

Organizing a McKinsey x TAMID Case Competition

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Executive Summary

TAMID Group is a professional organization that offers university students the opportunity to develop consulting and investing skills. TAMID currently has 61 chapters across the world. While some of these chapters are very well developed and offer a variety of professional resources to their members, others are not as prestigious. The goal of this project was to create professional resource opportunities that impacted TAMID's underrepresented chapters. As a result of this project, 11 students from three of TAMID's underrepresented chapters received exclusive recruiting prizes with McKinsey & Co, a very prestigious consulting firm.

Introduction

TAMID Group is a national organization that facilitates experiential learning in key areas and helps its members develop strong connections to Israel. TAMID's mission is to provide business-minded students with meaningful experience in the areas of investing and consulting as well as provide them with an understanding and appreciation for Israeli culture, business, and innovation. TAMID's students engage themselves in one or more of TAMID's three main areas of learning: The Fund, Consulting, and The Fellowship.

In addition to these offerings, TAMID also offers educational programming, networking opportunities, and other professional and social events. Since its creation in 2008, TAMID has expanded to 61 chapters located around the world.

While the offerings described above are available at every one of TAMID's 61 global chapters, the quality of each of these programs varies between chapters. This variation is caused by each chapter's differing quality of resources available to them. While some TAMID chapters have a plethora of resources available to their students, such as educational materials for investing and consulting, regular professional workshops, and annual networking events, other chapters lack the resources to provide their members with the same experience. For example, consider the comparison of resources at TAMID's SDSU chapter versus TAMID's Michigan chapter:

Chapter Name	SDSU	University of Michigan
Total Members	35	120
Alumni Connections	No record of alumni database	Alumni database with 300+ contacts

Investment Fund Value	\$5,000	\$15,000
Networking Opportunities	Irregular networking events with individual speakers	Annual networking trips to Chicago with Big 4 consulting firms

Figure 1: Comparing resources available to members at two different TAMID chapters

As TAMID’s Global Director of Consulting, I wanted to find a way to bridge the gap between established chapters with a plethora of resources and less-established chapters that often have fewer resources. It was my goal to ensure that the opportunities provided to students by TAMID chapters are relatively consistent.

With this goal in mind, I started an initiative to create partnership(s) with professional consulting firms with the hope that these partnerships would be used to impact TAMID members across the world.

About TAMID Group

TAMID Group is a student-led, apolitical nonprofit organization that seeks to connect business-minded college students with the Israeli economy through their three main offerings: Consulting, The Fund, and The Fellowship. TAMID stands for “Tnuva-Mada Innovation and Development” and was originally founded in 2008 at the University of Michigan. Since then, TAMID has expanded to over 60 chapters across the United States, Europe, and Israel.

TAMID aims to provide members with hands-on experience in consulting, investing, and entrepreneurship via its three tracks:

1. **Consulting:** Students are given the opportunity to participate on student-led teams in 3-4 month-long consulting projects for Israeli startups. While these consulting projects differ from company to company, TAMID’s most popular consulting projects are focused on management consulting, technology consulting, and financial consulting.
2. **The Fund:** The Fund, or TAMID’s investment fund, provides students with the tools necessary to navigate the investing world. Students involved in The Fund conduct research on businesses and pitch them to the rest of their chapter as potential portfolio investments. While not all TAMID chapters have investment portfolios, most chapters have an investment fund ranging from \$5,000-\$15,000.
3. **The Fellowship:** The Fellowship is a competitive, 8-week internship program that provides high-performing TAMID members the opportunity to live in Israel and experience life at an Israeli startup.

In addition to these opportunities, TAMID Group provides students with a social community where they are able to share their interests with like- and unlike- minded students.

