SYLLABUS

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- Direct E-mail is preferred contact method – do NOT e-mail through Webcourses
- Always identify yourself with the class title in the subject line and include your full name
- Fax: (407) 823-3725 [Must Have Cover Sheet]

- Office Hours:
  - Mondays 1:30 p.m. to 2:45 p.m.
  - Wednesday 4:30 p.m. to 5:30 p.m. Other times by appointment.

CASE SUPERVISORS
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Text and Related Materials:

The Experiential Student Team Consulting Process: A Problem-based Model for Consulting and Service-Learning. Cook, Belliveau & Campbell Fourth Edition. Centage Learning, 2012. The text describes the experiential process, the four phases of the Process Flow Model (Initiation, Client, Project, and Outcomes). It then describes how the Student team Consulting Process is an excellent fit for SERVICE-Learning environments and an Assurance of Learning Model that is appropriate for experiential team consulting classes. The text appendices contain more than a dozen examples, tools and templates for your use.

Small Business Institute ® Student Consultant’s Manual: This is a supplementary text which provides additional guidance that is essential to your performance as student consultants. In addition to the material referenced in this syllabus, there are sections devoted to team and client relationships, preparing for the initial client meeting, points for successful consulting, avoiding consulting pitfalls, tips for polishing the written report, and conducting the exit interview. Each of these sections are designed to help you successfully perform as consultants and to earn an outstanding grade in the course. The Manual is provided on-the Course Website at no cost to the student.

Course Website: www.sbdcorlando.com/sbclass.

Prerequisites:
Prerequisites for this course are: 1) Graduate status in the College of Business Administration; 2) Undergraduate students of any major in the College of Business who are graduating seniors with a minimum 3.4 GPA, with permission from the Professor and the student’s department chairperson; and graduate status in other UCF colleges with permission of the Professor.

Course Description:
You will learn the practical knowledge, skills, and abilities of a consultant in this course. Working in a small team, you will first choose from among a select list of small businesses, and then complete a semester-long project to benefit your client. You will receive intensive coaching and guidance (either in-person or virtually) on consulting techniques from the professor and a case supervisor to provide you with an intensive on-the-job training experience. If you apply yourself and are diligent in your quest to acquire new knowledge you will find this course interesting and a great learning experience. The conditions are established, through a long standing relationship with the SBDC at the University of Central Florida, to introduce you to an experiential learning practicum that will encourage you to comprehend disciplines that are outside of your normal “comfort zone” while fine-tuning your inherent skills and abilities. At the completion of the course, you will have gained the experience necessary to become an internal or external consultant.

This course is a win-win-win academic effort. Business schools have been interested in getting students out of the classroom and involved with real business problems, rather than "textbook" situations. By sponsoring the Small Business Institute program, the University of Central Florida not only satisfies this need, but also provides free professional assistance to small businessmen and women who are in need of managerial assistance. The program additionally supports the University’s goal of partnering with the community.
UCF is one of about 250 universities and colleges across the United States that participates in this program. While one of many, the UCF Small Business Institute is unique because it offers an unusually broad range of services. It provides small businesses with custom tailored management assistance to insure the survival of their organizations. More than 500 Orlando area businesses have participated in the program since its inception in 1972. Participating students benefit from the program because they have an opportunity to actually apply academic knowledge to real business situations and to build confidence in the usefulness of their classroom experiences.

This course in small business consulting emphasizes four essential topics:

1) Applying your people skills as a team member and consultant;
2) Examining business issues from the viewpoint of several disciplines;
3) Engaging in real-world problem solving; and
4) Using analysis and creativity for business planning and problem solving.

**Bottom line:** The major course requirements are:

1) Securing a signed Letter of Engagement that specifies your team’s obligation to the client;
2) A thorough Action Plan that details the scope of the project, who will do what, and when to complete the project;
3) Diligent weekly report updates regarding your team’s progress;
4) A midterm update of your client activities with targeted completion dates for all Action Items.
5) A minimum of 6 face-to-face meetings with your client. For clients outside of Orange and Seminole counties, at least 3 meetings must be held in person and 3 may be done by video conferencing;
6) A twenty-minute PowerPoint presentation to the small business owner, which summarizes the written report. This will also be presented during the last day of class which summarizes what you did for the small business;
7) A detailed report that provides a thorough analysis of your findings and recommendations to your client. This report may be submitted to the National Project of the Year (Graduate Division) for SBI;
8) Individual peer evaluations. These requirements are discussed below.

