

Day One Ready Project – External Insights

Questrom School of Business

Findings and implications

November, 2023



Context for today's discussion

- Questrom aspires to make its undergraduates more “Day 1 Ready” (D1R) upon graduation and improve its undergraduate business national ranking
 - Questrom leadership wants to more clearly define what D1R means so it can better prepare its students
 - Questrom commissioned a cross-functional team and a research consultancy to gather feedback from the market
- Today's objective is to share the findings with you, and discuss how we can evolve our undergraduate program
- Findings suggest broad range of opportunities
 - Questrom will need to pursue a range of initiatives, some easier to implement quickly and others needing deliberation around the cost/ benefit to change
 - D1R should be viewed as a change management process which often requires long and sustained focus

Executive summary

- Interviews with recent alums, hiring managers, and recruiters identified **5 major themes** that would better prepare students for Day 1 and beyond
- Alums and students believe Questrom did a reasonable job preparing them for D1, but they still surfaced **concrete ideas where Questrom could improve**
- Questrom needs to pursue a **portfolio of initiatives** to capture these themes and ideas
- We recommend an approach that aligns the various initiatives along **3 horizons**, so Questrom can achieve impact quickly from those initiative that are easier to execute and seed the initiatives that require more time. This will help Questrom achieve full impact more quickly

Prior Information – Should we be better?

POETS & QUANTS: 2022 ALUMNI REPORT CARD

Question	Score	Grade	Rank vs. All
Were business school faculty members available for informal discussions and mentoring outside of class?	9.26	A	28
How would you rate the quality of teaching in your business school?	8.77	B+	42
Would you recommend your business program to a close friend, colleague, or family member interested in an undergraduate business degree?	9.14	A	49
Do you believe your business degree will assist you in climbing to a new socioeconomic status?	8.57	B+	38
Do you believe your business degree was worth its cost in time and resources?	8.61	B+	53
How instrumental do you believe your business degree will be in reaching your dream career?	8.4	B	35
Was your business school experience life-changing?	8.17	B	38
Do you believe your business degree was worth its cost in tuition?	7.8	C+	57
Evaluate how well the business program prepared you for the world of work.	8.73	B+	39

Most employers see Questrom students as strong, but not distinctive

Typical peers are quality regional schools (e.g., Boston College, Rutgers, Penn St, Villanova, Babson, Brandeis, Fordham)

“We go to the bigger business schools. All produce good candidates. It is hard to say if some are better.” Questrom alum and hiring manager in accounting

“The caliber of the candidates we see from Questrom is very high, but so are those from other schools.” Questrom alum and hiring manager in healthcare

“The students we have hired from BU have done well and have progressed in the organization. But BU is not as well known as BC for having strong candidates.” Questrom alum and recruiter in banking

“Our core recruiting schools all produce well rounded candidates.” Recruiter in finance

“It is a greater personal risk to hire someone from Questrom than say, Stanford.” Questrom alum and hiring manager in IB

Is our program too inflexible

From: 2021 UNDERGRADUATE PROGRAM SURVEY

Would you recommend Questrom – Why not? Curriculum mention verbatims

I honestly wish I had been able to tailor my education more to what I wanted to learn. I love finance and quantitative modeling but I wasn't able to really focus my education on those subjects until senior year.

The amount of prereqs makes transferring in hard to manage and schedule.

CGS to Questrom transition was horrible there is no freedom whatsoever until the final year/semester to take actually interesting classes that hasn't already been chosen for you.

I do however think that CORE should be taken earlier in your time at Questrom. By the time it is important to apply for jobs and internships students do not have the experience and in the classes, they are interested in and do not have the knowledge to find these opportunities.

After four years of business school, I don't feel specialized in any specific area. Even with a concentration, I feel like I had to take so many required courses that didn't align with my interested path.

Students are not ready for Finance interviews until it's too late.

Too many requirements in my opinion. I do not get to concentrate until my junior spring...

The upper-division finance courses (454, 442, 445, etc.) need to be taught earlier than Sophomore/Junior in order for students to be remotely competitive.

The vast majority of required courses that you take as a freshman and sophomore lack educational value while BU Hub makes matters worse.

Does not update all of their class curriculums to fit modern day uses

Prior steps

- **Multiple paths committee**

- Modify requirements/sequencing to make it easier to take core sophomore year
- 2 required QM courses rather than 3
- Points of controversy -
 - Which, if any, of the other currently required courses should be optional
 - Core

- **Feedback from departments**

- Finance – finance electives have to come earlier
 - Get rid of SM 132, more core to sophomore year, eliminate some requirements
- Marketing – Update MK 323
- IS – Questrom undergrad curriculum less rigorous than competitors
- SI – current curriculum good for students going into consulting

We learned from a variety of people in different roles

Learned from over **140 people** in **~50 different interviews/ groups**

- Over 80 faculty/ Questrom leaders
- ~60 non-faculty interviews included the following roles:

Current students	8
Hiring managers	15
Recent Questrom alums	26
Recruiters	6
Recent alum other schools	4

- ~60 interviewees came from the following functions

Finance	20
Consulting*	14
Marketing/ General	16
IT	5
Accounting	3
Law	1

* includes IT consulting

Key questions for the study from the faculty listening sessions

- What are the key functional skills students need to be D1R?
- What are the key soft/ smart skills students need to be D1R?
- What about the Questrom experience did alums find most helpful?
 - What extra-curriculars?
 - Was CORE helpful?
- How important is general business knowledge to being D1R, including an understanding of current business events?
- What oral and written communications should Questrom be teaching?
- What are the future tech needs (e.g., what programming languages)?
What is the role of AI likely to be?
- How do Questrom students compare on being D1R to students from other schools?
 - Where else do employers recruit?
 - Are teamwork and collaborative skills a competitive advantage for Questrom?

