigned work, was proactive to reach out to PL with sufficient time to receive help; usually prepared	Sought PL feedback on progress periodically throughout assignment to ensure that he/she was on target and always prepared	Consistently took initiative to resolve issues through consultation with others, keeping PL in the loop
Quality	Work frequently contained simple mistakes, or poorly communicated or without supporting backup evidence	Assigned work was largely error free, but not always well communicated or with weak supporting rationale and backup	Assigned work was largely error free, clearly communicated verbally and graphically with adequate supporting backup material	Work consistently error-free, well communicated verbally and graphically, with strong backup material . . .	. . . plus evidence of significant ingenuity / creativity/ insight for the benefit of the team
Thought Leadership	Difficulties gathering basic data and formulating analyses	Able to gather data but needed help to apply classroom skills and develop analysis that was useful to the client's situation and project	Applied classroom skills, developed insights in assigned tasks, and leveraged those insights to contribute to a practical solution for the client in assigned areas	and added value by developing insights beyond their own tasks to help synthesize a practical, compelling business solution ...	.. . .and was recognized by client, advisor, PL and/ or team members for pivotal, creative contributions to a practical, compelling business solution.
Team Work	More than one team member and the PL / SP felt that actions were often disruptive of the team	Sometimes was reluctant or unable to share information / insights with team, or concern voiced by team members	Shared material and insights as needed and in a timely manner, contributed constructively to team discussions and conflict resolution	Worked to help other teammates resolve conflicts, actions consistently targeted to help team progress and morale as noted by PL and SP	plus recognized by name by more than one team member along the way for their help and/or contributions to the team``
Client Interaction	Briefed client but had difficulty discussing the work, and/ or did not participate in client interviews	Briefed client and engaged in discussions on work at several meetings, had initial interviews but no follow-up	Briefed client and engaged in discussions on work at several meetings, interviews and follow-up conversations with client managers . . .	plus developed a working relationship with at least one client manager and used to discuss issues and possible solutions	formally recognized by client senior management as making a significant contribution to the success of the project

STAR Course Overview: Project Leader Assessment

STAR Project Leader _____   Completed by: _____

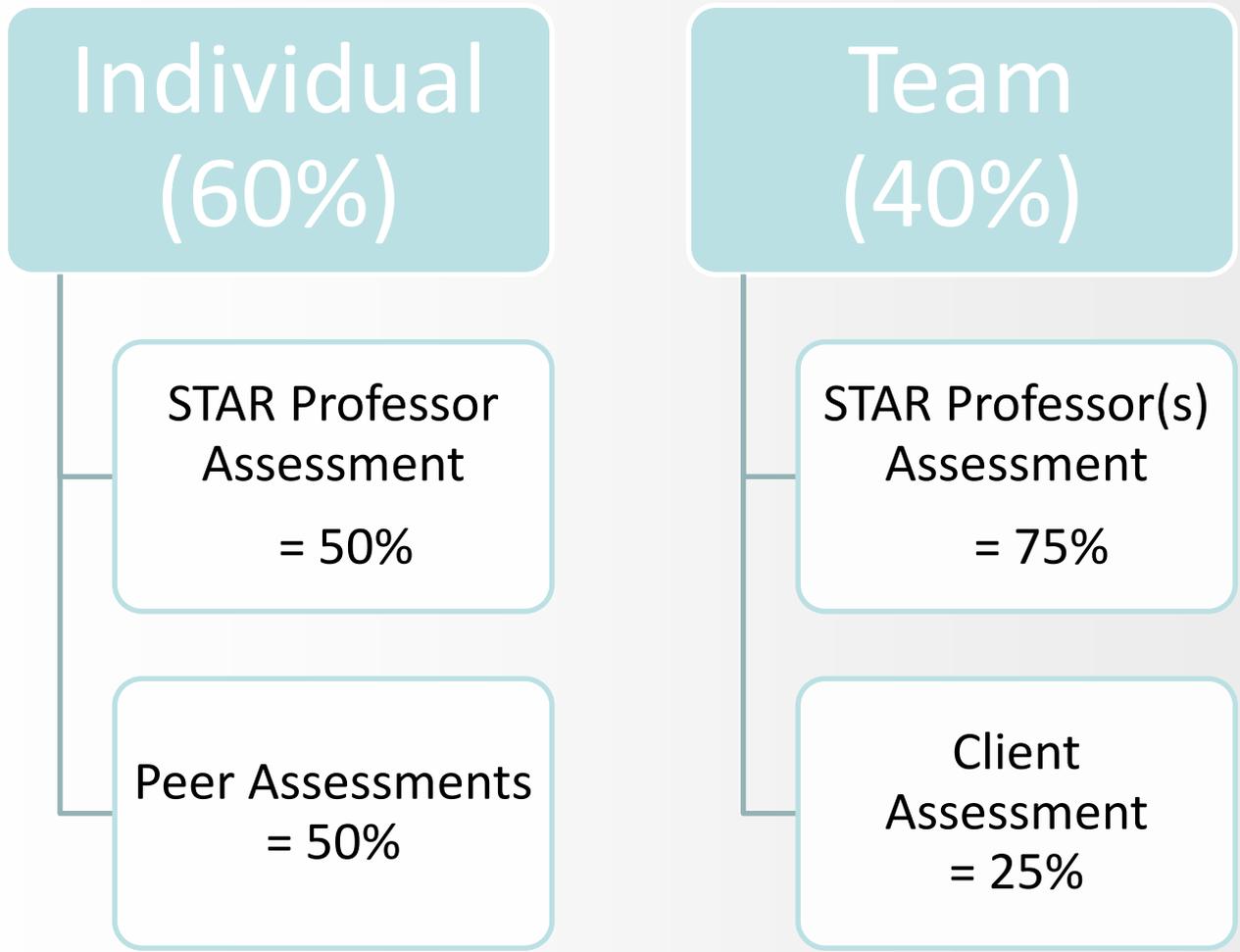| Criteria	1.Significant Issues	2. Slightly Below Expectation	3. Meets Expectations	4. Exceeds Expectations	5. Significantly Exceeds Expectations
Planning	Did not develop specific client meeting objectives adequately in advance; did not customize presentation template; work plans usually incomplete or inconsistent with objectives	Developed clear objectives for each client meeting but did not begin to customize presentation template sufficiently in advance; work plan for team sometimes incomplete or inconsistent with objectives	Developed clear objectives for each client meeting adequately in advance. Developed customized draft presentation template designed to achieve objectives sufficiently in advance of client meeting. Developed effective week-by-week work plan for team to perform work needed	Customized templates for meetings including (in notes portion of page) directions to team on data needed, analyses expected and integration implications; generally planned several steps ahead . . .	. . . plus work plan included work flow diagrams for team members to see how their contributions tied in to the final product for the client; always anticipated and planned several steps ahead
Guidance	Project leader consistently relied on verbal instructions to team with often inadequate written directions. Significant issues with PL availability to follow up with team members between meetings.	Project leader provided written work assignments to each team member, most of the time. Some issues with PL availability to follow up with team members between meetings.	PL provided written work assignments to each team member each week, discussed with team member and received formal acknowledgment of acceptance of responsibility. Offered to meet with team members one-on-one between team meetings to review progress	Written work assignments consistently clear, logical and within the capabilities of the team member Proactively met with each team member between meetings to check on progress . . .	plus demonstrated flexibility to re-direct team members between meetings to respond to unforeseen circumstances
Coaching	Difficulty balancing the responsibility to deliver a client product with the responsibility to develop the team members	Provided coaching as needed to most team members, a few minor issues	Provided coaching as needed to each team member to help them learn and grow as a professional, adapted assignments to give them development opportunities consistent with project needs	plus met with team members at beginning of project and at mid-term to understand their development needs and objectives. . .	and is recognized by advisor and/or team members for their significant contributions to one or more team members' growth and development
Integration	Issues with quality control of individual work products and/or lack of self-consistency of team work product, minimal value add to team product	Exercised quality control and review of team member work products, but only cut and pasted the results into the client presentation with little value add	Helped team members understand the project implications of their results and provided value-added integration into the final client deliverables	plus led the identification and development of cross cutting issues with significant client impact	and contributed significantly to the insightful, practical resolution of cross cutting issues
Client Interface	Issues with the PL's execution of the communications process with client that adversely affected the project progress; often incomplete or inadequate communications	Some issues with the PL's execution of the communications process with client that did not adversely affect project progress; sometimes incomplete or inadequate communication	Arranged client meetings, organized interviews and gathered client-provided data well in advance of need Communicated status and issues to senior client on regular basis Pre-briefed senior client on key issues. Communications were never incomplete or inadequate	Developed a business rapport with the senior client(s) that helped the team provide a better product	Client recognized the PL for his/her quality work in leading the team
Growth	PL did not evidence reasonable learning and growth	Demonstrated weak growth as project progressed	Articulated strengths and rooms for improvement after 360 surveys; demonstrated growth in these articulated areas.	plus evidenced growth in other areas of project leader competencies	and made the team/project stronger for this growth as a leader