Generally, Appendix K of the course text should be loosely followed. The final report should include:

- Title page with Team Members in Alphabetical Order.
- Executive Summary, no more than three pages long, that outlines the problem(s) and/or opportunities identified, methodologies used, conclusions reached, and recommendations made. **The Executive Summary must be addressed to the business owner, not the instructor.**
- Table of contents.
- A section discussing the industry in which the small business operates.
- A section explaining the problems and opportunities of the business (SWOT analysis summary).
- A section describing the analyses conducted and the conclusions reached.
- A section describing the solutions recommended and implemented.
- A section describing the solutions recommended but not yet implemented.
- A summary statement, which should refer to the letter of engagement (LOE), i.e., related to your written commitment to the small business owner.
- Appendices:
A. Business or marketing plan, if applicable.
B. Signed copy of the letter of engagement (Course Website).
C. Confidentiality and participation agreement
D. Thank you letter
E. Client acknowledgement/acceptance of report. (Course Website).
F. Copies of the weekly progress reports
H. Action Plan (Course Website).

The Written Report also must use APA formatting and referencing style. Please see the following two sites: http://owl.english.purdue.edu/owl/resource/560/02/ and http://owl.english.purdue.edu/owl/search.php. In addition, written paper submissions guidelines include:

*Electronic submission (through the conference management system)
*100 pages limit all inclusive. (each page, including title, appendices, etc. count toward the 100 page limit)
*12 pt. font for report text
*1-inch margins
*Double-spaced report text
*Each page shall be numbered consecutively.

The report will be graded based on the factors provided on the attached evaluation form. Please be sure to follow its guidance for a higher grade. For example, the report should be written in third person (e.g., he, she, it, they, their). A “hard” copy of the written report will be provided to both the client and instructor. A digital copy also must be submitted to the Program Coordinator.

TWENTY MINUTE PRESENTATION TO CLIENT

1) Think of yourselves as “facilitators.” You present your information and then facilitate the discussion which follows, which can include how to best integrate implement your recommended actions into their current routine.
2) Remember that it is a common human reaction to resist change. Try not to have any surprises! Remember you are consultants and as such you should be consulting with your client throughout the semester.
3) The best way to have them accept your recommended changes is to have them participate in the changes. Ideally, at the end of the presentation and following discussion, the clients will feel as though they have ownership of the changes.
4) If the primary client cannot attend the entire presentation and discussion, be sure to have him/her at the beginning and end of the meeting to provide you legitimacy. Otherwise, reschedule the meeting.
5) Be sure to have an agenda for the meeting, with a handout for all attendees, which includes a listing of your recommendations.
6) Have written goals and objectives for the meeting. For example, your goals might be to explain each recommendation. Your objectives for each goal could be your suggestions on how you believe the recommendation might be implemented.
7) Be prepared to discuss, not insist. Try to use words such as “We suggest..., Based on what we learned...”it appears to us...” Be positive, but not obdurate.

SLIDE PRESENTATIONS

There will be two team slide presentations. The first will take place at the midterm and will be used to solicit feedback from the class, case supervisors and faculty as to how you may fulfill your requirements for the client and the course. The final presentation will take place on the
last day of class. It will be an overview which will present information about the small business and the recommendations made by your team.

WEEKLY PROGRESS REPORTS

The weekly progress report, to be sent to your Instructor, **Case Supervisor, and Program Coordinator**, is an essential element to your success during the semester. **Please include the company’s name in the weekly progress reports.** Due to the lack of face-to-face meetings between you and your Case Supervisor, this report must follow the text example. It also must clearly discuss what has occurred during the week, preferably by each student’s accomplishment for that week. Several sentences or more may be necessary to depict the situation and what you are accomplishing.

**Too much information is better than too little!** It also ensures that both your Instructor and Case Supervisor are able to monitor your efforts, share your week to week endeavors and provide your team with the necessary support and guidance whenever deemed appropriate or requested. If your report lacks details, your Case Supervisor cannot provide you with the guidance necessary to help you help your client, and your grade will suffer.

**In addition, as a supplement to one of the initial weekly reports, each team is required to prepare an ACTION PLAN based on how you will accomplish the objectives listed in the LOE.** The end of the semester weekly report should provide a comparison of what you actually accomplished during the semester versus the initial action plan. This form is provided on the **Course Website**.