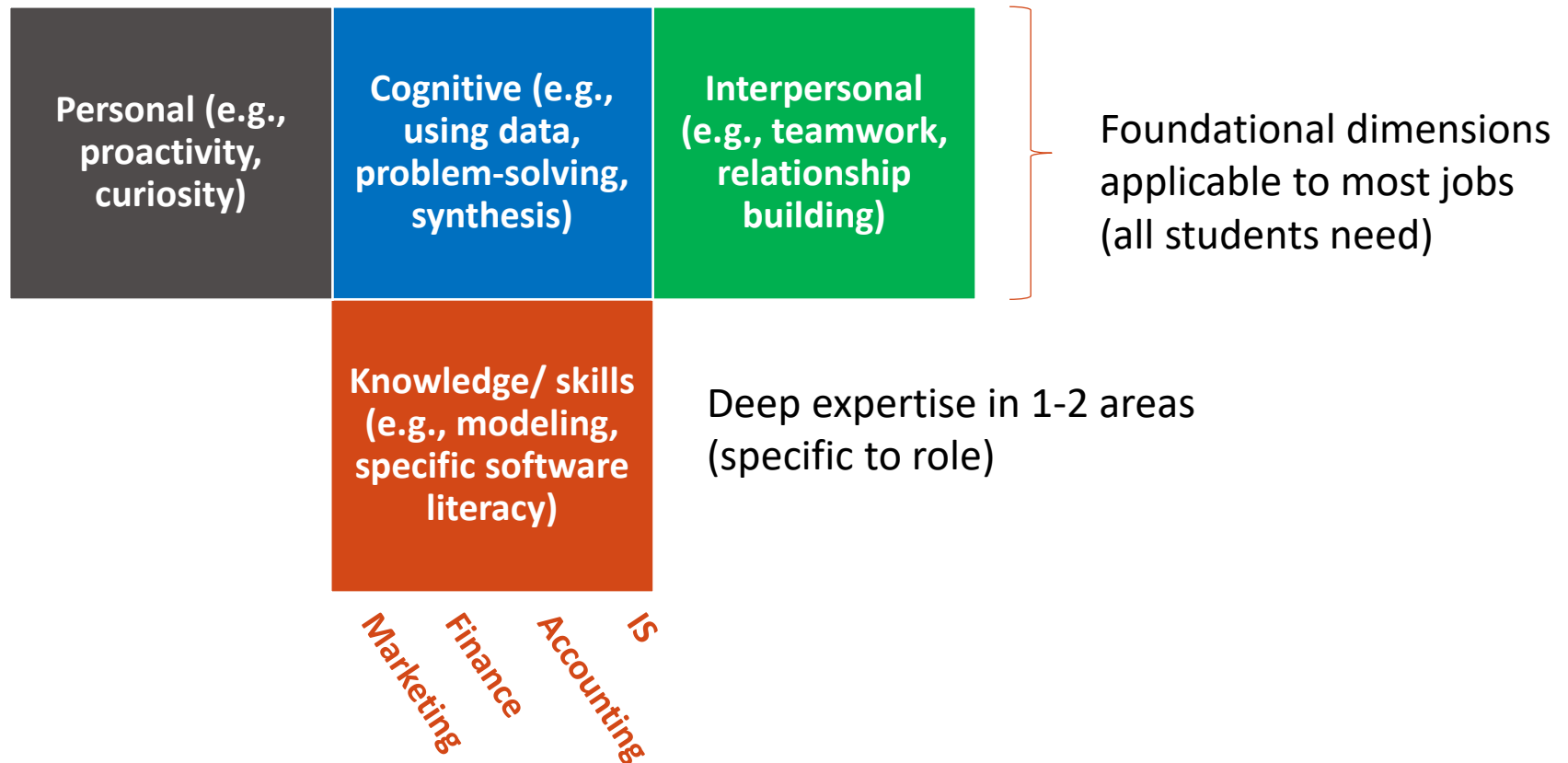
Five themes that help students better prepare for Day 1

1. **Simulate how students will work on D1.** Use more real business cases to show the messiness of business, work with **real and messy datasets**, and assign more bite-sized tasks
2. **Provide practice in structured problem solving and synthesis.** These skills require practice in different contexts and are critical for career advancement
3. **Ensure content reflects the rapidly changing modern business world; teach the leading edge.** Business cases and programming languages need to reflect businesses today; students need experience applying their learnings to current business events; students should be able to bring leading-edge thinking (e.g., on AI)
4. **Continue presenting opportunities to operate effectively in teams and build relationships.** Students need experience working on teams and communicating what they are doing. CORE is one way to provide this experience, though it needs improvement.
5. **Accommodate the need for students to specialize early, particularly in finance.** Allowing students to build expertise sooner positions them better for elite opportunities, though opportunities will still be challenging to secure. However, for many students, college is **still a time to explore.**

Faculty observations in line with what we learned

- Students focus too much on curriculum and do not often link classroom learning with **current business events**
- Key creative thinking skills to develop include:
 - Think on feet (no time to Google)
 - **Intellectual curiosity** (ensuring understand why doing something and what impact it can have)
 - Demonstrating **adaptivity and flexibility** since skills needed will change
 - Understanding how **answer/ model will change with different inputs** (e.g., case competitions)
 - Assessing others' recommendations
- Student town hall suggests that students want **Excel** and other functional training
- Students' **critical thinking and pushing to implications** needs more development, particularly with data. Key examples:
 - Using **data** to identify the key issues and support a recommendation
 - How different data or information might change a recommendation

The Skills “T” – “Horizontal” is common to all roles and critical for long term success; “Vertical” is expertise needed for specific roles



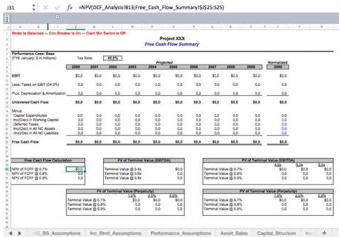
Theme 1: Simulate how students will work on D1

- Use real world cases whenever possible to show the messiness of business
- Source and use messy data similar to what students will encounter in their work so they can learn how to determine which sources are reliable and what are their limitations and biases. E.g.,
 - ESG scores
 - Inputs for financial models like forecasts on interest rates
 - Sources like Gartner and iMarketing
 - Sales data by item and store and region levels
- Help them learn to interpret the results from commonly used analyses and troubleshoot what could go wrong. These can be through highly structured, bite-sized tasks similar to what they will do in their first jobs
- Show the messy side of business both with the analysis and then what was implemented

Three alum examples of structured problem solving and synthesis



What would be the financial impact of standardizing a fleet of airplanes that fly medical specimens around the country? What different information might change your answer?



	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Revenue	10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0
Cost of Sales	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
Gross Profit	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
Operating Expenses	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0
Operating Income	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
Interest Expense	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5
Income Before Tax	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5
Income Tax	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5
Net Income	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0

Build an LBO model based on the business economics and past sources of its growth. How could the business grow and by how much? What variable effects should be incorporated (e.g., seasonality, interest rate changes, competitive actions)?



How many sunglasses should we place in Florida vs. NY in January? Which brands? Which styles? What data and information support your allocation decisions?