Problem Addressed

The opportunities and resources offered by TAMID are often inconsistent across the various chapters. These inconsistencies are due to multiple factors:

1. **Chapter Lifetime:** Often, chapters that have had more time to develop are able to offer resources of higher quality to their members
2. **Dedication of Member Base:** Another important factor is the willingness of the chapter's members to constantly improve their offerings. Chapters with dedicated members often flourish, while those with less-dedicated members may be declined the ability to continue as a TAMID chapter
3. **School Prestige:** More prestigious schools are often targets for firms that TAMID members often desire to work at. Access to these firms and the jobs that these firms offer act as additional resources for TAMID members
4. **Funding:** TAMID chapters with better access to funding are able to provide more resources, often of higher quality, to their members

To address this growing problem, I wanted to find a way to provide consistent resources to members at all TAMID chapters. Specifically, I wanted to create resources that both under-developed and developed chapters would be able to utilize.

Methodology

To solve this problem, I worked with Neel Dhavale, TAMID's Student Operating Chair of the student-led Board of Directors as well as Cara Feldman, TAMID's Senior Manager of Campus Programs. As the Global Director of Consulting, it was my goal to impact the Consulting side of TAMID's offerings. This initiative focused exclusively on creating partnerships with consulting firms.

Our initial goal was to create partnerships with many different consulting firms. As a part of these partnerships, we believed that both TAMID and the firms had the ability to mutually benefit from each other. As we began to brainstorm how to approach the problem at hand, we first identified problems that we believed firms needed to be solved. The problems will be listed below, along with our initial expected solution for the problem.

Problems to be Solved at Professional Consulting Firms:

1. Current recruiting practices limit the number of students reached in one sitting. As often seen at campus career fairs, recruiters along with teams of 4-8 entry-level employees provide information sessions to groups of 30-60 students from a single school at any one time.

- a. Solution: By partnering with TAMID, recruiters would have access to over 3,000 students from schools across the world. Through a TAMID partnership, recruiters would have the ability to hold virtual events instead of traveling hundreds of miles to different campuses.
2. Recruiting efforts often attract unqualified candidates. When a school holds a career fair, there are no qualification requirements for those who choose to be involved. This often results in consulting firms spending vast amounts of resources to market themselves to small groups of qualified individuals
 - a. Solution: By partnering with TAMID, consulting firms can target specific groups of applicants. Whether they are interested in new hires to fill specific office locations or students with certain skill sets, TAMID has the ability to make those accommodations.

Partnership Details

After brainstorming the implications of these issues, Cara, Neel, and I created a document outlining our expected partnerships with consulting firms. These partnerships identified 3 levels, or tiers, of involvement that firms could choose from:

1. Tier 1 - Virtual Info Sessions and Webinars: The firm provides TAMID-exclusive virtual info sessions and webinars to introduce TAMID members to the consulting industry, give first-hand examples of the lifestyle of consultants, and introduce the firm to TAMID students.
2. Tier 2 - Q&A Events: TAMID organizes Q&A events for groups of 20-30 students. The firm provides current entry-level employees to run Q&A sessions. TAMID organizes a resume book for all members meeting the firm's recruiting criteria.
3. Tier 3 - Work Directly with TAMID's Project Teams: Firm provides current entry-level employees to work directly with TAMID project teams as professional mentors. Similar engagements with TAMID alumni are already in effect at various chapters. These engagements consist of 30-minute meetings twice per semester.

Consulting Firm Introductions

Once we had identified the details to our expected partnerships, we began reaching out to firms that we were interested in partnering with. As we had the details of our desired partnerships outlined in professional documents, we now needed to complete the following tasks:

1. Create email templates to be used for cold-emails to firms
2. Identify target firms
3. Identify target contacts at each firm

Creating the email template and identifying our target firms was a relatively simple task. The final list of target firms (in no particular order) can be seen below:



Figure 2: List of targeted consulting firms

While the first two tasks were easy, it was difficult to identify the best contacts to reach out to at each firm. We knew that we were likely to be connected to the regional recruiters to create the partnerships, but we agreed that it would be more beneficial to first reach out to firm executives. Our reasoning for this decision is that we realized that firm executives have much more decision-making power than regional recruiters. We decided that if we can interest the executives, they will likely connect us with recruiters, who will then be obligated to set up a meeting with us. We believed that this route would have more success than emailing the recruiters directly, as they may or may not see this initiative as important.

