

Business Division

SYLLABUS

Course Number: G BUS 241 / ETHN 241

Course Title: Multi-Cultural Business Consulting

Course Credits: 5 Quarter Hours

Prerequisite: 30 prior college business credits recommended

Item Number 4390 A (M & W) 12:30PM – 2:40PM

Location Room N 209

Term: Winter 2007

Term Dates: January 3, 2007 – March 21, 2007

Instructor: Brooks Brophy, M.S.
Email: bbrophy@bcc.ctc.edu (preferred for non-class hour communication)
Phone: 206-270-0198

Instructor Availability:

I will generally be available before and after class. When not in class, I am *best available* at your convenience 24 hours a day *via email* at (bbrophy@bcc.ctc.edu), Generally I will respond to email within approximately 24 hours, not including weekends.

Course Description:

Catalog Description: This course is designed to provide students with an experience that combines classroom learning, reading, technical skills, marketing, financial analysis, business process reengineering, consulting, and multicultural business management issues while working with a real business. In-class presentations and work sessions will revolve around the specific problems or opportunities each team is working on. The experience will help students gain practical experience in managing in a multicultural environment, consulting, and various aspects of marketing, financial, and business process analysis. Additionally, students will be able to link learning from a wide array of business disciplines to see how changes in one area affect the growth of the company as a whole. This integrative course will require students to use knowledge across business functional disciplines.

Field Study:

Students will work in teams of 4 or 5 with small start-up companies in the Bellevue area. These projects are designed to help students learn to identify growth opportunities or business problems, design a strategy to capture the growth opportunity, or solve the problem and implement the proposed strategy. Typically these projects require students to learn new technology skills (web design, project management, business process mapping, database development, operational analysis, etc.) The projects are multi-faceted. Student teams are assisted by both their instructor and mentors from the business community. These mentors provide students with insights, industry trends and consulting expertise.

Teams will be required to meet with their businesses and advisors outside of class hours.

Individuals need to be familiar with public transit or have transportation available.

Team members are expected to contribute to their full potential. Grades will be adjusted according to peer and instructor evaluations of individual contributions.

Course Learning Outcomes:

At the end of this course students will be able to:

1. Demonstrate the ability to work as a professional in a team environment,
2. Manage a professional relationship with a client,
3. Describe and demonstrate communication in a multicultural environment and racial sensitivity,
4. Describe, explain, and demonstrate information literacy and project management,
5. Apply financial analysis skills and communicate those ideas in writing,
6. Apply technology to better manage a business enterprise,
7. Demonstrate critical analysis and collaborative thinking,
8. Develop and communicate business process and market improvement recommendations,
9. Demonstrate business presentation skills, and
10. Understand the business importance of diversity in the workplace and a diverse business community.

Learning Materials

Students will use Marketing and Managing in a *Multicultural Environment*, a book that is available in the BCC bookstore. Students will make extensive use of library databases and other sources of information on the web with specific focus on Census information. *All students are expected to learn to use Microsoft Word, Power Point, Excel, Front Page, and Project.* Most teams can expect to mount a company website for their businesses.

Required Online Access

Online access is required. This resource is available to you as a student at BCC through the MyBCC portal, www.MyBCC.net. I have provided separate hardcopy instructions on how to access course materials through MyBCC. Additional class resources may be available online from time-to-time through your www.MyBCC.net portal. Thus, if you are unable to access the course materials online directly, please advise me no later than the second week of class, as this is a vital, required class resource.

Supplementary Materials:

1. BCC Library: <http://www.bcc.ctc.edu/lmc/>
2. BCC Business Division listserve. You can subscribe to the listserve and get Business Division news, updates on programs, classes, advising, transfer information, etc. To subscribe to the listserve, you should send a message to lyris@list.bcc.ctc.edu . In the body of your message write: SUBSCRIBE bccbusiness
3. BCC Business Division website: www.bcc.ctc.edu/business

Teaching and Learning Methods:

We will use a variety of teaching/learning methods to achieve the goals of this course, to keep things interesting, and to accommodate various learning styles. The methods may include:

Instructor presentation and lead discussion;
Large group discussion and problem solving;
Small group discussion and problem solving;
Speakers (when available);
Student presentations; and
Video/ multimedia.