STAR Course Overview: Project Evaluation by Client

STAR Project: _____ **Completed by:** _____

Completed by client immediately following final presentation by team and turned in to team's STAR professor

Performance Criteria	1. Significant Issues	2. Slightly Below Expectation	3. Meets Expectations	4. Exceeds Expectations	5. Significantly Exceeds Expectations
Communication	Team communications issues with the client made it difficult for the client organization to effectively participate in the project.	Some issues of mis-communication with client that did not adversely affect progress in any major way. Some significant surprises at formal meetings.	Client kept well informed of project progress. Meeting dates and objectives communicated with adequate notice. Key findings / issues communicated in advance of meetings. Few or no surprises at client meetings	Good communication with both senior client and key client team members, findings and approach well socialized with client management team.	Communications significantly facilitated the working relationship of the student-client team and strengthened the project results.
Completeness	Significant gaps between final deliverables and project proposed work (as formally amended during the project)	Fulfilled most of the project objectives (as formally amended during the project)	Met all requirements of the work proposed (as formally amended during project)	Went beyond initial proposal in a few areas,	Client acknowledges significant value add of the project beyond its initial objectives
Credibility	Significant credibility gaps that impact client's willingness to take work seriously	Some areas where client feels work lacked credibility, but overall confidence in recommendations	Client felt that the student work was fully credible, well substantiated and with minimal mistakes	Work not only confirmed client's understanding but developed credible new findings giving client new insights into their business	Credibly identified insights that were new to the client with important business implications
Importance	Client feels the project results are inconsequential to their business – report on the shelf	Client feels that project results not compelling enough to consider near-term action	Client acknowledges fact based, logical arguments to begin execution of the recommended strategic plan in the near term	case compelling and worth immediate attention; significant, practical business improvements have been identified	client acknowledges upside potential of major importance to the company
Actionable	Actions steps largely incomplete by team	Client unsure about what to do differently over the next months to achieve the strategy results	Client acknowledges a clear understanding of the steps they must take to execute the strategy	Steps identified are clear well organized and documented, practical and within the capability of the client management team to execute	plus team has identified new resources, methods, or actions that client feels will be valuable in execution

Individual (60%)

- **STAR Professor Assessment = 50%**
- **Peer Assessments = 50%**

Team (40%)

- **STAR Professor(s) Assessment = 75%**
- **Client Assessment = 25%**

IMPACT

The world is watching