From this decision, we created lists of potential executive contacts at each firm that we were interested in reaching out to. We used LinkedIn, RocketReach.com, and ZoomInfo.com to either find or guess each contact's email. A sample list of email contacts for a specific firm is shown below:

Name	Position	Email	Linkedin	Why Them?	Location	Reached Out?	Responded?
Amber Grewal	Global Head of Talent & Recruiting	amber.grewal@bcg.com			SFO	Yes	Yes
Kristen Bonanno	Head of Booth & Ross Talent Acquisition	kristen.bonanno@bcg.com			Chicago, IL	Yes	No
Katie Walsh	Talent Acquisition Lead	katie.walsh@bcg.com			SFO	No	No
Christoph Schweizer	CEO	christoph.schweizer@bcg.com				Yes	Yes
Anthony Colarusso	Associate	Anthony.colarusso@bcg.com			Boston, MA	Yes	Yes
Alistair Gluck	Associate	alistair.gluck@bcg.com			Boston, MA	No	Yes

Figure 3: Sample Consulting Firm Contact Information

We spent the next two months reaching out to over 70 total contacts at the firms listed above. From these reach-outs, we secured six meetings with firm recruiters. From these six meetings, we identified the following:

1. Recruiters are uninterested or unable to create partnerships for the firm as a whole. They are only able to create partnerships that directly affect their home office.
2. Recruiting strategies at consulting firms are regional. For example, a midwest recruiter may cover 6-8 target colleges in the midwest, while another recruiter covers 6-8 colleges on the east coast.

From these findings, we realized that continuing with our current approach would only result in beneficial partnerships for *a portion* of our TAMID chapters. We were forced to re-evaluate our strategy in order to benefit *all* of our TAMID chapters.

Pivoting to a National Case Competition

We realized that creating partnerships with firms' individual offices or even a region of offices would be a difficult initiative to scale, and that it likely wouldn't result in the most benefit for all of our TAMID chapters. To understand how to best change our approach, Neel, Cara, and I met four times over the course of two weeks to brainstorm ideas.

We finally decided that a case competition would have the greatest impact on all of our TAMID chapters. Additionally, this would be something that we would be able to scale across every single TAMID chapter with little relative effort.

A case competition is a common type of competition that professional clubs often promote to give their members experience solving real-world problems. Case competitions are events in which participants work in teams to solve a real or hypothetical business problem. Often, these events are held for university students or young professionals. In some cases, these events will be sponsored by corporations, consulting firms, or universities, and winning a case competition often leads to job offers or other professional opportunities.

We believed that we could hold a case competition open to all interested TAMID members. However, to ensure that the winning teams received meaningful prizes, we required a professional sponsor. We re-approached the firms that we had previously contacted and eventually created a partnership with McKinsey & Co.

We had now created a desirable partnership as well as agreed upon the type of event that we would hold. It was now our job to execute on the logistics of the case competition. To ensure that the competition went according to plan, a committee of interested students was created to assist

in effectively setting up the case competition. The committee jobs that were created are as follows:

1. **Create the Competition Timeline:** One student was tasked with creating the master timeline for the competition, which can be seen below
2. **Marketing:** 6 students were assigned with creating marketing materials and presenting marketing materials to TAMID members via social media, virtual visits to TAMID chapters, and the monthly TAMID newsletter
 - a. Instagram stories were created using Canva. Stories were shared via TAMID Group's national Instagram and students were encouraged to repost. Examples of the stories used can be viewed [here](#) and [here](#)
 - b. The infographic that was included in the TAMID newsletter can be seen [here](#)
3. **McKinsey Communication:** 1 student was assigned with the task of communicating with our point of contact at McKinsey. The primary purpose of this role was to:
 - a. Create a case prompt with McKinsey to be used in the final round of the competition
 - b. Identify a date for the final round of the competition
 - c. Select McKinsey judges to judge the final round of the competition
 - d. Communicate any problems/issues that needed to be addressed
4. **TAMID Judge Communication:** The competition would have 3 rounds. During the first two rounds, TAMID judges would review and grade the team's submissions. The job of this student was to reach out to TAMID alumni to assume the role of judging the first two rounds.
 - a. Judges were emailed using TAMID's alumni database to gauge their interest in volunteering to help the competition. Interested judges were expected to grade team's submissions during rounds 1 and 2.
 - b. Judges graded each team's submission using the Google Form linked [here](#)
 - c. Judges were trained on how to accurately grade each team's submission using the rubric attached [here](#)
5. **Organize Teams and Submissions:** One student was tasked with keeping track of the competition teams as well as their case submissions
 - a. Competition teams were created using the Google Form linked [here](#)
 - b. Submissions were collected using the Google Form link [here](#)
6. **Answer Questions from Competition Teams:** One student was tasked with answering questions from the competition teams. This was performed by:
 - a. Creating an FAQ document that was released in the monthly TAMID Newsletter. The FAQ document can be viewed [here](#)
 - b. Creating an email that students could reach out to with specific questions

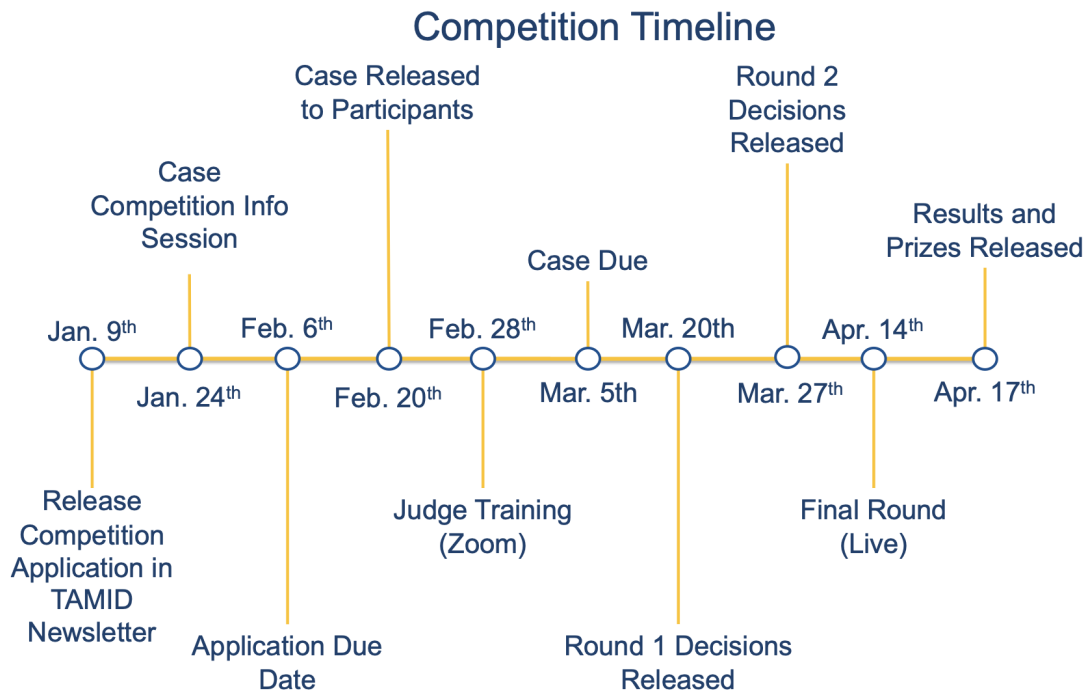


Figure 4: Case Competition Timeline

The resulting case competition followed the timeline shown above. The competition consisted of 3 total rounds:

1. Round 1: Teams record and submit a 10-minute Powerpoint presentation that outlines their solution to the case prompt. TAMID judges grade these submissions and half of the Round 1 contestant teams move onto the next round
2. Round 2: Each team's initial submission is regraded by two new TAMID judges. The 6 teams with the highest cumulative grades from rounds 1 and 2 move onto round 3
3. Round 3: McKinsey provides contestants with a case prompt that takes approximately 2 hours to complete. Each team gets 2 hours to solve the case and create a 10-minute Powerpoint presentation that they will then present to the panel of McKinsey judges live via Zoom.

