UNIVERSITY OF SOUTH CAROLINA
MOORE SCHOOL OF BUSINESS

MGSC 497
GLOBAL SUPPLY CHAIN
AND
OPERATIONS MANAGEMENT

CAPSTONE
CONSULTING PROJECT

FALL 2010

COURSE SYLLABUS

Professor Sanjay Ahire
INTRODUCTION AND COURSE DESCRIPTION

TERM
Fall 2010 (August 19 – December 13)

PRE-REQUISITES
MGSC 485; MGSC 487; MGSC 486/491 (or instructor’s permission)

CLASSROOM
BA 364

CLASS TIME
Tuesday and Thursday (3:30 p.m. – 4:45 p.m.)

FINAL EXAM
December 8 (9 am – 12noon)

INSTRUCTOR
Professor Sanjay Ahire

OFFICE
BA 709

CONTACT
ahire@moore.sc.edu; (803) 873-3376

OFFICE HOURS
Wed 11:00 a.m. – 2 p.m.
Additional meetings based on project needs.

ADDITIONAL FACULTY MENTORS
Professor John (Jack) Jensen, jensen@moore.sc.edu
Professor Manoj Malhotra, malhotra@moore.sc.edu
Professor Patrick Philipoom, philipoom@moore.sc.edu

CATALOG COURSE DESCRIPTION

MGSC 497. GSCOM CAPSTONE CONSULTING PROJECT. This course entails a live consulting project in which student teams under faculty supervision apply GSCOM concepts and techniques to solve significant operational problems and identify improvement opportunities in real-world service and manufacturing firms. Teams write recommendation and implementation reports, oversee pilot or full-scale implementations when feasible, and make presentations of their work to the firm’s management group. (Prerequisites: MGSC 485; MGSC 487; and MGSC 486/491).
LEARNING GOALS FOR STUDENTS

1. To plan and execute a real improvement project within the global supply chain and operations management domain.

2. To gain an experience of applying technical/analytical and organizational/behavioral concepts and tools learned in previous GSCOM courses to an actual operations and business process.

3. To gain first-hand experience in project execution, including data collection and analysis and effectively working together as part of a consulting project team,

4. To create professional presentations and reports

5. To successfully convince client organization of the cost-benefits of suggested operations improvement strategies.

ASSUMPTION

Students are competent in technical/analytical as well as organizational/behavioral aspects of global supply chain and operations management, business process management concepts, classic and contemporary approaches to supply chain operations planning and control (such as lean, six sigma, reengineering, theory of constraints) as well as strategic aspects of supply chain management (sourcing, logistics and distribution, strategic alliances). Some of the projects may require use of proprietary tools and approaches. Students will work with client organizations to acquire working knowledge of these tools and approaches to effectively execute the projects, and when needed, learn new skills during the project itself. Some skills/competencies (for example, Microsoft Excel) are assumed even without previous formal coverage in the GSCOM courses. Students will be expected to complete self-study work on these competencies in the initial phase of the semester so that project data analysis is facilitated and executed competently.

COURSE MATERIAL

While no textbook is required, students are encouraged to retain the knowledge from their previous GSCOM core courses, namely, MGSC 395 (Survey of OM), MGSC 485 (Business Process Management), MGSC 486 (Service Operations Management) and MGSC 487 (Sourcing Strategies), and MGSC 491 (Supply Chain Management – Logistics and Distribution). Additional notes and handouts will be distributed from time to time during the semester. Students are expected to retain their textbooks and other course materials from these courses for MGSC 497 (and actually beyond that for using in their actual careers!).
### TENTATIVE PROJECTS SCHEDULE