Please see the class website for examples of the Action Plan.

GRADING

During the first class session, students will be provided with descriptions of the small businesses seeking assistance, including their location. Students should select the small business that most interests them. Normally, three students are assigned as a team to each small business during the semester. The thoroughness with which the student team goes about the task of analyzing the business and its industry, determining the most appropriate recommendations and then carrying these recommendations through to implementation directly influences the quality of work and the subsequent grade the student receives. Of course, the complexities of the problems and the extent of cooperation obtained from the business owner will determine the degree of implementation achieved by the student team. This is taken into consideration when assigning grades.

Another important factor in grade determination is the regularity and faithfulness the students display in visiting the client and in reporting steady progress from week to week. The student team will report progress on a weekly basis via email. A report of "no progress this week" is unacceptable. Some progress, if only of a research nature, should be achieved.

Punctuality and reliability is another variable which determines student grades. Submitting the required report on time and with sufficient information so the reader will understand what is occurring is an indication of diligence on the part of the student team. This directly influences the extent to which the Case Supervisors can provide assistance. Because of the nature of the course, there is no objective way of arriving at grades for the students, however, the following issues are considered:
(1) As stated above, were weekly reports on time?
(2) Was there rapport with the client?
(3) Did the client trust the counseling team and listen to recommendations of the team?
(4) Did counselors present a final report so that the client had the opportunity and desire to
discuss the merits or recommendations and ask questions of the consultants?
(5) What degree of competence and professionalism was exhibited in the report? Please review
the Written Report Evaluation guidelines on the Course Website.
(6) Were recommendations made by the counselors actually implemented? For example: a.)
Usefulness of recommendations, b.) Effort and initiative shown by students, and c.) How much
tangible help did the client receive.
(7) Did the recommendations implemented prove valuable as reflected in comparative
financial statements or other criteria?
(8) Were the reports, both oral and written, professional in content and presentation.

### GRADING CRITERIA

<table>
<thead>
<tr>
<th>Deliverables</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter of Engagement to Client</td>
<td>100 &lt;10&gt; point per day late penalty</td>
</tr>
<tr>
<td>Action Plan to be Submitted to Case Supervisor</td>
<td>100 &lt;10&gt; point per day late penalty</td>
</tr>
<tr>
<td>Mid-Term Presentation of Client Activity and Update with Projections</td>
<td>100</td>
</tr>
<tr>
<td>Client Evaluation of Team Performance</td>
<td>150</td>
</tr>
<tr>
<td>Final Presentation of Recommendations and Implementation of Solutions</td>
<td>150</td>
</tr>
<tr>
<td>Final Compilation and Review of Project Report (Electronic and Hard Copy)</td>
<td>300</td>
</tr>
<tr>
<td>Confidential Peer Evaluation</td>
<td>100</td>
</tr>
<tr>
<td>Attendance Penalty</td>
<td>&lt;20&gt; per occurrence for Missing a Class</td>
</tr>
<tr>
<td>Late Report Penalty (applies to ALL team members)</td>
<td>&lt;10&gt; per occurrence for any late weekly reports.</td>
</tr>
</tbody>
</table>

*Grading Rubric(s) to follow

### PLUS/MINUS GRADE CALCULATION

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Required Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>930+</td>
</tr>
<tr>
<td>A-</td>
<td>900+</td>
</tr>
<tr>
<td>B+</td>
<td>870+</td>
</tr>
<tr>
<td>B</td>
<td>830+</td>
</tr>
<tr>
<td>B-</td>
<td>800+</td>
</tr>
<tr>
<td>C+</td>
<td>770+</td>
</tr>
<tr>
<td>C</td>
<td>730+</td>
</tr>
<tr>
<td>C-</td>
<td>700+</td>
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<tr>
<td>D+</td>
<td>670+</td>
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<tr>
<td>D</td>
<td>630+</td>
</tr>
<tr>
<td>D-</td>
<td>600+</td>
</tr>
<tr>
<td>F</td>
<td>Less than 600</td>
</tr>
</tbody>
</table>
PEER EVALUATION

A copy of the peer evaluation form can be found in the Course Website. The peer evaluations will be used to determine the final grade. Peer Evaluations are due on the last day of class. Each student is responsible for completing a peer evaluation, which will be submitted individually to the Instructor in a sealed envelope at the last class meeting. Your Peer Evaluation scores will determine the percentage of the team’s project points that will be awarded to you. Typically, your grade will be lower or higher than the team grade, based on how your peers rate your contribution.