Theme 2: structured problem-solving and synthesis

- For most roles, structured problem solving (breaking down big problems into logical parts) is not expected D1, but it is absolutely critical to advance to Day 2.
- Synthesis skills are critical to D1. Many roles require looking across lots of data and information sources, and managers want “a number” or “an answer” based on that data
- Many seasoned alums commented on how these are skills that are built over time with practice and experience (including on the job.) However, they are still looking for assurance that new hires can build those skills (e.g., via case interviews, etc.)
- Helping students build this early and everywhere could be an area of distinctiveness for Questrom.

Theme 3: content should reflect the modern world

- Use current and up-to-date cases and thinking as much as possible.
 - Business is changing rapidly, and tried and true cases may get stale/ overly simple as a result
 - For example, the power of social media marketing, or the potential for AI to allow lay people to code affects business differently than even 5 years ago. Those nuances need to be understood even if the fundamentals of the business cases may not have changed
- Keep up-to-date with technical and programming skills widely in use. Currently, this means
 - Increasing the use of Excel with all students (there are few jobs that don't require basic Excel skills every day)
 - Continuing SQL and Python training for tech and big data analytics students; Re-evaluate language need every 1-2 years to ensure still relevant.
- Discuss and apply business learnings to current business events
 - Students enjoy and say they retain learnings better when immediately relevant
 - Many hiring managers use knowledge of current events to assess intellectual curiosity and passion for area
- NB: as an academic research institution, alums expect Questrom to research and teach leading edge thinking

Theme 4: opportunities to work effectively on teams and build relationships

- Alums almost unanimously praised CORE as a concept that differentiates Questrom. It teaches teamwork and the linkage between functions. However, it has challenges (noted on the next page) which must be addressed
- Tell them what we want them to focus on in the team experience and ensure we build those learnings into our program
- Communications is a critical part of effective teamwork, with four skills particularly important
 - Succinct, responsive emailing
 - Very short ppt presentations that crisply address a specific question
 - Ability to tailor message to audience (C-suite vs. teammate)
 - Ability to ask key clarifying questions
- Adjusting to working surfaced multiple times, specifically:
 - Managing multiple deadlines with shorter timelines than school
 - Working (and advancing) in a hybrid environment
 - Looking and acting professional
- Building networks, relationships, and mentors were also noted as a critical skill where alum felt the best sources of preparation at Questrom were clubs and fraternities

CORE: what alums valued and what needs to be changed

Most interviewees spoke highly of CORE

What was valued

- Simulation of **real world team work experience**. Specifically, practiced
 - Influencing peers to deliver quality end products on time
 - Finding and leveraging one another's strengths and expertise
 - Managing a process end-to-end with specific deliverables on a specific time schedule
 - Engaging in team problem-solving
 - Working with diverse people
- Helps students **figure out what functions** they enjoy most in realistic setting
- Insight into **why all the different functions matter** and how they interact
- Friendships and **community** created
- Recent alums have viewed it as a **differentiator** that they talked about in interviews

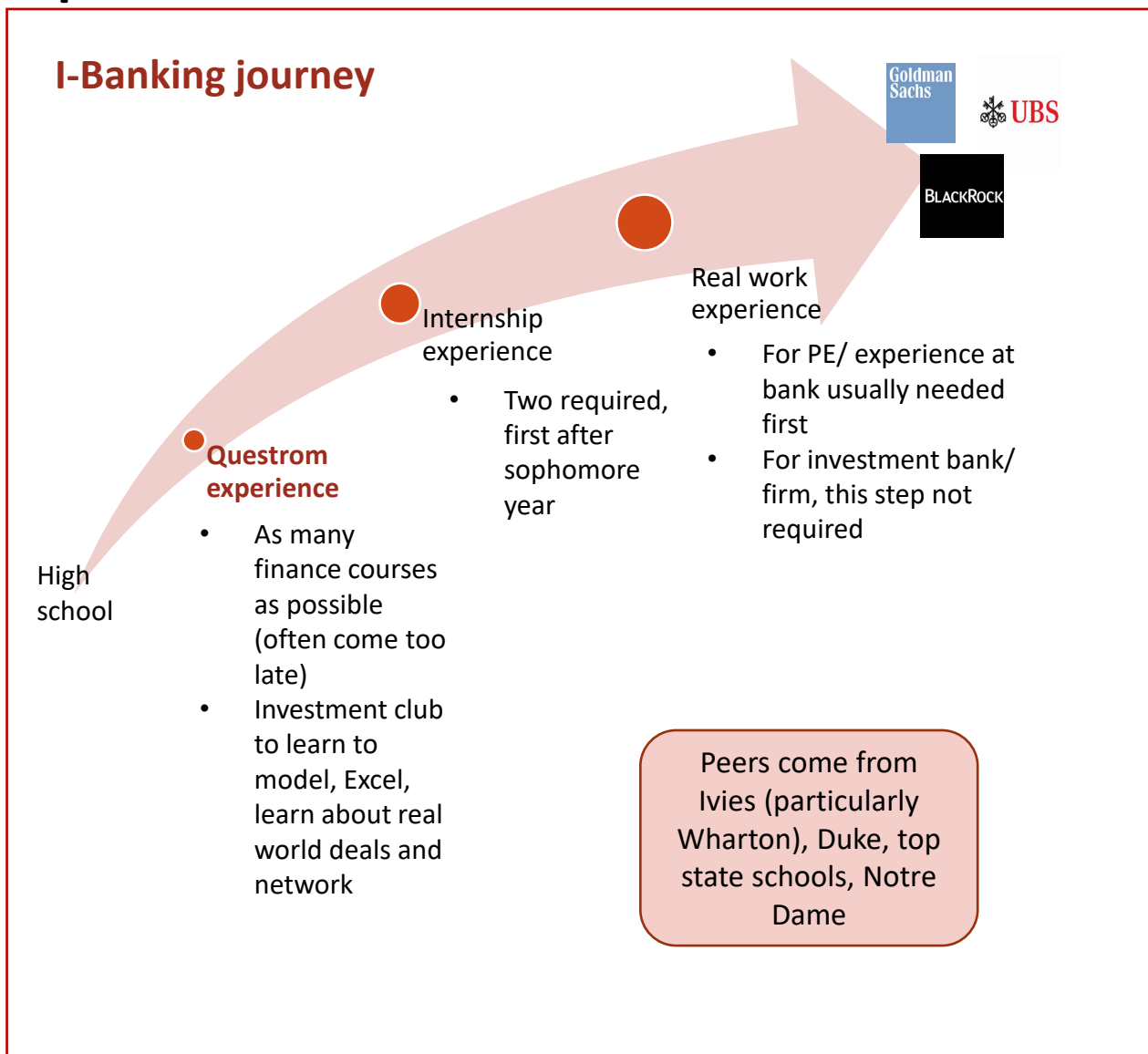
What needs improvement

- **Reduce stress**
 - Even self-described efficient teams had to pull all nighters to meet timelines
 - "I never have had to work as hard in my job as I did for CORE."
- **Shrink the teams** - many mentioned sizes of ~10 being too large and marginalizing some less extroverted students
- Include **more financial modeling** opportunities and **more interim presentation** opportunities
- **Update classes** (e.g., add digital marketing, add strategic components)
- **Service projects** seem more difficult than products
- Consider **re-evaluating the grading scheme** as many alum felt too much of the grade was group performance, which disadvantaged more introverted students and was also too heavily backloaded to the end of the semester