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
<th>TimeLine</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Project Proposals</strong> Due to Professor Ahire</td>
<td>By August 19 (Class start date)</td>
<td>OM faculty, Client Firm</td>
</tr>
<tr>
<td>2</td>
<td><strong>Project Selection and Scoping</strong></td>
<td>By August 26</td>
<td>OM faculty, Client Firm</td>
</tr>
<tr>
<td>3</td>
<td>Student Teams Assignment and <strong>Project Launches</strong>; Student Team gives a consolidated word file of their resumes and an excel file with individual and team availability schedule to the entire team (client sponsors, team members and faculty advisors, Dr. Ahire, and Dr. Jensen)</td>
<td>By August 26</td>
<td>OM Faculty, Students, Client Manager and Client Firm</td>
</tr>
<tr>
<td>4</td>
<td><strong>Project Methodology</strong> (Data Collection and Analysis Plan) Approval: The “D”MAIC Phase</td>
<td>September 14</td>
<td>OM Faculty, Students, Client Manager and Client Firm</td>
</tr>
<tr>
<td>5</td>
<td>Actual <strong>Project Execution</strong> (with frequent periodic reviews by faculty and client manager): <strong>The D“MAIC Phase</strong></td>
<td>September 1st week through December 1st week</td>
<td>OM Faculty, Students, Client Manager and Client Firm</td>
</tr>
<tr>
<td>6</td>
<td><strong>Mid-Term Client Presentation</strong> (must schedule this right at the launch-meeting time)</td>
<td>October 2nd week (Oct 14-15 is Fall Break)</td>
<td>OM Faculty, Students, Client Manager and Client Firm</td>
</tr>
<tr>
<td>7</td>
<td><strong>Project Recommendations Approval; and Pilot Implementation</strong> (when possible): <strong>The DMA“I”C Phase</strong></td>
<td>To Be Completed by mid-November</td>
<td>OM Faculty, Students, Client Manager and Client Firm</td>
</tr>
<tr>
<td>8</td>
<td><strong>Project Executive Summary Draft</strong> to OM Faculty Supervisor</td>
<td>November 3rd week</td>
<td>OM Faculty, Students, Client Manager and Client Firm</td>
</tr>
<tr>
<td>9</td>
<td><strong>Final Project Presentation to Client Firm</strong> (must schedule this right at the launch-meeting time)</td>
<td>December 1st week (By December 8)</td>
<td>OM Faculty, Students, Client Manager and Client Firm</td>
</tr>
<tr>
<td>10</td>
<td><strong>Two Sets of Final Project Deliverables</strong> (one to Client and one to Dr. Ahire): Client Presentation + Exec Summary Final Draft.</td>
<td>By December 8</td>
<td>Students, OM Faculty and Client Manager and Client Firm</td>
</tr>
<tr>
<td>11</td>
<td><strong>Student Peer Evaluations</strong></td>
<td>By Final Exam Day (DEC 8)</td>
<td>Students</td>
</tr>
<tr>
<td>12</td>
<td><strong>Course Teaching Evaluation and Lean Six Sigma Green Belt Exam</strong></td>
<td>Final Exam Day (December 8)</td>
<td>Students (attendance is mandatory)</td>
</tr>
</tbody>
</table>
13  | **Client’s Project Evaluations to Dr. Ahire** (please email pdf file on letterhead) | By December 2nd week | Client Manager (students to follow-up with them)
---|---|---|---
14  | **Course Grading** | By December 13 | OM Faculty

**Important:** The presentations and executive summaries will be assessed by Dr. Ahire and Lean Six-Sigma managers from Sonoco Products Company for Greenbelt evaluation of the project. Further evaluation in the form of a team interview may be deemed necessary. Please see the Capstone Handbook for a detailed presentation of the Greenbelt Award process.

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## TENTATIVE CLASS SESSIONS SCHEDULE