You are encouraged to complete a mid-term peer evaluation that you share with your team mates, but do not turn in for review. It is important to provide constructive feedback to each other.

Experience has shown that this action:

• improves student performance
• increases team productivity
• decreases team conflict throughout the term, and
• significantly improves the likelihood of positive scores on the final peer evaluation.

Please note that you are to rate teammate performance in each listed component with ratings from a low of 1 to a high of 10. Items 5 and 6 require comments in addition to the number rating of 1 through 10. Do not complete the self-evaluation portion. A grade of Incomplete will be assigned if a peer evaluation is not submitted.

EXPECTIONS OF INSTRUCTOR

In addition to expectations I have for you as students, it is reasonable to have expectations for me as your instructor. You can expect sufficient preparation before class, an attempt to make the classroom environment interesting, a variety of instructional methods to go along with the lectures, guest lecturers, videos, and in-class activities, the opportunity to provide feedback, and a fair, easy-to-understand grading system.

CLASSROOM ENVIRONMENT

It is my goal to create a class environment that is supportive, inclusive, and conducive to learning. Because there will be class discussion and opportunities to express your ideas, it is essential that all viewpoints are respected. It is also important that you be engaged in the learning process and not doing work from other classes, reading newspapers, or texting on cell phones. Please turn your cell phones off before class begins.

College of Business Administration:

The College Mission Statement can be condensed into one sentence: The College of Business Administration advances the University’s mission and goals in providing intellectual leadership through teaching, research, and service. The vision is to create within the College an environment that nurtures learning and exploration, provides opportunities for faculty to disseminate information, provides
educational opportunities for students, businesses and the general public, and provides a platform for many and various forms of partnerships.

**Nurturing Learning and Exploration:**

The College is a catalyst for students, faculty, and the general public to gain a better understanding of the various fields of business. Educational experiences inspire learning and encourage exploration.

**Dissemination of Information:**

Students are encouraged, throughout the learning process, to gather information that will be used in future business vocations. Both students and faculty are encouraged to pursue outlets to share “new” information within their fields and to business practitioners.

**Discipline Specific Knowledge Skills, Behavior and Values:**

As UCF Management graduates you will be able to:

1. Demonstrate that you possess an acceptable level of human resource management knowledge and skills, which includes describing human resources management terminology, practices, and policies.
2. Describe the impact of human resource management practices and policies on both individual behavior and organizational performance.
3. Identify interpersonal management styles and describe their impact on individual and team behavior.
4. Describe ethical decision-making processes and social responsibility related to management situations.
5. Describe the impact of internal and external environmental factors on management decision-making.
6. Apply teamwork processes and practices by working collaboratively to accomplish a management related task.

**Critical Thinking Outcome**

1. Demonstrate problem-solving and critical thinking skills by analyzing and evaluating management specific problems, including those related to interpersonal issues, and using the results to make appropriate recommendations.

**Communication Outcome**

1. Demonstrate effective written and oral communication skills related to management.

**Assessment of Management Outcomes**

These outcomes will be assessed using a variety of assessment methods, including:

1. Exams
2. Individual and team projects
3. Case studies
4. Written papers
5. Oral presentations

**BE 2010 Competencies:** The four BE 2010 competencies of teamwork, communication, adapting to or managing change, and creative thinking are fully integrated into this course. Strong emphasis is also applied to ethical decision making, and appreciation of diversity.

- Teamwork – coordinate and cooperate with your classmates on a variety of exercises and assignments.
- Communication – improve communication skills with other students in the class.
- Change – be open to change as a way of thinking about behavior in the workplace.
- Creative Thinking – develop innovative ways to manage behavior and in the workplace.

**Learning Objectives:** To acquire and reinforce skills, knowledge and abilities that will assist graduates in the pursuit of obtaining employment and surviving changes in the business world. This objective encourages retention of information after the course; transfer of new information to new situations; development of problem solving, critical thinking and attitude change; and motivation for lifelong learning. Mastery of these concepts supports success in the classroom as well as the workplace. A comprehensive understanding of the core competencies that foster academic and occupational knowledge enables one to cultivate the skills and attitudes required for job acquisition, retention and advancement in a fast-paced, dynamic business environment.