Theme 5: accommodate the need for some students to specialize early while allowing others to explore

- There is a tension between students who want a broad experience versus students with defined career aspirations who want to build deep expertise quickly
- Many students want a broad experience since they are still exploring career options. From alums and current students
 - “I had no idea when I started that I would love accounting but I do”
 - “I did not even know about roles in real estate but loved the course”
 - “Tell us more about what different career paths are like, not just about finance and consulting”
 - “I learned from an internship that I did not like finance”
- Finance students are at a disadvantage for elite finance roles. They need to have 2 summer internships and have not taken courses like financial modeling to prep them for their interviews
- Those wanting to specialize complained about too many requirements, some which are too in depth for their needs. This limited their ability to take advanced courses in their concentration

To compete more effectively in finance requires specialized experiences earlier



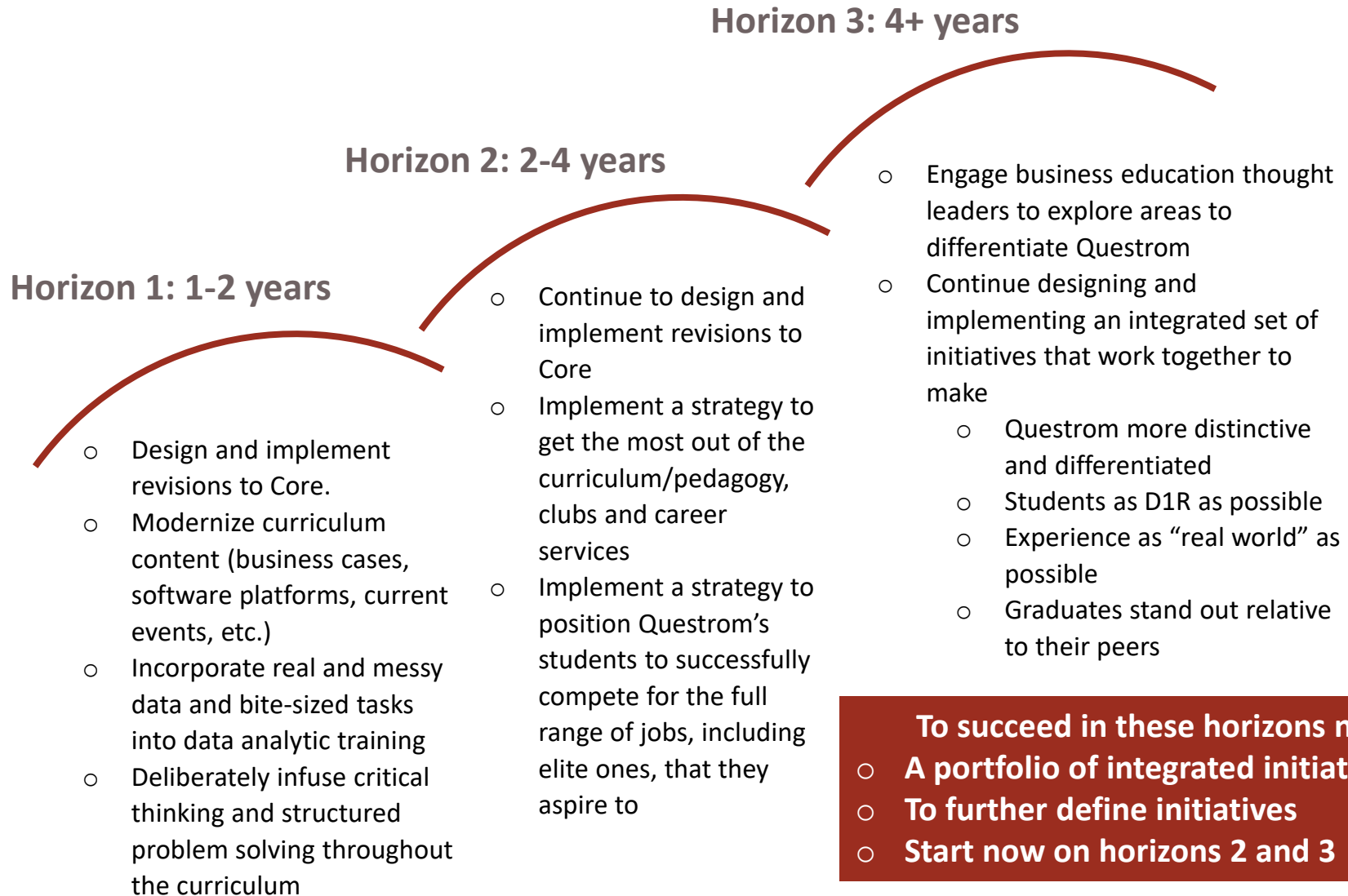
Questrom implications

- Move key finance courses/ Excel modeling earlier, before interviews for sophomore summer internships
- Make it easier to take more higher level finance courses
- Determine the roles and intersectionality of clubs, career center and curriculum in teaching skills, particularly around deals and financial modeling