<table>
<thead>
<tr>
<th>DATES</th>
<th>CLASS AGENDA</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 19</td>
<td>Course Introduction, Syllabus Discussion</td>
</tr>
<tr>
<td>August 24</td>
<td>Project Preparatory Session – Consulting Project Example; Project Team Assignments</td>
</tr>
<tr>
<td>By September 9</td>
<td>Project Launches with Clients</td>
</tr>
<tr>
<td><strong>September 21</strong>&lt;br&gt;<strong>Lean Six Sigma MGSC 485 Review Exam (20%)</strong></td>
<td>Lean-Six-Sigma Review Exam (20% of course grade). (similar to Final Exam of MGSC 485). (closed-book, closed-notes) (based on TOC; Evans &amp; Lindsay; and Dr. Ahire’s George ToolBook Presentations).</td>
</tr>
<tr>
<td>By Dr Philipoom’s Assignment Deadline (Pass/Fail)</td>
<td><strong>Take-Home Excel Tutorials Completed and Sent to Dr. Philipoom</strong> (Contact him for assignment on or before January 13) at <a href="mailto:philipoom@moore.sc.edu">philipoom@moore.sc.edu</a></td>
</tr>
<tr>
<td>August 26 – December second week</td>
<td>No formal lectures; however, class sessions to be used for project meetings and work. Teams should meet in the classroom (unless site visits or conference calls with client); Faculty advisor may or may not be present during that time in the class if any other on-site visits or conference calls are planned for specific projects at that time.</td>
</tr>
<tr>
<td>October 2nd week</td>
<td>Mid-Term Client Presentation of each project (must schedule this one right at the launch time)</td>
</tr>
<tr>
<td>November 4th week and December 1st week</td>
<td>Final Client Presentation (must schedule this one right at the launch time)</td>
</tr>
<tr>
<td><strong>Final Exam Day: DEC 8</strong>&lt;br&gt;<strong>(Sonoco-USC Lean Six Sigma Green Belt Exam: 10% of Course Grade)</strong></td>
<td><strong>Final Exam Day (Students must report to the class and submit Project Reports and Support Materials CD in person and complete course teaching evaluation). They also will take Sonoco-USC Lean Six Sigma Green Belt Exam. One Chance Only.</strong></td>
</tr>
</tbody>
</table>
THE CAPSTONE HANDBOOK: YOUR GUIDE TO PROJECT PLANNING AND EXECUTION

The Capstone Project Student Handbook is intended to be used in conjunction with this syllabus. It provides a detailed guide through each phase of the semester and each stage of the project that you will undertake. The following important highlights are treated in greater detail in the Handbook.

PROJECTS AND PROJECT WORK

Operations improvement projects of significance and immediate interest to client organizations have been identified in major organizations in North/South Carolina. These projects have been presented by the client organizations as “MGSC 497: Capstone GSCOM Project Proposals” through high-level executives. Project work will entail analyses and improvements of global supply chains and operations/business processes for these client firms. Section 1.2 of the Capstone Handbook provides greater detail regarding the project and work organization.

PROFESSIONAL CONDUCT

When interacting with clients’ representatives and when communicating to the client organizations about project work, team members and faculty advisors, students should maintain a level high of professionalism. For example, to project a consistent and professional external image of the program to senior-level executives with whom we conduct these projects, we strongly encourage students to address their faculty mentor as “Professor” or “Dr.” throughout this course (e.g. Professor Malhotra or Dr. Jensen). Additionally, it is important to dress professionally (the rule should be to overdress when not sure). We will not only be representing ourselves individually, but we will be representing the course, the GSCOM program, and the Moore School. Performance assessment will be partly based on professionalism with which the project is executed. Again, the Capstone Handbook contains advice for maintaining a professional image.

WORKLOAD

On an average, each student will be expected to put in about 130 hours throughout the semester on this course (about 9 hours per week (including class time) x 14 weeks). Section 2.2 of the Capstone Handbook provides a breakdown of the many demands that will be placed on each team member during the semester.

ETHICAL CODE OF CONDUCT ON PROJECTS

Often, the projects will be in sensitive and confidential domains. Students and faculty advisors on these projects will keep project information and outcomes confidential, and will disseminate general information only with permission from client firm’s project
representatives (client manager and/or sponsor). A complete discussion of your ethical responsibility to the client firm is found in Section 2.2 of the Handbook.

STUDENT TEAMS

Students will work in groups of three to six members based on project needs and student skills and capabilities. Students are expected to work as a cohesive consulting team. Performance will be judged in terms of the quality of the project work and outcomes, and in terms of their contributions to the project. In Section 3 of the Capstone Handbook, team composition, team roles and team maintenance is discussed.

COMMUNICATION

More is Better. Include all team members and both advisors on all important project-related meetings and information. Student teams must “cc” the faculty advisors on “all email communications” with client firm, so that advisors are aware of issues and also can correct any content or presentation of information requests to the client. Section 4 of the Capstone Handbook provides a good deal of advice regarding business communication including guidelines for conducting client meetings, recording meeting notes and using email successfully.