**Class Policies and Expectations:**

1. If a submitted assignment does not meet requirements, it will be graded accordingly. If you have any questions regarding an assignment prior to its due date, contact me (preferably by e-mail) or visit during office hours.
2. Submissions that are greater than one page must be stapled in the top left corner or spiral bound as is the requirement for some submissions. Folded pages and “dog ears” will not be accepted.
3. Submissions should list the FULL NAME of the student as it appears on the roster. Write legibly and please do not submit under a “nickname”.
4. All assignments must be turned in at the beginning of class. If either you or the assignment are not present when the assignment is collected at the beginning of class, the assignment is considered late and will not be accepted. The only possible exception to this would be if a student e-mails me with a request for an extension prior to the assignment being late. If the request is granted, the student must submit a copy of the reply email granting the exception attached to the top of the assignment.
5. **ALL GRADES** are non-negotiable.

**Attendance is not equal to class participation.** Attendance/Absences – Since there is a high correlation between regular attendance and high grades it is recommended that you attend all classes. As you will find in the workplace, attendance policies are a foundation of good business practices. Having to work is not authorized as an excused absence. **For each absence you will lose 20 points of your accumulated point total.** Your attendance is tracked and will be reported to you regularly.

- Excused absences will be granted only under the following conditions:

  * An absence is deemed to be “excused” e.g. major sustained illness or serious health condition such as an illness, an injury, an impairment, or a physical or mental condition that involves either
inpatient care or continuing medical treatment directly under a Doctor’s supervision for at least three consecutive days; death of an immediate family member, or required travel with an authorized UCF organization with sufficient documentation provided.

**Workload Expectations:** As a general rule, college students should expect to spend about 2-3 hours on “outside” work for every hour spent in class each week. Thus, in a three hour per week class (typical for 16-week semesters) one should expect to spend three hours in class and six to nine hours on outside work for an average per week (9-12 hours total). Using this guideline, a full time course load of 15 credits in a 16-week semester would equate to about 45-60 hours per week, which is commensurate with most full time professional roles. It is important for you to accommodate this time commitment within your other personal, professional, and academic commitments.

**Academic Honesty** - All students are considered to be honest and ethical until proven otherwise. Ethical behavior is extremely important for tomorrow’s managers and must be fine-tuned in college. The following is an excerpt from UCF’s *Golden Rule Student Handbook*. The complete Rules of Conduct can be found at www.ucf.edu/goldenrule

Cheating is a violation of student behavior standards. Any student who knowingly helps another violate academic behavior standards is also in violation of the standards. Failure to comply with the UCF Golden Rule can result in any of the following actions, depending upon the severity of the offense:

- Points deducted from the assignment.
- Receiving a “0” on the assignment.
- Loss of a letter grade in the course.
- Receiving an “F” in the course.

Students who violate the Golden Rule may be referred to the Office of Student Rights and Responsibilities for further disciplinary review and action, including being expelled from the University. For more information on any of these policies contact the Office of Student Rights and Responsibilities in the Student Resource Center, Room 155, or call 407-823-6960.

I shouldn’t even have to say this, but: Students will adhere to the highest professional and ethical standards. All work submitted will be the result of each individual’s, or in the case of a group project – each group’s, own efforts only. Cheating and plagiarism are forms of academic dishonesty and will be penalized to the maximum allowed by University policy, which may include a final course grade of “F”.

I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone. This philosophy falls under the guidelines of a famous management theory postulated by J. Stacy Adams known as “Equity Theory” a topic that will be addressed in detail during the semester.

**Protocols**

**Participation** – includes your active participation in class activities and exercises. You can demonstrate these skills in many ways, i.e. demonstrating a high level of professionalism in the classroom, and making valued contributions to discussions. Regular attendance and constructive contributions to class discussions are a requirement of the course. Conversely, students who are late, leave before the end of class, act unprofessionally, are disruptive, or are unprepared for class will be subject to a loss of up to 20% of their total points (two letter grades) at the Instructor’s discretion.

**Attendance/Absences** – Since there is a high correlation between regular attendance and high grades it is recommended that you attend all classes. As you will find in the workplace, attendance policies are a foundation of good business practices. Students should strive to attend each of the five assigned classes
and adhere to the assigned due dates for all assignments. Having to work is not considered an excused absence. Excused absences are allowed only in the event of the death of an immediate family member or an illness that requires hospitalization and/or medical supervision for at least three days.