Roles

Within the context of the above learning methods it is expected we will generally function in the following roles:

As your instructor, I will:

- Work hard to help students succeed in the course;
- Share knowledge;
- Model skills and values;
- Provide feedback to students;
- Lead in the course and class design;
- Lead in maintaining a positive, challenging learning environment; and
- Evaluate and grade students.

I expect students will:

- Work hard to achieve the goals of the course;
- Read the text and complete assignments before the class they are due;
- Assist in course and class design
- Actively contribute to maintaining a positive, challenging learning environment;
- Share knowledge;
- Provide feedback to instructor;
- Be timely with their work and their work will reflect professional standards, and
- Cooperate and collaborate with other students.

Faculty Expectations:

This course is an excellent opportunity to apply many of the business and management skills you have been learning in your courses to a real world business situation. This opportunity will allow you to both increase your skills and integrate your skills in a business environment. As you can see from above, I view my role as your instructor in a variety of ways i.e., facilitator, mentor, etc. In general, we should have some fun doing it. Come to class prepared, with your questions, and draw on what experiences I can share with you. Consider this course as a step in developing both knowledge and skills that will serve you and you will use in the future and how to apply them.

Class Participation

True learning and the understanding that comes with it requires hard work, discipline, and commitment. It is not an easy task. You must work regularly on our course. For a five credit course as this one is, I expect you to spend an average of 10 hours-per-week outside of class studying which includes reading, preparing assignments, and analyzing, synthesizing, integrating the information of the course, working with your client business and mentor.

Class participation improves your learning process and in my view is critical for this course. Through class participation, you have the opportunity to express yourself and your ideas. This process improves both your retention and your abilities to analyze and synthesize the information. Class participants are encouraged and will be rewarded for regular, thoughtful, and on point class participation.

Active participation in class discussions is an important element of a collegiate program; it is evaluated by instructors and is reflected in the assignment of course grades. Participation includes the quantity and quality of comments and class discussions, lively fellowship, positive contributions to group assignments, ability to respond to questions by classmates and the instructor and ability to work as a member of a group. Students are expected to synthesize, analyze, and integrate all reading assignments. It is obvious that consistent attendance and being on time is an essential ingredient of participation.

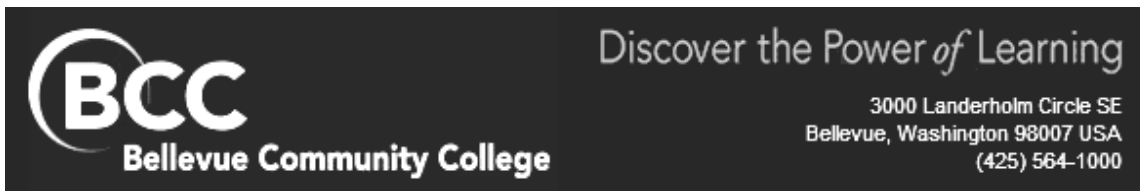
My goal is to have this class be interactive and to share information and insights with you and you with me. This goal is best achieved by expecting everyone to participate in the class and share your ideas and insights with the class. I will expect this of each of you.

Each class will consist of two (2) segments. The first will focus on theory. The second will be a Team Work session.

Attendance

In general, it is important to be on time and attend class regularly. Excessive absences and tardiness disrupt the entire class. Material on the examinations will include information and analysis from our class sessions that is not necessarily included in the text. You can expect that if you accumulate ten (10) absences or 20% of the course, this may result in an automatic failure in the course. If you are not present when attendance is taken, you will not be marked as attending the class. You will need to see me directly after that class and will be marked late. That said, please do not hesitate to come to class if you are a few minutes late. Be courteous to your classmates, come in quietly, and take a seat near the door. I recognize that travel in the Seattle metropolitan area is unpredictable.

This class has additional professional requirements as compared to other classes in reference to absences. Absences from class should be approached as they would be handled in a professional work environment so if you are going to not be able to attend a team meeting, client meeting, or classroom session, you must advise those involved and cc me well before the meeting or class.



Preparation (General)

In concert with the concept outlined above that learning requires diligent effort and individual work, read each reading assignment prior to class including all the cases. Consider the Questions and Case Problems at the end of the chapter. As a MINIMUM, all students are EXPECTED to have READ and thought about the information provided in the assigned chapters BEFORE class commences! This is a professional responsibility to yourself and your classmates.