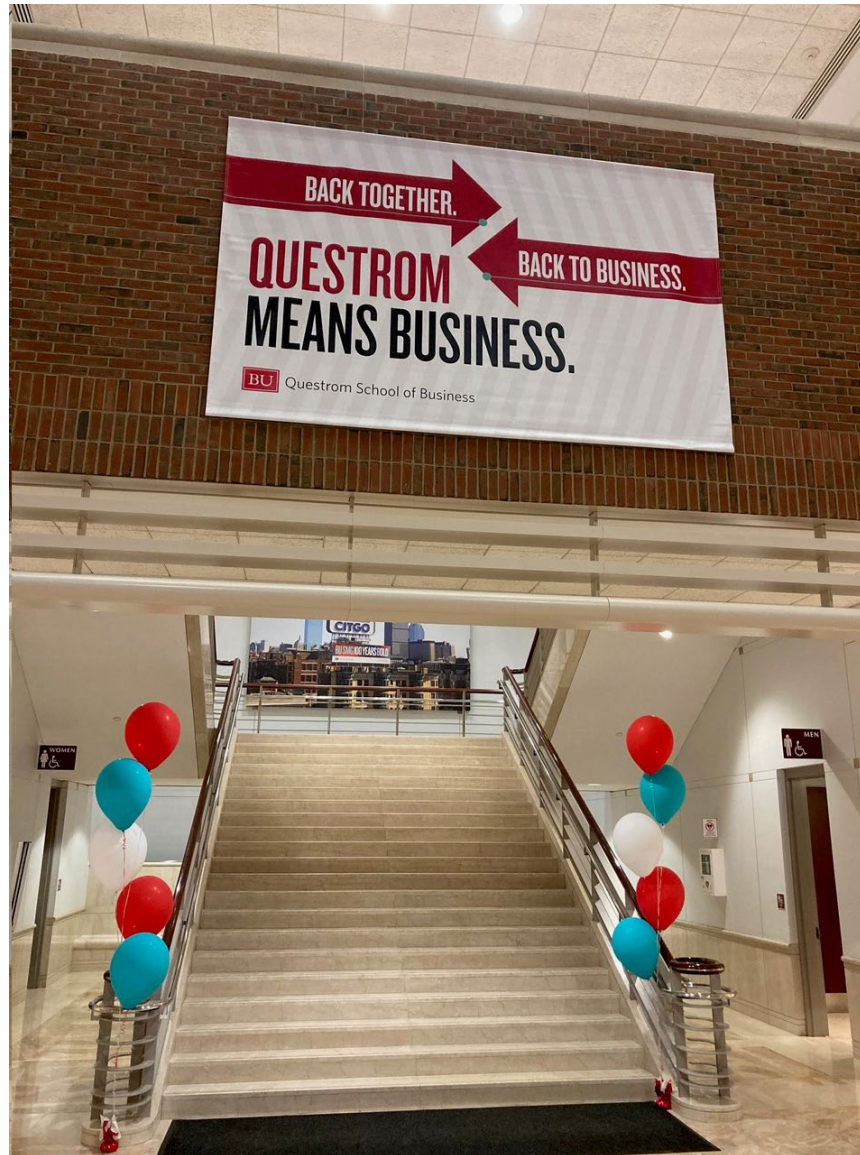
Other miscellaneous suggestions and learnings

- Explicitly tell students how their ***learning will help them D1***. Many students have never worked and need to be attuned to key skills. Leverage this effort to show students their Questrom journey is intentionally designed to help them on D1
- ***Many students learned essential skills from clubs, and particularly those students interested in the top tier finance and consulting firms.*** Questrom should consider whether to leverage these strengths to reach more students
- ***Building the Questrom brand continues to be important*** – managers feel it is a greater personal risk to hire from Questrom than the Ivies or top state schools. Thus, the first few Questrom hires at a firm need to over-deliver
- ***Continue to pound in the importance of business etiquette and preparation*** – not researching the company/ role before a career fair or call, sloppy cover letters, not responding to offers, posting acceptance of a different offer on social media before declining an offer, all reflect badly on Questrom.

Implementation plan: three horizons



Next steps



Appendix

Project scope for D1R

Forsyth Insights

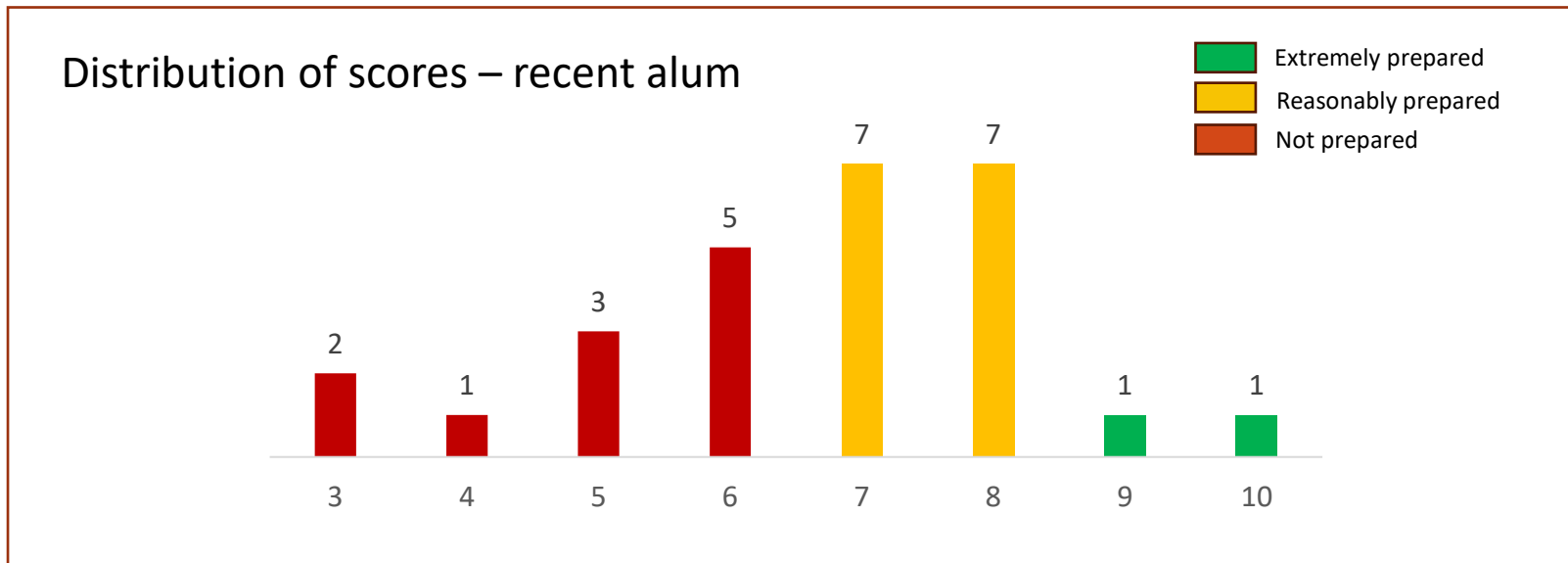
- Understanding the most critical knowledge, skills, and capabilities (KSCs) needed to be D1R in detail
- Real life examples of how students use them in their first jobs
- Profiles of some journeys to D1
- Feedback on what Questrom does well and opportunities/ ideas for improvement, including a deep dive on Core

Questrom

- Prioritize where to make changes and where not to
- Decide what changes need to be made on what to teach (curricular adaptations)
- Decide what changes need to be made on how to teach (pedagogical changes)
- Evaluate any extracurricular enhancements to the Questrom experience

Most students felt either reasonably or not very well prepared

Question: on a scale of 1-10, where 10 is “extremely well prepared,” how well did Questrom prepared you for your first job?



