

MGT492-03: Service Learning with Business Process Management (Fall 2013) - Syllabus

Instructor

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Class: Fridays 9am to 11:50am in Bell Tower 1611 but we will not meet each week (this is a blended course)

Office Hours: I have office hours Tuesdays from 1:00 – 2:00pm & Thursdays 1:00 – 2:30pm but we will also arrange other times for Google hangouts with the class and individual teams as needed

Scoop.it link for the class: <http://www.scoop.it/t/csuci-mgt492-03-fall13-service-learning-withbpm>

Course Description and how this class will run

MGT492-03 Service Learning with Business Process Management will provide students a service-learning opportunity to create/improve business processes in local non-profit organizations. What is a business process? A business process is simply an activity or set of activities that will accomplish a specific organizational goal. Business processes are the building blocks for how organizations meet strategic objectives. Examples include the process of hiring new employees/volunteers, market research and accounts payable to name just a few. The class will be a mix of lecture, group work and fieldwork as students work in "real time" with local nonprofits over the course of the semester to improve business processes. The class will also be blended, meaning class will not be held each week but will take advantage of technology so students can have the flexibility needed to work together and with the non-profit organization outside of class. The final deliverable is a presentation and report for the organization. The class is a great opportunity to learn about business processes, apply skills learned from other classes, get actual practical experience (always good for resumes!) and have a positive impact on local non-profits and the community.

The course will be a mix of lecture, discussion and group work. We will hold ourselves (that's me and you) to a high standard, work hard and have fun. Every effort will be made to uphold the responsibility of the faculty to foster an environment of mutual trust and fairness. Students are responsible for acting ethically and not tolerating dishonesty, class disruptions or inappropriate behavior on the part of others. We will discuss my cellphone/tablet/laptop/electronic device policy in class – but in general, be respectful and professional. If you have any questions or concerns, please contact me.

Program learning goals

CSUCI's Smith School of Business has five Program Learning Goals – 1) Critical Thinking, 2) Oral Communication, 3) Written Communication, 4) Collaboration, 5) Conduct (Personal Ethics) and 6) Competencies in Discipline (so in the case of this class, that's Service Learning and Business Process Management)

Course learning objectives

Students who successfully complete this course will be able to do the following (which link to the school's Program Learning Goals):

- Utilize and further develop skills in the analysis, evaluation, and improvement of business processes through a field-based project at an existing organization (6)
- Apply and integrate the skills learned in other courses in a “real world” environment to include:
 - Collect and analyze data to solve business problems (1, 6)
 - Deal with multiple organizational functions and disciplines (1, 4, 6)
 - Successfully work in a team setting (4)
 - Develop important managerial capabilities, such as interpersonal skills and written and oral presentation skills (2, 3, 4, 5)

Textbook

We have no textbook for this class. Selected readings will be posted on CI Learn.

Grading

Final grades will be based on the following:

- Reflections
 - Weekly journal entries 10%
 - Final two-page reflection 10%
- In-class participation and exercises 20%
- Team Project Contribution (individual) 15%
- Sponsor presentation (team) 25%
- Completed project document (team) 20%
- TOTAL 100%**

The grading scale for the course is as follows:

	>93 = A	90-92 = A-
88-89 = B+	83-87 = B	80-82 = B-
78-79 = C+	73-77 = C	70-72 = C-
67-69 = D+	63-66 = D	61-62 = D-
<60 = F		

A note on grading

Unless otherwise noted (for example, exams) I take the following approach to evaluating both oral and written work (including class participation).

Letter grade	Definition/expectation
A	Student performance has been outstanding and indicates an exceptional degree of academic achievement in meeting learning outcomes and course requirements
B	Student performance has been at a high level and indicates solid academic achievement in meeting learning outcomes and course requirements
C	Student performance has been adequate and indicates satisfactory academic

	achievement in meeting learning outcomes and course requirements
D	Student performance has been less than adequate and indicates deficiencies in meeting the learning outcomes and/or course requirements
F	Student performance has been unacceptable and indicates a failure to meet the learning outcomes and/or course requirements

Reflection

Reflection is a key part of service learning and thus a key part of this course. Reflection counts for 20% of your final grade. There are two components that make up your reflection grade: 1) ongoing, weekly reflections (worth 10% of your grade) and 2) a two-page (double-spaced) reflection paper due at the end of the semester (worth 10% of your grade).

Weekly reflections

You will use the journal tool in CI Learn to do your weekly reflections. Please note that I am the only other person who can see your journal entries. The purpose of devoting an entire semester to working on a project at an organization is to enable each of you to grow and develop further as a professional. Much of what you will learn in this course will be situated in your project experience. To make the most of the learning opportunities I will require that you reflect on your learning throughout the process of working on the project. Your weekly reflections should be a quarter to a half page of text that indicates that you have reflected on events, experiences, activities, thoughts, or feelings related to your project. The entry should demonstrate that you are trying to put things together, that you are, for example: connecting previous learning to current learning, connecting information from within and outside the project, realizing something about yourself as a result of your work on the project, learning something that will be relevant to your future success as a professional. Your entry should not be a superficial observation or simply negative comment about your teammates, faculty, or project sponsors.