Assignments (General)

All assignments will be completed in a professional manner and on time, unless prior arrangements have been made with the professor and client. Because clients are dependent on our work, late work cannot be tolerated unless pre-coordinated with all parties and approved by all parties well in advance of any of our deadlines.

Classroom Approach and Courtesy

It is my expectation that since we are studying business, classroom behavior and activities should be business like. That does not mean we cannot have fun, it means that we should be professional.

In conjunction with our professional approach, cell phones and pagers should either be off or set to a quite (vibrate) mode. I recognize that many of us have family and other responsibilities that in the modern business world people now be expect to be able to reach us nearly 24/7. If this is your situation, please disrupt the class as little as possible by making an unobtrusive exit out of the classroom before you answer your phone or page.

If you come late to class, please take a seat near the entry door so as to disrupt the class as little as possible.

The type of course, the concepts we will study, and the real world nature of our environment often prompts discussions and debate. Please be courteous to all in the class by limiting sidebar discussion with your neighbors. I encourage you to interact with the class instead in a professional manner.

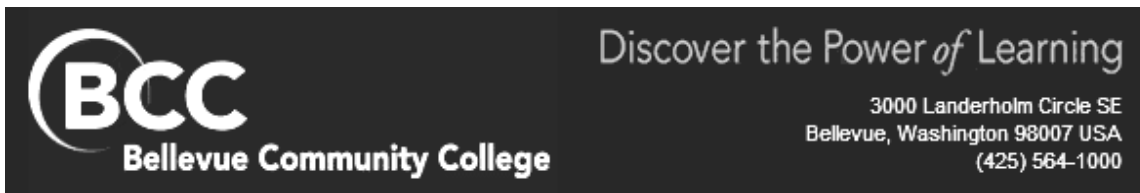
Accommodation

If you required accommodation based on a documented disability, have emergency medical information to share, or need special arrangements in case of emergency evaluation; you can communicate with me directly or through the Disabilities Support Services (DSS) office. Please make these efforts as soon as possible. If you would like to inquire about Disabilities Support Services (DSS) for you as a student, you can call that office at (425) 564-2498 or go in person to the DSS reception area in B 132. If you are limited in mobility, please contact me or the DSS office immediately so that we can have the classroom rescheduled to a ground floor level.

Inclement weather/emergencies:

Always use your judgment as weather may vary throughout the Puget Sound area. Check the school's website, listen to radio stations: KING, KIRO, KOMO, KVI, KRKO, KWUZ, KUBE or KPLZ or watch TV stations KIRO, KING, or KOMO

Additional Student Resources:



Bellevue Community College offers a wealth of resources for students in all aspects of their academic experience. I suggest you carefully consider the following while in this course.

1. Business Division website with advising and transfer information:
<http://www.bcc.ctc.edu/business/>
2. Writing Lab, available for drop in and appointments. The offer assistance and instruction in effective writing.
3. Computing Center
4. Tutoring Center

Evaluation and Grading:

It is important to all learners that evaluations be guided by the following principles:

- Multiple (more than one evaluation.)
- Varied (different methods of evaluation.)
- Fair (clear directions and criteria.)

Grading System

Criterion referenced grading will be used. I have described the learning outcomes of the course, my expectations, and the grading criteria. How well you perform against that criteria will determine your grade.

More specifically, the Criterion Referenced Grading framework model is based on the curriculum, course, and assignments. By establishing absolute standards, grades are assigned by comparing a learner's performance to a set of standards. Learners meeting the learning targets receive higher grades than those learners not meeting the targets. Grades are based and awarded for performance on participation in class and performance on written assignments.

General

All reports and assignments need to be in APA format, double-spaced and typed in Times New Roman 10-point font or Ariel 10-point font. It is expected you will follow the requirements of the assignment memo if one is provided. All assignments are to be stapled in the upper left corner. Additionally, the student name, class period, and date it was submitted to me should appear in the top right corner of the paper. Any deviation from these requirements will result in deductions from your assignment grade.

