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**THE FACULTY OF BUSINESS OF  
THE ROYAL GOVERNMENT OF  
CAMBODIA:**

**A Self Study and a Strategic Plan  
for Institutional Excellence**

**Final Report**

**U.S. Agency for International Development**

**Prepared for: USAID Cambodia**

**Prepared by: Herbert J. Davis, Ph.D.  
J.E. Austin Associates, Inc.**

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## List of Abbreviations

<b>AF</b>	Accounting and Finance
<b>ASEAN</b>	Association of Southeast Asian Nations
<b>BBA</b>	Bachelors Degree in Business Administration
<b>CD-ROM</b>	Compact Disc - Read Only Memory
<b>CIB</b>	Cambodian Investment Board
<b>CIED</b>	Center for Intercultural Education and Development
<b>CRC</b>	Computer Resource Center
<b>EBL</b>	Department of Economics and Business Law
<b>EFL</b>	English as a Foreign Language
<b>FOB</b>	Faculty of Business
<b>FS</b>	Foundation Studies
<b>GBTP</b>	Georgetown Small Business Training Program
<b>GDP</b>	Gross Domestic Product
<b>GSP</b>	Generalized System of Preferences
<b>IBM</b>	International Business Machines
<b>IDRC</b>	International Development Research Center
<b>MFN</b>	Most-Favored Nation
<b>MGT</b>	Management
<b>MOEYS</b>	Ministry of Education, Youth and Sport
<b>MOM</b>	Manufacturing and Operations Management
<b>NGO</b>	Non-Governmental Organization
<b>PC</b>	Personal Computer
<b>R&amp;D</b>	Research & Development
<b>SEDP</b>	Socio-Economic Development Plan
<b>SMKTG</b>	Sales and Marketing
<b>TOEFL</b>	Test of English as a Foreign Language
<b>UN</b>	United Nations
<b>UNDP</b>	United Nations Development Programme
<b>UNESCO</b>	United Nations Educational, Social & Cultural Organization
<b>UNICEF</b>	United Nations Children's Fund
<b>USAID</b>	U.S. Agency for International Development
<b>USF</b>	University of San Francisco

## **Executive Summary**

This report is the culmination of a comprehensive study of the Faculty of Business of the Royal Government of Cambodia. The report was prepared at the request of the U.S. Agency for International Development (USAID). A number of previous reports have touched on different aspects of the operations and potential development of the Faculty of Business. This report, however, is the most comprehensive study of the Faculty of Business to date.

Since 1993, USAID has provided support, either directly or indirectly, to the Faculty of Business. The University of San Francisco School of Law, for example, has worked to develop legal education within the Faculty of Business. Georgetown University has established both a small business training program and a program for faculty strengthening.

The Faculty of Business (FOB) was initially established as the Economic Sciences Institute in 1983. Support for the establishment of the FOB was provided by the Government of the Socialist Republic of Vietnam. The FOB was established in cooperation with the University of Economics in Hanoi. In 1993, the Economic Sciences Institute was renamed the Faculty of Business. Since 1993, the FOB has worked to establish a school of business consistent with an international standard and a curriculum compatible with those in other countries of Southeast Asia and the West. The FOB has introduced English into the curriculum and established subject matter content supportive of Cambodia's transition to a market economy.

The FOB has a teaching staff of 45. However, at the time of this report, 14 teachers were on study leave and 14 held both administrative and teaching assignments. Therefore, the effective teaching staff is estimated at 36 individuals. The FOB has a student enrollment of 1,218 in the BBA program, including 960 males and 258 females. In October 1996, the FOB began offering a part-time Associate of Business Administration degree. The degree is designed for working adults in Phnom Penh. The number of admissions in 1996 was 361.

The mission of the Faculty of Business is to serve the nation by providing competent, socially responsible business managers and entrepreneurs. The objectives of the FOB are to prepare high school graduates for the day-to-day work environment by equipping them with the knowledge, skills and attitudes that lead to satisfying and rewarding careers; to introduce prospective managers and entrepreneurs to real world work problems and their solutions through internship programs; to provide an opportunity for more mature students to learn the basic techniques of business and management through part-time programs; and to bring its resources to the people of Cambodia by establishing and maintaining educational outreach centers throughout the country.

The Faculty of Business currently operates a career placement and internship center, and an English Language Program. Both of these activities have been established with the assistance of the University of San Francisco and Georgetown University. The Faculty of

Business also maintains a successful community outreach program in the provincial areas of Battambang, Sihanoukville and Kompong Cham.