PROJECT TEAM MEMBERS CONTACT INFORMATION

Immediately after the teams are formed, the team members should get together and compile an Excel sheet with all contact information of the team members (team member name, email address, telephone numbers) and faculty advisors. They should also collect contact information from the key contacts/project sponsors/coaches from the client firm. Once all of this information is collected, it should be shared with everyone on the bigger project team (student team, faculty advisors, and client contacts). This is very valuable during the project’s execution.

CHANGES TO PROJECT REQUIREMENTS

The faculty advisors reserve the right to deviate from the project requirements described in this syllabus for the entire class, or based on individual project’s or student’s situation. Every attempt will be made to minimize such changes.
# PROJECT REPORTING AND PRESENTATIONS

The following reports will be expected from each team. Also, the deadlines for major presentations and executive summaries represent the last allowable dates for submission. Teams should make every attempt to submit these reports before the deadlines. Periodic status reports should be submitted promptly.

<table>
<thead>
<tr>
<th>REPORT NAME</th>
<th>DESCRIPTION</th>
<th>REQUIREMENT AND DEADLINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Project Plan (Project Goals, Scope, Plan of Data Collection and Analysis, Expected Benefits and Challenges/Costs)</td>
<td>This will be a formal document summarizing the student team’s understanding of project scope and plan of action after initial meetings with Faculty Advisors and Client Managers</td>
<td>By September 16 (About 3-4 pages, double-spaced): printout as well as email attachment of the file. Submit report to Dr. Ahire, Dr. Malhotra and Dr. Jensen.</td>
</tr>
<tr>
<td>2 In-Person Meetings with the Lead Faculty Advisor (Weekly as needed)</td>
<td>Status meeting and actual work sessions with faculty advisor at least once every two weeks. The status meeting should informally describe the project status, challenges and any assistance needed. The meeting should be used to review actions taken since last meeting (including specific participation and time invested by individual team members), findings and observations, problems encountered, and next steps, and help needed from faculty advisor(s) and clients.</td>
<td>Weekly (from September 2nd on) Submit all status reports to faculty advisor.</td>
</tr>
<tr>
<td>3 Mid-Term Client Project Presentation and Site Visit/Conference</td>
<td>Half-way Review of the Project vis-à-vis the Initial Goals and Plan; Any Major Changes in</td>
<td>October 2nd week (as many slides as needed) Submit a copy of Mid-Term Presentation to Dr. Ahire, Dr.</td>
</tr>
<tr>
<td>Call</td>
<td>Scope, Goals or Methods; Revised Plan of Action</td>
<td>Malhotra and Dr. Jensen.</td>
</tr>
<tr>
<td>------</td>
<td>-----------------------------------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>4</td>
<td>Mid-Term Student Peer Evaluation of Team Members</td>
<td>Format to be provided by Faculty Advisors</td>
</tr>
<tr>
<td>5</td>
<td>Project Executive Summary and In-Person Discussion with Faculty Advisors</td>
<td>Format to be provided by Faculty Advisors</td>
</tr>
<tr>
<td>6</td>
<td>Final Project Deliverables on a CD</td>
<td>Draft revised using Feedback from Faculty Advisors and Client Managers</td>
</tr>
<tr>
<td>7</td>
<td>Project Client Presentation</td>
<td>This is <strong>the most important and full-scale presentation</strong> of the project to the Client Firm audience</td>
</tr>
<tr>
<td>8</td>
<td>USC GSCPM Center Annual Summit Presentation</td>
<td>Format to be provided by Faculty Advisors (contents must be approved by advisors and client firm)</td>
</tr>
<tr>
<td>9</td>
<td>End-of-Project Student Peer Evaluation of Team Members</td>
<td>Format to be provided by Faculty Advisors</td>
</tr>
</tbody>
</table>

**File Name Conventions:**

Project Name -- Report Name -- Date

e.g., Carolina First Check Processing Center – Project Plan – Sep 23 2008.doc
e.g., Carolina First Check Processing Center – Mid-Term Presentation – Oct 15 2008.doc
e.g., Carolina First Check Processing Center – Executive Summary – Nov 18 2008.doc
e.g., Carolina First Check Processing Center – Client Presentation – Dec 4 2008.ppt
e.g., Carolina First Check Processing Center – WorkLog of Andy Smith – Dec 9 2008.xls
COURSE GRADING

The Course Grade will be based on two components:

**Project Grade: 70%;**
**Lean Six-Sigma Review Exam: 20%;**
**Sonoco Greenbelt Certification Exam: 10%**. Note that though course grade for Sonoco Greenbelt Certification Exam is only 10%, you must receive a **cut-off score of 80 out of 100** on this exam to get your Greenbelt Certification.