* Extremely small sample size of 4 recent alum from Wharton, Northeastern and Duke alum rated their preparedness as 8

Context: Day 1 jobs and needs



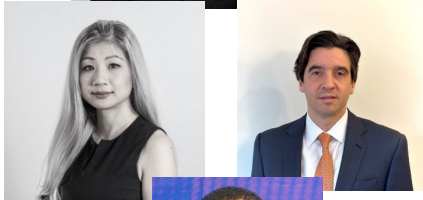
Employers and roles vary:

- Industries: range from government consulting to private equity, from healthcare to high tech
- Roles: analyst, consultant, manager, junior associate and more

Needed functional knowledge varies across jobs, but **many D1 responsibilities and worries are common**

- **Key responsibilities:** answering defined questions using data, modeling (at different levels of sophistication), sourcing and evaluating information, managing timelines, and communicating findings with simple ppt or email
- **Common worries:** getting better at Excel, synthesizing insights, navigating office politics, adapting to structure, and learning and growing quickly

Context: Day 1 also leads to Day 2 needs



Seasoned alums and recruiters offered different perspectives of what D1R means as they reflect back on their journeys and observe new hires

These individuals focus more on students' ability to adapt, learn, synthesize, and be curious, proactive, and professional

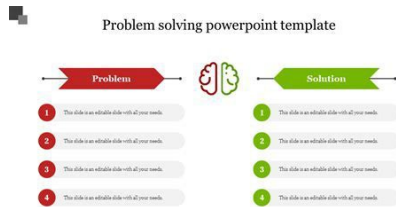
Theme 1: simulating the real world

Alum suggestions

What it would help them do in their D1 role

- Use real and messy data sets
 - Create and iterate models from scratch
 - Practice sourcing and vetting data and information
 - Perform realistic “bite sized” tasks that lead to a business action
 - Practice common analyses to learn how to trouble shoot and adapt
- Pull data from large (messy) data sets, **manipulate the data in excel** to visualize it using the most appropriate format (e.g., historical trend, pie chart, matrix)
 - Review and interpret financial data and research to **inform, build, and iterate financial valuation models**
 - Build and maintain a P&L for a service line, leveraging existing P&Ls but also **determining where to find** cost inputs, work through allocations, and determine efficient approach for on-going tracking
 - **Create portions of fact packs** (in ppt) to inform PE due diligence, such as market sizing, brand health, competitive analysis, and/or industry trends. Compile this by leveraging secondary research, analyst reports and primary market research
 - **Conduct targeted analyses** (usually in Excel) to estimate the size of the business impact of a possible strategic change (e.g., product expansion to a new market) **and run what if simulations**

Three examples of the most commonly needed communication skills



Create a very short ppt document that defines the issue, what you need from the audience, an answer/ recommendation, the 3 most critical supporting points (usually with data) and any major risks



Tailor a verbal explanation of a chart according to your audience (C-suite who wants topline only vs. direct manager who wants to understand how and why behind the topline)

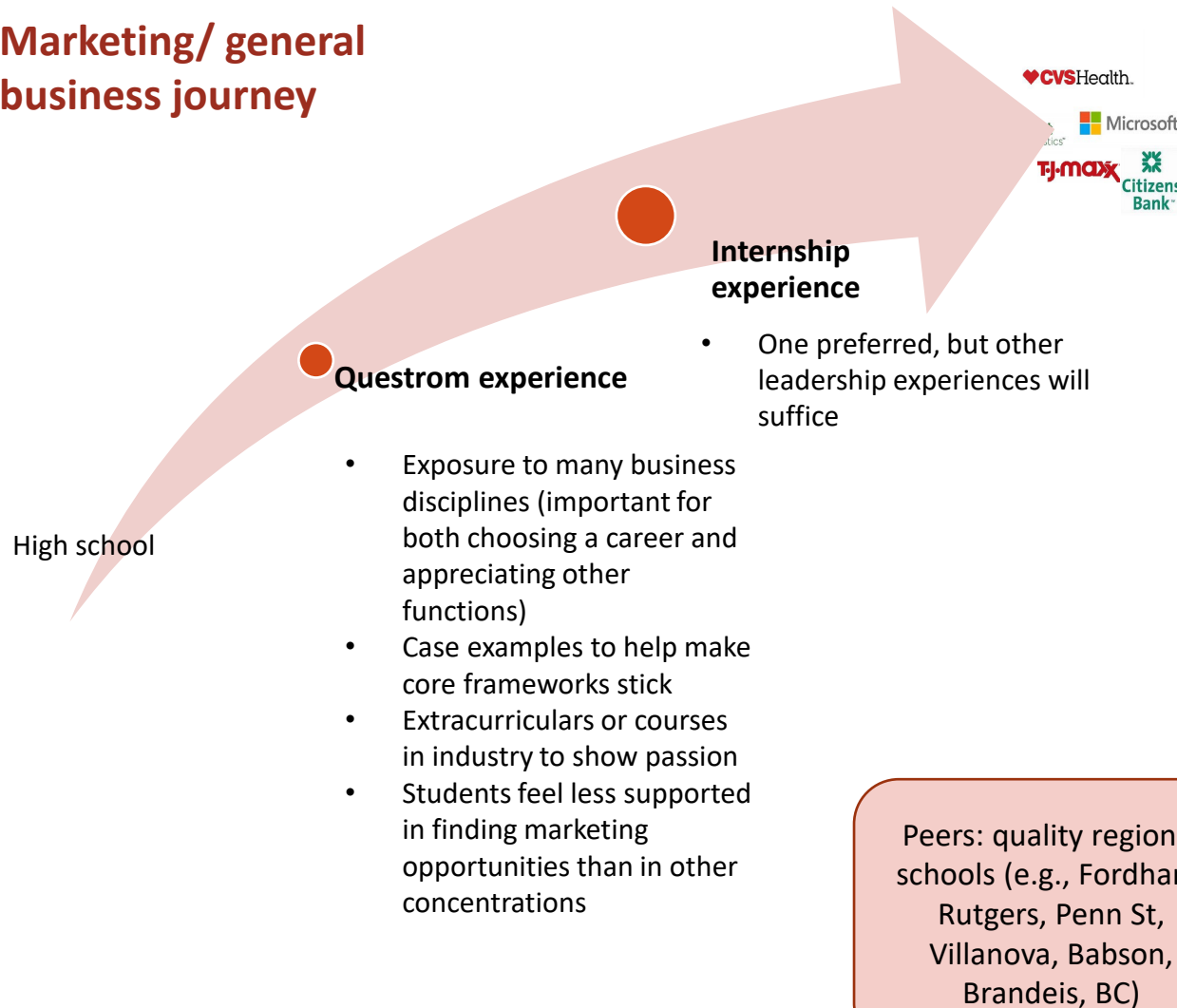


Acknowledge receipt of a work assignment, quickly ask any critical clarifying questions and suggest when you might have a draft/ solution