Professionalism – You are expected to act in a professional manner in all of your interactions related to this course; both with your fellow students and with me. Professional social behavior, in terms of what is considered correct, is deemed to be extremely important as you will soon realize upon entering the business world. In the event of a disagreement or misunderstanding, students must carefully follow conflict management processes with the intent of clarifying issues instead of exhibiting anger and impatience.

My Commitment to Your Success - You will see that I am truly committed to making this course interesting and a great learning experience for you. Under the tutelage and guidance of your Case Supervisors, who have fostered a long standing relationship between the SBDC and the University of Central Florida, you will be immersed in firsthand experiential learning and you will encounter opportunities that will encourage you to comprehend disciplines that are outside of your normal “comfort zone” while fine-tuning your inherent skills and abilities. I respect you as responsible adults and have designed this course to help you develop the competencies you need to attain success in your chosen field of endeavor. Having recently earned my Doctoral degree with a 3.9 GPA, I am sensitive to your needs both from the student and instructor perspective. Having achieved some measure of success in the business world and having managed many client consulting engagements, I believe I am also capable of providing you with the guidance and direction that will assist you in attaining even greater levels of achievement in your chosen careers. I view myself as a hybrid business person/educator and personally derive a great sense of satisfaction in helping students chart career and advanced academic paths that will ensure their future success.

Availability - In addition to regular office hours and scheduled appointments, you can expect me to respond to your e-mail messages within 24 hours during weekdays unless there is a compelling reason for a longer delay. After the final exam, I typically will not be available until the next term starts.

Cell phones, Pagers, Laptop Computers, PDAs, mp3 and iPods, and Tape Recorders – These and other types of electronic equipment are NOT welcome to be used in our classroom as they are distracting or disruptive to others. If you must bring these types of electronic equipment into our classroom, be certain that they are turned off and securely packed away. If you are expecting an important cell phone call or any contact of a critical nature and need to use such a device, please speak with me individually before class.

Expectations For All Written Assignments – Your communication skills, both oral and written will most likely contribute greatly to your success in the business world. Unfortunately, I often find these skills to be somewhat deficient in terms of my expectations for upper level college students. To assist you in achieving error-free written assignments I have included some important information about The University Writing Center (UWC) which is a free resource for all UCF students. As a Doctoral student, I have relied upon the skills of the UWC and worked with the UWC for my 150 page, 35,000+ word dissertation. The UWC’s most popular service is the individualized writing consultation. A qualified writing consultant will usually spend time with each student and discuss recommendations for revision. If students are drafting a paper together as a group project, it is best to schedule two group appointments
back to back. All students can bring their work to the UWC at any point in the process—even if they have not started writing yet. Consultations will be most helpful if students take the time to:

- prepare: identify specific issues on which they want feedback, participate: actively discuss their paper with the consultant,
- reflect: decide which of the possibilities raised during the consultation are most helpful,
- act: revise their papers.

How the UWC can Help

The University Writing Center (UWC) offers writing support to UCF students from first-year to graduate in every discipline. Trained peer consultants provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC’s purpose is not merely to fix papers or to make better writers, but to teach writers strategies to navigate complex situations for writing, both in and outside the University. Consultations are available for individuals and small groups. To make the best use of the UWC, visit far enough before your due date to allow yourself time to revise after your consultation, browse the writing resources on our website, and arrange a regular weekly appointment if you’d like long-term help. You may schedule a 45-minute appointment by phone or by using the TutorTrac scheduler on our website; walk-in consultations are also available.

University Writing Center
Colbourn 105
Satellite Locations: Main Library, Rosen Library & Online

Students with Special Needs

Any student with a documented disability should contact me as soon as possible (and certainly before the first exam) so that appropriate accommodations can be provided in order to facilitate your full participation in the class. It is the policy of the University to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to accurate assessment of achievement—such as time-limited exams, inaccessible web content, or the use of non-captioned videos—please notify the instructor as soon as possible. To be eligible for disability-related accommodations, students must have a documented disability as defined by the federal Rehabilitation Act of 1973, Section 504, and/or the Americans with Disabilities Act of 1990 (ADA). Accommodations are available to students whose disabilities include, but are not limited to, attention deficit hyperactivity disorder, deafness and hard-of-hearing, physical disability and/or health-related impairment, psychological and/or psychiatric disability, specific learning disability (such as dyslexia), speech impairment, visual impairment, or other disabilities which require administrative or academic accommodations.