In addition, the **Excel Tutorials** must be turned in by due date to receive pass/fail credit for that component of the course.

**PROJECT GRADE (70% of Course Grade)**

The project grade will be determined by the quality of work on the project execution and the actual outcomes, as well as contributions to the project efforts. Thus, multiple dimensions will be assessed to determine individual students’ grade on the course. These will include:

- Accuracy/clarity of problem description
- Appropriateness of tool set used to address the problem
- Cohesiveness of the consulting team
- Professionalism of the consulting team and individual members
- Satisfaction of the client and the faculty advisors “throughout” the process
- Timeliness, accuracy, and thoroughness of all communications
- Quality of presentation (client and CGSCPM)
- Magnitude of the potential/realized dollar impact to the client
- Assessment of the project quality by the client
- Quality of the final project report
- Assessment of the individual efforts on the project, attendance, participation during class sessions, project meetings, and presentations.

Students will be provided informal feedback about the quality of their work on their projects by the faculty advisors throughout the semester. Additionally, as mentioned in the above list of criteria, faculty members will assess the extent and quality of “individual contribution” by each student on his/her project through their own observations and through peer-evaluation of each student by his/her teammates at the end of the semester and from client feedback about individual contributions. Thus, you should expect different grades across team-members of the same project if the relative contributions by team members to the same project have been assessed to be significantly different across team members.
Thus the overall grade of a student will reflect:

(a) **Process Quality**: Quality of work and execution of the project (assessed by faculty advisors and the client),
(b) **Product Quality**: Quality of the final outcomes – including presentations/reports and implications (assessed by faculty advisors and the client), and
(c) **Individual Contributions** to the Project (assessed by the faculty advisors with inputs from team members and the client).

**LEAN SIX-SIGMA REVIEW EXAM GRADE (20% of Course Grade)**

This component will be based on the MGSC 485 course that you took. Remember that the capstone consulting projects are executed using DMAIC approach and tools and techniques learned throughout the MGSC 485 course (the only topic excluded from testing will be ProcessModel). Each student will be tested individually on this component.

**GRADING SCALE**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 or higher</td>
</tr>
<tr>
<td>B+</td>
<td>87-89.99</td>
</tr>
<tr>
<td>B</td>
<td>80-86.99</td>
</tr>
<tr>
<td>C+</td>
<td>77-79.99</td>
</tr>
<tr>
<td>C</td>
<td>70-76.99</td>
</tr>
<tr>
<td>D+</td>
<td>67-69.99</td>
</tr>
<tr>
<td>D</td>
<td>60-66.99</td>
</tr>
<tr>
<td>F</td>
<td>under 60</td>
</tr>
</tbody>
</table>

**ATTENDANCE POLICY**

The course will be held in a consulting project format as much as possible. Students will be required to meet with their advisors, among the team, and with the client managers and other members of client organization quite frequently on an appointment basis. Many advising sessions will be conducted as a part of the regular class time. Students are expected to participate in all of these sessions and other deliberations of the project. As noted below, a few class sessions (especially at the start of the semester) will be used to explain the administrative and general consulting practice principles, as well as for reviewing the relevant past material. Attendance for these class sessions is expected. Attendance and participation during the client presentations is mandatory. Unexcused absence for class session, project advising, as well as project presentation sessions will result in penalties along this dimension of the grade.

**PENALTIES FOR NON-PARTICIPATION OR POOR-QUALITY PARTICIPATION**

I reserve the right to administer penalties of different severity if non-participation or bad-quality participation is evident on the part of individual team members. This could include disqualifying the student from the project with an “F” grade on the course.