Results - Include tables and visuals to show final numbers

Our initial goal for this initiative was to provide professional resources to under-developed chapters. We succeeded in this goal as the three winning teams of our competition were from University of Miami, Babson College, and Reichman University, all of which are underrepresented chapters in the TAMID community.

Other results from our competition can be seen below. The first visual showcases our expected versus actual attendance goals for the competition, and the second visual highlights the prizes that our winning teams received from McKinsey & Co.

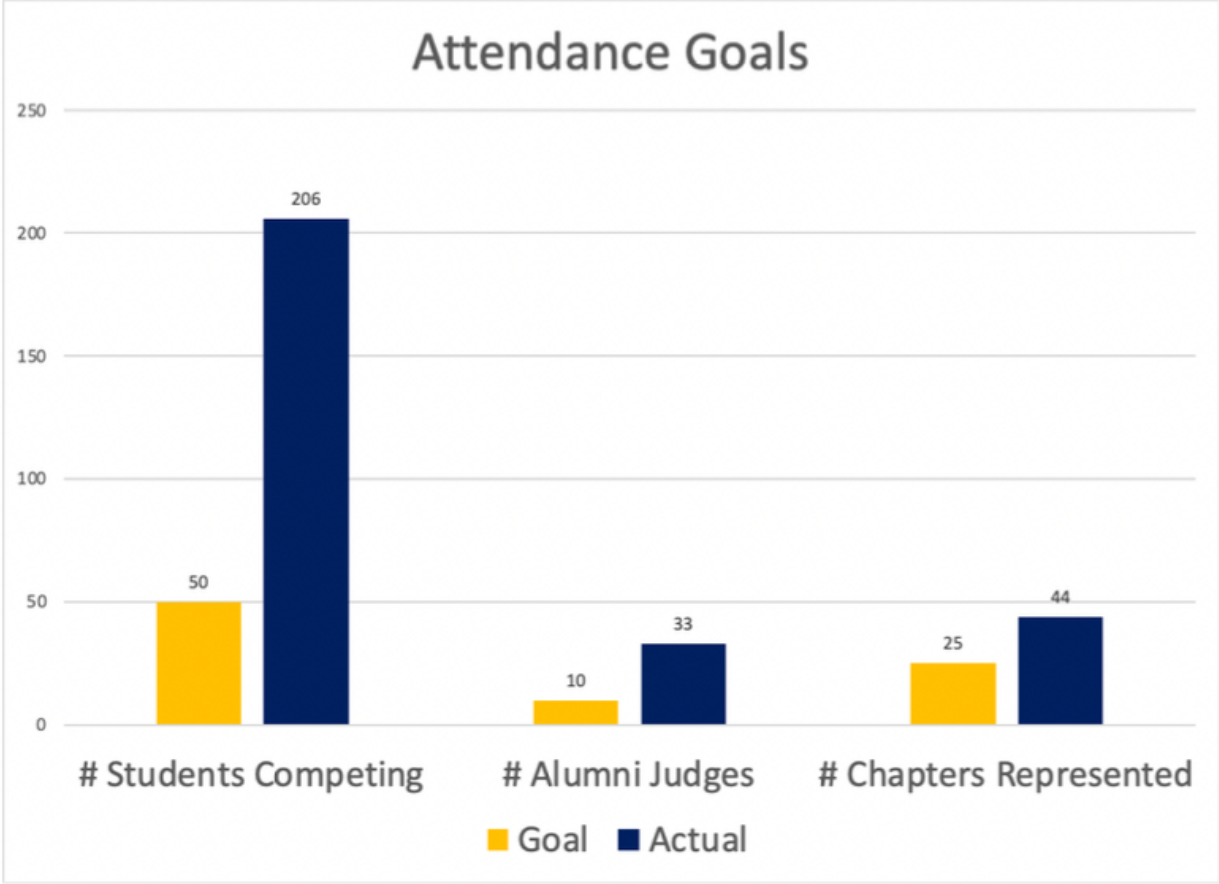


Figure 5: Expected Versus Actual Attendance

Key Takeaways



Attendance:

- 206 Competing Students
- 33 Alumni Judges
- 44 Chapters Represented



Prizes:

- 1st Place: McK BA Buddy, Recruiter Chat, Invite to Exclusive Recruiting Events
- 2nd Place: Recruiter Chat, Invite to Exclusive Events
- 3rd Place: Invite to Exclusive Events

Figure 6: Final Attendance and Prize Descriptions

The final prizes descriptions are as follows:

- **McK BA Buddy:** Each student will be introduced to one of McKinsey's Business Analysts. Students will then have the opportunity to ask questions and develop a relationship with this contact.
- **Recruiter Chat:** Each student will be given an informational call with one of McKinsey's recruiters. On this call, they will have the ability to ask questions about the recruiting process.
- **Invite to Exclusive Recruiting Events:** Students will get access to McKinsey's Invite-Only events

Discussion/Conclusion

The result of the case competition was beneficial not only to the contestants of the competition, but also to the students who assisted with setting up the competition as well. The competition allowed 206 students and 11 student committee members to develop their professional skills.

As this was our first case competition of this sort, there were many learning opportunities throughout. In addition to learning recruiting strategies of the major consulting firms, there were many learnings about how to better prepare the case competition in the future.

One of the major learnings from the case competition was about how to estimate deadlines. Often throughout the competition, deadlines weren't hit by the judges and competition teams themselves. This made it difficult to stay on the original timeline, and we often were required to extend deadlines. In the future, it will be helpful to either estimate that tasks will take longer than expected when creating deadlines or include buffer days in the timeline in case deadlines aren't hit.

In both rounds, the judges did not completely review all of the applications assigned to them by the deadline. I believe this is due to the jobs of the judges being poorly defined when the interest form was released. In the future, the judges's role should be more properly defined. Their expected deadline dates should be defined in the interest form as well as the expected number of hours they will need to allocate during each round of judging. Although the requirement for each judge is under an hour for each round, this will help prevent judges from not completing their assignments by the required deadline.

Another challenge from the competition was that only two people had both a high-level and low-level understanding of the competition. Neel and I were the only ones who had a comprehensive understanding of the competition because we were involved with the competition for its entirety. Thus, it was difficult for much to get completed or changed without our assistance. In the future, it will be helpful for a larger group of people to understand the entirety of the competition so that decisions can move more quickly and so that some of the people involved in planning the competition don't get overwhelmed.

It will also be helpful to create a more formal process for deciding which teams move on in the competition at the end of each round. This year the process was very inefficient. The process involved taking the mean of each team's grades and allowing the teams with the highest grades move on to the next round. However, some of the judges offered very low scores, while others offered very high scores. This year, we didn't have time to account for these differences. This will be an important factor to consider next year.

Next, the application for TAMID members to help plan the competition by being a part of the Planning Committee should be released earlier. This year, the committee application was released only two weeks before the committee meetings started. This did not allow for an adequate amount of time to both review the committee member applications or define committee positions.

Lastly, it will be helpful to more formally define each of the committee positions. Throughout the competition, many of the original committee positions' requirements changed, which led to confusion in some cases. It may be important to outline additional tasks that may fall under each committee member's responsibilities so that students aren't overwhelmed after applying for the

positions. Additionally, it will important to outline important deadlines for each committee member position in the application. This may be something that the past committee members from the 2023 competition can reflect upon.

This competition was an incredible learning opportunity for me, and I appreciate Neel Dhavale, Cara Feldman, and everyone else who helped me to create this partnership with McKinsey. I am looking forward to passing on my learnings to TAMID so that they can continue to improve the competition going forward.