Students seeking academic accommodations are required to provide relevant documentation from an appropriate health care provider or professional.

Students are also welcome to contact:

Student Disability Services
4000 Central Florida Blvd.
Religious Observances
Any student who must miss a test or an assignment due date in accordance with religious observances should contact me as soon as possible (and certainly before the first exam) so that alternative plans can be arranged.

ACADEMIC RESOURCES

Academy of Management: http://www.aomonline.org
Department of Labor: http://www.dol.gov
Educational Testing Service (GRE & other tests): http://www.ets.org/
Employment Standards Administration: http://www.dol.gov/esa
Findlaw: http://www.findlaw.com
Society for Industrial and Organizational Psychology (SIOP): http://www.siop.org/
The Dilbert Zone provides a less serious view on work: http://www.unitedmedia.com/comics/dilbert/
Workforce Management: http://www.workforce.com
Workindex.com: http://www.workindex.com
WorldatWork: http://www.worldatwork.org

Top Journals

Many students often ask where they might find more information. The following journals, which publish scientific research directed toward understanding business problems, are excellent sources for current developments in this field. The library has recent copies and old issues of these journals.

1) Journal of Applied Psychology
2) Personnel Psychology
3) Academy of Management Review
4) Academy of Management Journal
5) Journal of Management
6) Journal of Vocational Behavior
7) Human Performance
8) International Journal of Selection and Assessment
9) Research in Personnel and Human Resource Management
## PROPOSED CLASS MEETING DATES

**ENT 5946.0001**

<table>
<thead>
<tr>
<th>Proposed Class Schedule</th>
<th>Date</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Class Meeting</td>
<td>01/09</td>
<td>Introductions – Course Overview. Finalize teams and client assignments.</td>
</tr>
<tr>
<td>Action Plan submitted to Case Supervisors</td>
<td>02/02</td>
<td>Action Plan should be submitted to Case Supervisors for review and evaluation.</td>
</tr>
<tr>
<td>Third Class Meeting</td>
<td>02/20</td>
<td>Student Panel Team Review meeting with Case Supervisors to determine progress.</td>
</tr>
<tr>
<td>Fourth Class Meeting</td>
<td>03/06</td>
<td>Mid-Term Presentation of Client Activity and Update with Projections</td>
</tr>
<tr>
<td>Final Class</td>
<td>04/17</td>
<td>Final Presentation of Recommendations and Implementation of Solutions along with Submission of Final Reports in Hard Copy (Spiral Bound Optional) along with Electronic Version. Peer Evaluations are due.</td>
</tr>
</tbody>
</table>

All faculty members are required to document students’ academic activity at the beginning of each course. In order to document that you began this course, please complete the academic activity assignment in webcourses by the end of the first week of classes. Failure to do so will result in a delay in the disbursement of your financial aid.

- *This syllabus is subject to change at the discretion of the instructor. It is the student’s responsibility to be aware of any announced changes and to note those changes in the syllabus.*
Major Consulting Firms

Bain & Co. - http://www.bain.com
  • Recruiting Website: http://www.joinbain.com/apply-to-bain/recruiting-process/undergraduate.asp
  • Online Case Resources/Sample Cases:

Boston Consulting Group – http://www.bcg.com
  • Recruiting Website: http://www.bcg.com/join_bcg/interview_prep/process/default.aspx
  • Online Case Resources/Sample Cases:
    http://www.bcg.com/join_bcg/interview_prep/tips/default.aspx

Deloitte Consulting – http://www.deloitte.com
  • Recruiting Website:
    http://careers.deloitte.com/united-states/students/studentgrad.aspx
  • Online Case Resources/Sample Cases:

  • Recruiting Website: http://www.pwc.com/us/en/careers/pwctv/index.jhtml

  • Recruiting Website:
    http://www.mckinsey.com/careers/is_mckinsey_right_for_me/backgrounds_like_yours/bachelors_degree.aspx
  • Online Case Resources/Sample Cases:

Novantas – http://www.novantas.com
  • Recruiting Website: http://www.novantas.com/careers_process.php
  • Online Case Resources/Sample Cases:
    http://www.novantas.com/careers_cases.php