***** GOOD LUCK ON THIS UNIQUE EXPERIENCE *****
TO THE CLIENT ORGANIZATIONS
CLIENT MANAGERS’ ROLE

THE “CONSULTING” NATURE OF MGSC 497 PROJECTS

Please note that MGSC 497 projects are “consulting” projects. Students will work on these as autonomously as possible, with the project goals in mind. They should not be treated as “interns” and they should not be assigned work that is not relevant to the project’s scope and charter. Unless required by the nature of the project, they should not be expected to be present at the client site regularly, and should not be used to execute other projects or work outside the MGSC 497 project scope. If the client managers have difficulty identifying the tasks that students are supposed to be undertaking or if there are any questions about some specifics of students’ tasks or requests for work or data that students can’t accurately articulate, client managers should contact the faculty advisors immediately.

CLIENT SPONSORS AND COACHES

Two levels of client managers are identified for each project: project sponsor and project coach. The project sponsor is the executive who is not only accountable for the organization's part spanned by the project, but also has the positional influence to effect changes in operations spanned by the project. The coach will be the primary contact person who will ensure team's access to information and other organizational support during the project. The sponsor and the coach could be the same person. Also, there could be more than one sponsors and coaches depending upon the scope of the project. The coach(es) will also provide input into the evaluation of the project work by the student team.

The client managers (sponsors and coaches) are expected to facilitate students’ work on the project by providing appropriate detail of context of the organization and the problem/process being studied. They are expected to train students in proprietary tools and/or approaches to operations improvement if necessitated by project demands from the client organization’s viewpoint. However, client managers should also be open to new ideas and/or techniques that students may suggest in conjunction with faculty advisors’ guidance. In such cases, client managers should facilitate problem analysis and recommendations from the project team using such techniques for the effectiveness to be demonstrated on paper/computer.

The coaches should work with the students as the primary contact (in most projects this will be the coach or the sponsor). They are expected to facilitate data collection process, meetings with other personnel at the client firm, etc. They should also coordinate the final project presentations and review and approval of the Mid-Term and Final Report.

AN IMPORTANT RESPONSIBILITY OF THE CLIENT SPONSOR AND COACH

We intend this to be a professional consulting capstone experience for our students under our active supervision. We expect the client firms to provide evaluations of the projects at the
end of the semester. The coach and/or the sponsor should evaluate the project quality at the end of the semester, and provide a letter of evaluation of the project on their letterhead (you can email a pdf copy of the letter to me at ahire@moore.sc.edu). The evaluation should include assessment of the team’s recommendations and outcomes, and should validate the accrued/identified improvements in the targeted process/operation both along quantifiable measurements as well as qualitative performance indicators. Clients’ evaluation of the project quality will form a component of the performance evaluation for the student teams. Thus, the client managers (sponsor and coach) should provide their letters of project evaluation on company letterhead to the lead faculty advisor after the final project presentation and report submittal, but before the last day of the semester (sometime in the first week of December).

We typically receive project proposals in excess of what we undertake in MGSC 497 during each semester. We select projects based on the quality of proposals submitted. We hope that the extent and quality of involvement from these selected client firms in their projects (as well as the timeliness and professionalism of the end-of-the-project evaluations from the client sponsors and coaches) are such that repeat proposals from these clients would receive favorable considerations in future years.

**FACULTY ADVISORS’ ROLE**

Faculty advisors will identify and select appropriate projects for the course. They will assign student teams to these projects. They will act as senior partners in the consulting experience of this course (students will be the primary analysts). They will facilitate and channel student efforts to meet the project goals mutually understood by the client managers, students, and the advisors. The faculty advisors will provide framework for project planning and execution, explain reporting and presentation requirements, and advise on the tool sets to be used for analyses and recommendations. They will facilitate initial and on-going project discussions between student teams and client firms, and coordinate infrastructure support for the projects. They will supervise and assess progress of the projects at various milestones. They will facilitate resolution of any team issues not reconciled among team members. Faculty advisors will coordinate receipts of client certification and letters of evaluation for individual projects. They will evaluate the project quality and assign grades to students.

Each project will have a “lead faculty advisor” and, if deemed appropriate and necessary, a “co-advisor”. While both advisors are expected to be informed of the project approach and work for each project, the lead advisor will coordinate the operational working of the project and will be the primary liaison with the client organization and the student team. However, all communications on each project should be “copied” to the co-advisor also. This will facilitate the co-advisor’s indirect involvement in the project, and will help the co-advisor to offer any helpful suggestions to the lead advisor. It will also help the co-advisor to fill in for the lead advisor if necessary.