Grading Weights

Class Participation and In-Class Team Projects	5%
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Preliminary Engagement Assessment and Consulting Contract	10%
Team Contract	5%
Project Management Plan	5%
Business Case Statement	10%
Team Analysis, SWOT, Financial, etc	5%
Preliminary Recommendations	5%
Team Evaluation	5%
Draft Written Report	5%
Final Presentation to Client	20%
Final Written Report	20%
Team Evaluation and Reflection	5%
Total:	100 %

Grading Scale

<u>Grade</u>	<u>Percentages</u>	<u>Grade Points</u>
Outstanding Achievement		
A	95-100 %	4.0
A-	90-94 %	3.7
High Achievement		
B+	88-89%	3.3
B	83-87%	3.0
B-	80-82%	2.7
Satisfactory Achievement		
C+	78-79%	2.3
C	73-77%	2.0
C-	70-72%	1.7
Poor Achievement		
D+	66-69%	1.3
D	60-65%	1.0
Unsatisfactory Achievement		
F (Failure)	<60 %	0.0

Grading Criteria Guidelines:

Evaluation Expectations:

The following is offered as a general guide to guide you in understanding the grading scale above.

A = Outstanding achievement, exceptional (quality, not merely quantity, goes above and beyond expectations)

- Presentation of work is worthy of a professional portfolio;
- Work product addresses every major subheading in the assignment;
- Work product is more than a summary or paraphrase of others work;

- Demonstrates content mastery using examples of and/or personalized reflections about the content and character of the concepts discussed or presented; and
- Demonstrates an applied level of understanding through personalized reflections about the content area

B = High Achievement, excellent (superior quality, not merely quantity, exceeds expectations)

- Presentation of work is worthy of a professional portfolio;
- Address most of the subheadings of the assignment;
- Work product is more than a summary or paraphrase of others work;
- Demonstrates content mastery using examples of and/or personalized reflections about the content and character of the concepts discussed or presented.

C = Satisfactory Achievement, acceptable (satisfactory quality and quantity, meeting expectations)

- Needs revision to be worthy of a professional portfolio;
- Address most but not all subheadings in the assignment;
- Work product is substantially a summary or paraphrasing of others work;
- Demonstrates some content mastery using examples of or personalized reflections about the content and character of the concepts discussed or presented.

D = Poor Achievement, marginal quality (does not fully meet expectations)

- Needs substantial revision to be worthy of a professional portfolio;
- Addresses some, (more than half, but not fully) of the major subheadings in the assignment;
- Consists primarily of a summary of main ideas presented by others
- Summarized information is complete and accurate

F = Unsatisfactory Achievement, unacceptable quality (not worthy of credit)

- Needs substantial revision to be worthy of a professional portfolio;
- Addresses few (less than half) of the major subheadings in the assignment
- Consists primarily of a summary of main ideas presented by others
- Summarized information is incomplete or inaccurate.

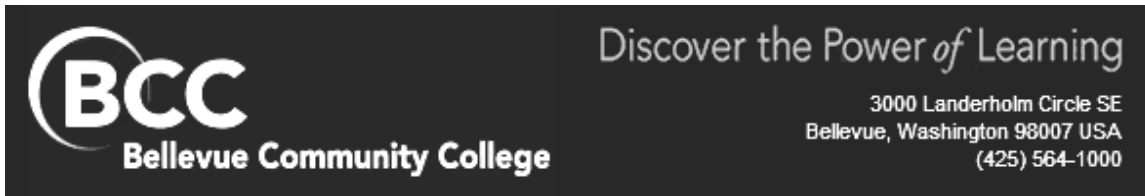
Class Participation:

Class participation is described in detail above

Academic Honesty and Integrity:

Academic honesty is the expected mode of behavior. All honesty violations will be treated seriously as prescribed by the College. Plagiarism is perhaps the most common and misunderstood form of academic dishonesty. It involves the taking of ideas, writings, etc. from another and passing them off as one's own. Plagiarism includes using any source to complete academic assignments without proper acknowledgment of the source. THE INSTRUCTOR FOR THIS COURSE IS PARTICULARLY UNFORGIVING OF STUDENTS WHO INTENTIONALLY OR UNINTENTIONALLY PLAGIARIZE MATERIALS! A frequently misunderstood principle of attribution is that citation of a source makes a legal argument more persuasive, rather than less. Even paraphrased materials can be considered plagiarized if their source is not properly cited. An improper citation may result in a small reduction in grade, but an omitted citation may result in a failing grade for the assignment or the course along with other possible penalties from the college. Here is the only legal advice the instructor will directly give the students: DON'T!