Reflection paper

The reflection paper should be based on your individual reflections on the project (but not just a summary of your weekly reflections). Points to address in your paper may include:

- What did you personally gain as a result of working on this project? What did you learn? (Please reflect on these questions by thinking about how the project helped to develop you as a business professional.)
- What should you *personally* have done differently to improve the outcome of the project?

A high quality reflection paper will be consistent with (follow from) your ongoing reflections, and will demonstrate a good faith effort to think deeply about what you have learned and how you have grown as a result of the project experience.

In-class participation and exercises

Class attendance, team meeting attendance and showing up to appointments with me and with the community partners is expected and frankly, required. However, attendance alone is not enough for full participation points. Active participation is encouraged and expected – that means you should ask and answer questions and try to facilitate discussion with other class members and team members and be respectful and professional in meetings and interactions with community partners. We will talk about strategies for doing this effectively. In addition, we will do many in-class individual and team exercises and you are expected to participate fully. Finally, reading course material before class is encouraged and expected – as is being able to apply what is covered in class. In this class, that is the whole point of the readings and the exercises.

Team project contribution (individual)

Your individual contribution to the team project will be assessed based on my observations of team interactions during class and one-on-one team meetings, as well as on peer evaluations. Peer evaluations will be requested at two times, at the mid-point and end of the semester. Each student will be asked to assess the contribution of each team member (including himself/herself) to the project work up to that point. Ratings that are significantly lower than the team average will be further investigated by me and may affect individual grades. To ensure that you are evaluated as positively as possible by me and your peers with regard to your individual contribution to the project, work toward being able to positively answer these questions:

- Did I attend all scheduled team meetings (including, or especially, those with the professor)?
- Did I perform project work as agreed to with my team, or expected by the faculty (quality, quantity, timeliness)?
- Did I act in a professional manner when interacting with project sponsors?
- Did I consistently create work that was suitable for faculty and sponsor review?
- Did I consistently contribute toward positive team progress (contributing ideas, clarifying concepts)?
- Did I treat my team members, faculty advisors, and project sponsors with respect?

Sponsor presentation (team)

Each team will be required to present the results of their analysis to the class and the sponsoring community partner. These presentations are tentatively scheduled at CSUCI for the week of Dec. 2nd (a specific day and time will be selected based on availability of the community partners).

Completed project document (team)

The completed project document will consist primarily of a description of the work conducted by the team, the results of the analysis and the recommendations. The presentation will serve as the outline for the document but guidance regarding the content of the project document will be provided throughout the semester.

Requirements for each team's document will be adjusted based on the specific needs of the team's project and the community sponsor's comments. The completed project report will be provided to the community partner **after** my final review.

Equipment

You are required to have access to a personal computer (PC) either at home or on campus as well as access to the Internet and typical productivity software (Office, Google Docs, etc.). I encourage you to bring a laptop/tablet to class if possible.

CSUCI Disability Statement

Cal State Channel Islands is committed to equal educational opportunities for qualified students with disabilities in compliance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. The mission of Disability Accommodation Services is to assist students with disabilities to realize their academic and personal potential. Students with physical, learning, or other disabilities are encouraged to contact the Disability Accommodation Services office at (805) 437-8510 for personal assistance and accommodations.

Academic Honesty

Academic honesty is expected of all students. Any academic dishonesty will not be tolerated. Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show possession of a level of knowledge or skill that he/she does not possess. Students in this course should abide by Policy on Academic Dishonesty at <http://www.csuci.edu/studentlife/judicial-affairs/academic-dishonesty.htm>

Disclaimer

Information contained in this syllabus, other than that mandated by the University, may be subject to change with advance notice, as deemed appropriate by the instructor. I will let you know if advance if changes are needed.

Tentative Course Schedule

Week	Date	Content/Chapter
Week 1	Fri., Aug. 30	Full class session: What is BP? BPM? Linking strategy to BPM; DMAIC; What is service learning?
Week 2	Fri., Sept. 6th	Full class session: D efine (and model); intro to projects
Week 3	Week of Sept. 9th	Teams: Site visits/company introductions
Week 4	Fri., Sept. 20th	Full class session: Research session (interview practice and data collection strategies)
Week 5	Week of Sept. 23rd	In teams this week: Site visits/data collection
Week 6	Week of Sept. 30th	In teams this week: Site visits/data collection
Week 7	Fri., Oct. 11th	Full class session: M easure & A nalyze (w/research session on analyze)
Week 8	Week of Oct. 14th	In teams this week: create draft presentations
Week 9	Fri., Oct. 25th	Full class session: Presentations – where are you now?
Week 10	Fri., Nov. 1st	Full class session: Root causes/links to solutions
Week 11	Week of Nov. 4 th	In teams this week: finish data collection
Week 12	Fri., Nov. 15 th	Full class session: I mprove (recommendations)
Week 13	Fri., Nov 22 nd	Full class session: work on final presentations and presentation practice
Week 14	Thanksgiving	
Week 15	Week of Dec. 2nd	This week – find time for presentation practice and final presentations for community partners
Week 16	Week of Dec. 13th	This week – final reports due