



UNIVERSIDAD DE SONORA
Central Region Unit
School of Economic and Administrative Sciences
Economics Department
Bachelor's Degree in International Business and Trade

Identification Information

Name of the subject: Consultancy	Formative Pillar: Specializing
Didactic unit: Course -workshop	Previous Subject Requirement:
Class Hours: 4 per week (2 theory, 2 practice)	Subsequent Subject:
Subject Type: Elective	Credits: 6

Introduction:

Every day, there is greater competition between organizations, they want to stay in the market, increase their profits, lower costs or adopt better business practices, consulting is an indispensable tool.

Consultancy is a process of reviewing and advising companies in order to make organizations profitable and strong to compete in a globalized market. Another of its goals is to generate more professional business processes and for this purpose it uses three components: processes, technology and human resources.

General Objective:

Students will know the elements of the consultation process, providing them with the knowledge of the methods most used by professionals. In addition, the student will reflect on the benefits of consulting in public or private organizations

Specific Objectives:

Students will:

- Understand the importance of consulting in organizations.
- Identify the characteristics and roles of the consultant.
- Analyze, understand and apply the different phases of the consulting process.
- Analyze the various forms of consulting intervention in organizations.
- Identify the elements for the organization of the consultancy.

Thematic Content

Unit 1. Introduction to consultancy

- 1.1. General definition of consultancy
- 1.2. Reasons for using consultants
- 1.3. Internal consultant
- 1.4. External consultant

Unit 2. The Consultant

- 2.1 Characteristics of the consultant
- 2.2 Values of the consultant
- 2.3 Ethical profile of the consultant
- 2.4 Roles and characteristics of a successful consultant
 - 2.4.1. The consultant as a confidant
 - 2.4.2. The consultant as an expert
 - 2.4.3. The consultant as advisor
 - 2.4.4. The consultant as a guide
 - 2.4.5. The consultant as educator
 - 2.4.5. The consultant as a leader

Unit 3. The Process of Consultancy

- 3.1. Initiation
- 3.2. Diagnostic
- 3.3. Levels of intervention
- 3.4. Planning of measures
- 3.5. Application
- 3.6. Termination

Unit 4. Consultancy Intervention Models

- 4.1. Strategic planning
- 4.2. Financial management
- 4.3. Marketing
- 4.4. Human resources administration
- 4.5. Information technologies
- 4.6. Comprehensive quality
- 4.7. Small business management.
- 4.8. Evaluation of projects
- 4.9. Benchmarking
- 4.10. Outsourcing

Unit 5. Elements for the organization of the consultancy

- 5.1. Consultancy as a professional service
- 5.2. Consultancy as a business activity
- 5.3. Marketing of consultancy services
- 5.4. Training and development of consultants
- 5.5. Costs and fees for consultancy services

Teaching Strategies

1. Presentations by the teacher
2. Targeted group discussions
3. Oral presentations by students
4. Bibliographic research by students
5. Presentation of exercises in group form
6. Case study analysis

Course Crediting and Evaluation methods and requirements:

1. Average of three midterm exams	30%
2. Participation in group discussions and presentations or class presentations	20%
3. Final practice activity	40%
4. Participation	<u>10%</u>
Total weighted average	100%

Bibliography

M. Kubr, **La Consultoría de empresas: guía de la profesión**; México: Editorial Limusa.

Schein, Edgar H., **Consultoría de procesos: su papel en el desarrollo organizacional**, México: Editorial Fondo Educativo Interamericano, c1970.

Walton, R. **Conciliación de conflictos interpersonales: confrontaciones y consultoría de mediadores**. México: Editorial Fondo Educativo Interamericano: Editorial Centro Regional de ayuda Técnica, c1973.

Purba, S; **Consultoría de alto valor en TI: 12 claves para alcanzar el éxito** / Sanjiv Purba y Bob Delaney; México: Editorial McGraw-Hill, c2004

Guías de consultoría en administración / Instituto Mexicano de Contadores Públicos.; México: Editorial IMPC, 1994.

Desired Academic Profile of the teacher

Academic:

Bachelor's degree in Administration, Bachelor's degree in Psychology, Bachelor's degree in Commercial Relations, Bachelor's degree in Communication or related area.

Teaching Experience:

Have worked as a teacher at the higher education level.

Professional Experience:

Professional experience in public and private organizations performing management activities.

Teaching Education:

Ease in carrying out teaching-learning tasks

Ease of communication with students as a group or individually

Ability to use technology and instructional techniques (computer, projector, videos, slides, etc.).

Complete the institution's professional development process.

Other: English language proficiency (specifically, the four basic skills)