NB: business memos are not commonly used

Marketing/ general business journeys allow for more exploration

Marketing/ general business journey

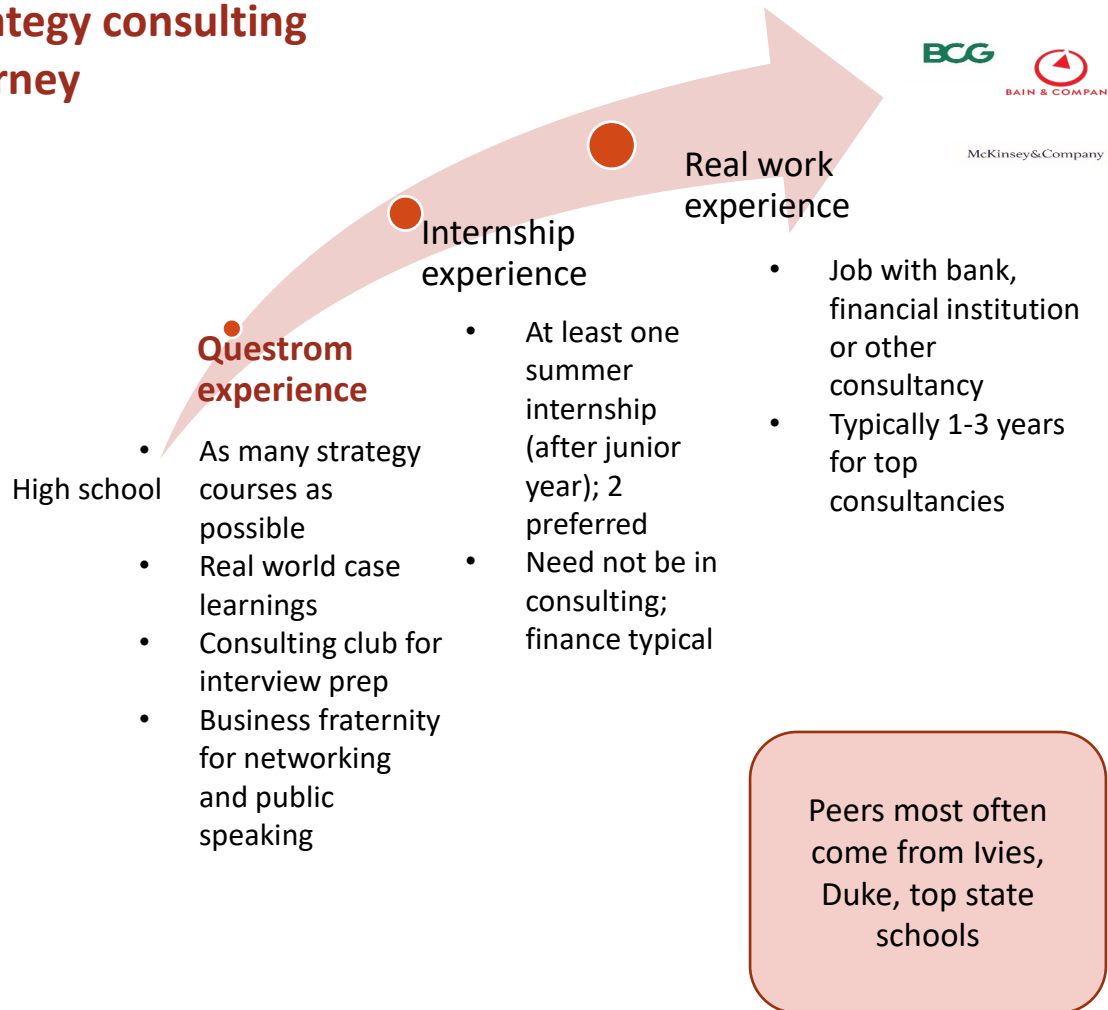


Questrom implications:

- Encourage broad exposure to different functions
- Build more student awareness of different roles and careers
- Further align campus recruiting efforts with student interests, particularly in marketing where practicable

Need in strategy consulting is more specialized experiences earlier and a stronger brand

Strategy consulting journey



Questrom implications

- Make it easier to take more higher level strategy courses
- Determine the roles and intersectionality of clubs, career center and curriculum, particularly on case interviewing skills (e.g., more case prep)
- Continue to build the Questrom brand and thoughtfully shepherd only top students as ambassadors to support the brand building

Interviews highlighted 17 elements across 4 dimensions to define what it means to be D1R

17 key elements identified as defining someone D1R*

1. Personal

- Self motivation/ proactivity
- Coping with uncertainty/ open-mindedness
- Time management
- Integrity

2. Cognitive

- Structured problem solving
- Understanding biases
 - Synthesis
- Intellectual curiosity

3. Interpersonal

- Teamwork
- Developing relationships/ networking
- Communications
- Poise

4. Knowledge/ skills

- Core frameworks
- Data evaluation and analysis
 - Software literacy
 - Modeling
- General business knowledge

Understanding cognitive needs

Specific KSC	What the KSC means in D1	Example use
Structured problem-solving	<ul style="list-style-type: none">• Breaking down a big problem into small components• Creating a new spreadsheet to market size, budget, forecast and/or synthesize ad hoc data• Incorporating new information into a template/ model	<ul style="list-style-type: none">• Estimate the financial impact of standardizing a fleet of airplanes that fly medical specimens around the country• Creating a budget for a clinical diagnostic program• Developing a holistic revenue model that considers a new product launch and cannibalization of existing products• How seasonality might affect a specific product launch• How might the regional banking crisis might affect the value of an LBO
Understanding biases	<ul style="list-style-type: none">• Being able to determine which data sources are reliable and where there are limitations• Understanding how aggregate metrics/ KPIs are created to know whether to use them	<ul style="list-style-type: none">• Sourcing inputs for financial models (e.g., which interest rate change predictions to use in LBO model)• Whether a Forrester KPI is relevant to help inform due diligence metric