Confidentiality:



Students are reminded of the confidential nature of much of the business information they will become aware of during this course. They are reminded that all will be signing a confidentiality agreement and that they should not disclose any information about the client or client's business now or in the future to those outside their team and the class.

Notes on the Course Schedule

We will be covering a significant amount of material along with our professional activities with the clients. To accomplish our goals, we may need to be flexible with the schedule, particularly with respect to the sequence of topics and time allotted so please be prepared to be flexible with the schedule.

Course Schedule:

WEEK	DATES	TOPIC(S)	ASSIGNMENT(S)
1	Jan 3	<p>Introduction to the Course</p> <p>Theory <i>MBE Business Planning</i></p> <p>Teams, Organizational Behavior</p> <p>Work Session Team Development</p>	<p>(1) Introductory Thoughts</p> <p>(2) Read and Review the Syllabus</p> <p>(3) Lum, Spratlen, & Verchot, (LSV) Module 7</p>
2	Jan 8&10	<p>Theory <i>MBE Business Planning (Cont.)</i></p> <p>Theory <i>Multicultural Consulting</i></p> <p>Work Session Profiling of Businesses Team Assignment Initial Team Meeting</p> <ul style="list-style-type: none"> ▪ Develop questions for business, initial research ▪ Internet search ▪ List of questions for client 	<p>(1) Due, 1/08: Student's Resume and Application</p> <p>(2) (LSV) Module 7</p> <p>(3) (LSV) Module 4</p>
3	Jan 17	<p>Initial Meeting with Client</p> <ul style="list-style-type: none"> ▪ Initial engagement assessment ▪ Preliminary outline of work plan and deliverables ▪ Initial Research ▪ Internet Searching <p>Theory <i>Multicultural Research</i></p> <p>Work Session In-depth research on businesses, industry, and competition. Team to design and create a survey tool, if needed Primary and Secondary Research; Applying Information Literacy Methodology Refining Work plan with MSProject</p>	<p>(1) On or about 1/17</p> <p>(2) LSV, Module 5</p>

4	Jan22&24	Theory <i>Multicultural Entrepreneurship</i> Work Session Creating a project management plan. <ul style="list-style-type: none"> Initial Work plan with MSPProject 	(1) Due, 1/22: Consulting Contract (2) Due: 1/24: Team Contract (3) <u>LSV</u> , Module 2
5	Jan29&31	Theory <i>Multicultural Markets</i> <i>Multicultural Marketing</i> Work Session <ul style="list-style-type: none"> Defining the Marketing Mix Web Marketing 	(1) Due, 1/29: Project Management Plan and Business Case Statement (2) <u>LSV</u> , Module 1 (3) <u>LSV</u> , Module 6
6	Feb 5&7	Theory <i>Tools for Analysis, Decision, and Action</i> Financial Analysis, Business Processes Analysis, SWOT Analysis, Break Even Analysis Work Session Financial Analysis, ratios, Break Even Analysis <ul style="list-style-type: none"> Excel 	(1) <u>LSV</u> , Module 6 (2) Due, 2/7: SWOT Analysis, Break Even Analysis, Financial Analysis including ratio analysis and preliminary suggestions from analysis
7	Feb12&14	Work Session Developing the Written Report <ul style="list-style-type: none"> Word 	
8	Feb 21	Work Session Developing and Planning the Oral Presentation <ul style="list-style-type: none"> PowerPoint 	(1) Due, 2/21: Preliminary Recommendations Individual (2) Due, 2/21: Preliminary Recommendations Team
9	Feb26&28	Work Session Oral Presentation Practice	(1) Due, 2/28: Draft Written Report
10	Mar 5&7	Work Session Oral Presentation Practice Review of Draft Written Report	

11	Mar12&14		(1) Due, 3/14: Final Written Report
12	Mar21/22		(1) Due, 3/21, Oral Presentations to Clients (2) Due, 3/22, Team Evaluation and Reflection

Note: The schedule is a guideline for progress of the course. It is ambitious. Schedule changes may be necessary to adapt the course material to the substantive needs of the students.

Final Thoughts

This course will be conducted at all times within the parameters of the policies of Bellevue Community College and all participants are expected to adhere to all BCC policies.