Understanding cognitive needs

Specific KSC	What the KSC means in D1	Example use
Synthesis	<ul style="list-style-type: none"> Coming up with the “number” or “story” from a complex data set/ multiple data sets Writing a concise email that makes a recommendation and then supports why 	<ul style="list-style-type: none"> Look at different ESG ratings on a company and come up with a perspective on own ECG rating and why Input data, run model, and generate a list of implications such as what is driving demand Coming up with ideas on how a client could improve its business processes
Intellectual curiosity	<ul style="list-style-type: none"> Going beyond what is being asked of you because you are interested Knowing how to apply theoretical knowledge to real work Having interest in the field beyond work 	<ul style="list-style-type: none"> Understanding the science that developing a financial model for, not just the numbers Considering external shocks that could affect a financial model, how likely, and proactively model their potential effect Making recommendations to improve an internal process that is not broken (but could still be done better) Knowing what a Harvey Ball is and how to use it to assess a product’s performance Reading everything on a topic. Knowing all the deals we are making plus competitive deals

Understanding knowledge/ skill needs

Specific KSC	What the KSC means in D1	Example use
Software literacy	<ul style="list-style-type: none">• Baseline knowledge of Excel for almost any role (e.g., vlookups, referencing other sheets, never hard-coding assumptions, pivot tables, count, sumif, etc.)• Advanced Excel modeling skills for finance (sophisticated shortcuts “never having to use a mouse for anything”)• Python or other current language for some (but not many roles)• Advanced programming for MIS concentrations• NB: Access obsolete• SQL “nice to have” for some roles pulling from large databases• The role AI is still uncertain, though learning the ethics and how best to query it might be of interest	<ul style="list-style-type: none">• Building Excel spreadsheet to perform ad hoc analysis• Building custom compensation model• Building detailed LBO models with scenarios• Visualizing data in excel (e.g., creating pie charts, trend lines, forecasts)• Pull data using SQL from large claims databases to then manipulate in excel/ input into templates• Pulling data using SQL from Google Analytics data, importing to excel and creating trend charts

Understanding knowledge/ skill needs

Specific KSC	What the KSC means in D1	Example use
Data evaluation and analysis	<ul style="list-style-type: none">• Applying simple stat tests, if anything at all• Evaluating validity of a KPI/ insight from another source	<ul style="list-style-type: none">• Understanding statistical significance of A/B testing• Analyzing survey results and common KPIs that might vary across populations (e.g., NPS in different regions)• Gathering the right data (lots to choose from)• Value and use of key sources like Gartner and iMarketing
Core frameworks	<ul style="list-style-type: none">• Recognizing a framework and quickly being able to see how it applies	<ul style="list-style-type: none">• Populating a marketing funnel, understanding return on ad spend• Knowing how to run a DCF and the key ways to grow a business• Knowing how to calculate a return on equity• How to think about the consumer and cannibalization for a new product
Risk/ regulation	<ul style="list-style-type: none">• Understanding potential sources of risk• Knowing that you need to reach out to determine how to consider risk in work• No need for specific knowledge in regulations	<ul style="list-style-type: none">• Surfacing that a new regulation may affect the valuation of a company (e.g., from a newsfeed), such that can involve risk/ regulatory group for assistance• Understand patient privacy laws will affect how you might analyze patient databases and ensuring you reach out to recognize limitations/ constraints

Understanding interpersonal needs

Specific KSC	What the KSC means in D1	Example use
Teamwork	<ul style="list-style-type: none"> • Learning how to influence others around you to get work done • Managing expectations • Understanding how your work fits into the bigger pictures • Learning to work with people you might not like 	<ul style="list-style-type: none"> • Learning how to build rapport with others to encourage them to share data, perspectives quickly • Communicating how long something will take you and why/ what help you need to get it done faster (e.g. how to talk to a tech person if you are non-tech) • Checking in with managers to ensure your work will inform what they need to know in the most direct way possible. Ask questions if you don't understand • In consulting, you often don't love all of your teammates, but you still have to deliver an integrated end product
Developing relationships/ networking	<ul style="list-style-type: none"> • Finding a mentor at work to ask questions • Building relationships with senior people • Creating "your brand" at work so people want to work with you 	<ul style="list-style-type: none"> • Finding a peer to ask excel questions • How best to build relationships and network in a hybrid environment • Learning where the risk department is and who to go to for quick help • Learning to staff yourself on consulting studies/ finding new projects at work

Understanding interpersonal needs

Specific KSC	What the KSC means in D1	Example use
Communications	<ul style="list-style-type: none">• Writing concise business emails• Acknowledging receipt of a communication (and maybe offering a plan for response)• Creating short ppt presentations that address a specific business question• Tailoring your speech to your audience• Creating catchy, action-oriented ppt slides	<ul style="list-style-type: none">• Learning to remove extra words and start with the most critical information first. Then offer detailed support/ issues to consider• I received your request and hope to deliver an answer end of day tomorrow• Creating a 5-6 page document with as little text as possible that defines a problem, recommends a solution with only the most pertinent supporting data, discussing risks/ alternatives/ unanswered questions• Giving the 1 sentence answer to senior audiences (but be prepared to offer 4 more sentences in support as needed) but much more detailed responses to direct managers. Anticipate questions and prepare answers• Short client documents that share product performance, key drivers of that performance, and recommendations using text sparingly and only key visuals to make sure main point lands

Understanding personal needs

Specific KSC	What the KSC means in D1	Example use
Self-motivation	<ul style="list-style-type: none">• “Hustle” to get to D1	<ul style="list-style-type: none">• Landed a marketing job at a company that does not recruit at Q by leveraging alum network, LinkedIn, and responding to all new job postings• Taking lots of small steps (e.g. new leadership roles) can result in big results
Coping with uncertainty/ empathy	<ul style="list-style-type: none">• Getting a problem to solve but not the how to guide to solving it• Dealing with imperfect data• Unanticipated changes is normal• Getting laid off	<ul style="list-style-type: none">• Given several ESG information sources and asked to find some ESG insights• Datasets are messy and often have missing values, duplicate records, etc. Need to learn how to handle different situations• Finished a financial model only to learn about a major external shock that will transform the industry and have to try to incorporate the change quickly• Using options to model future costs for a new product• 6 months in, experienced a structural lay off,, how are you supposed to rebound?

Understanding personal needs

Specific KSC	What the KSC means in D1	Example use
Time management	<ul style="list-style-type: none">• Getting used to a structured 5 day work week• Learning how to work remotely• Prioritizing tasks thoughtfully	<ul style="list-style-type: none">• Ensuring you are professional at home (turning on your camera, engaged in team video calls, reaching out with questions quickly)• Confirming receipt of a request and relaying when you think you will complete it. Asking for help prioritizing when unsure
Ethics/ integrity	<ul style="list-style-type: none">• Beginning to experiment with AI	<ul style="list-style-type: none">• Acknowledging when use AI and understanding the risks associated with it