While the Faculty of Business is among the many Cambodian institutions that are seriously under-resourced, it has managed to establish a competitive advantage in its capacity to deliver basic business and management instruction to a critical mass of young, eager to learn Cambodian high schools graduates. At the same time, the Faculty of Business operates dangerously close to the margin. It is under-funded, understaffed and under-supported by the Royal Government of Cambodia.

In order for the Faculty of Business to become part of the mainstream of business education throughout Southeast Asia, substantial changes to the administration, organization, teaching delivery system and staff qualifications must be implemented. Among these is the urgent need to establish a regionally compatible method of quality assurance; streamline an ambitious curriculum; re-align the organizational and academic structure; strengthen administrative capacity; expand and strengthen the teaching qualifications of the academic staff; implement an academic management system; strengthen the library's holdings and technology; expand its community outreach efforts; maintain a partnership with a leading international school of business; develop indigenous teaching materials; introduce information technology to the teaching delivery system; strengthen and institutionalize English as a Foreign Language; develop a business services capacity; and establish a research and publications unit.

This report offers 29 detailed recommendations for the future of the Faculty of Business. It makes these recommendations keeping in mind that the demographics of Cambodia clearly point to an impending crisis. Primary and secondary school enrollments are increasing. Students below the age of fifteen will number nearly five million within three years. This is a twenty-five percent increase over current estimates. Additionally, the labor force is forecast to increase by one-third during this same period. Consequently, the Faculty of Business can anticipate a doubling of applicants by the year 2002.

A key recommendation of this report is that the Director and the administrative staff of the Faculty of Business place a moratorium on any further expansion of its programs until it has a strategic plan with which to carry it into the next century. This plan must set the future direction for the FOB and establish support for its mainstream programs in Phnom Penh. Therefore, the Director of the Faculty of Business and the Ministry of Education, Youth and Sport must immediately move to develop an Action Plan for the development of the FOB over the next five to ten years. As the Faculty of Business prepares to enter the twenty-first century, it will find Cambodia in a pivotal position within the Greater Mekong Region. The Faculty of Business has the vision and the ambition to make a significant contribution to Cambodia's future growth and regional integration.

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# THE FACULTY OF BUSINESS OF THE ROYAL GOVERNMENT OF CAMBODIA: A SELF STUDY AND A STRATEGIC PLAN FOR INSTITUTIONAL EXCELLENCE

## INTRODUCTION

This report was prepared at the request of the U.S. Agency for International Development (USAID), Phnom Penh, Cambodia. USAID has provided support to the Faculty of Business (FOB) since 1993. Activities and programs supported by USAID include the Georgetown University Small Business Training Program and the Georgetown University Faculty Strengthening Project. USAID has also provided direct support to the development of legal education at the Faculty of Business. This latter support has been provided in cooperation with the University of San Francisco School of Law.

Since USAID's initial support in 1993, several formal and informal reports have been prepared to assess various aspects of the development of the Faculty of Business. Several reports are noteworthy: *Report on the Administrative Structure of the Faculty of Business*, Linda A. Clardy and Elizabeth J. Bernhardt, San Francisco, November, 1994; *The Faculty of Business University of Phnom Penh, Cambodia: Strategy for Institutionalization*, Kenneth A. Lanza, Kevin X. Murphy and Robert Muscat, Washington, DC, August, 1995; and *Education Effectiveness Study, Georgetown Business Training Program*, Norman Goodman and Sununta Siengthai, Bangkok, March, 1996. Three other reports which are of benefit include: *Report on the Faculty of Business at Phnom Penh: A New Strategic Direction for Academic Excellence*, M. Ali Fekrat of Georgetown University, February, 1996; *Staff Development at the Faculty of Business: A Long Term Plan to 1999*, Raymond A. Zepp of the Georgetown University Faculty Development Project, June, 1996; and *A Four Year Program in Business Administration for the Faculty of Business*, Raymond A. Zepp, May, 1995. Numerous other written publications were reviewed: *Economic Development Plan (1996-2000)*; the *Development Cooperation Report (1995/96)*; *Socio-Economic Development Status, Requirements and Proposals* (May, 1996); and the *National Action Plan* (draft), November 1, 1996, National Higher Education Task Force, Phnom Penh. These latter reports are publications of the Royal Government of Cambodia.

Other reports and publications relating to the education sector in general, and the higher education sub-sector specifically, include the following: *Cambodia: Education Sector Strategy Study* (January, 1996) published by the Asian Development Bank; *Rebuilding Quality Education and Training in Cambodia* (UNESCO/UNDP Project CMB/91/009 with the collaboration of AIDAB Australia and UNICEF); the *Education Sector Review*, 1994, Volume 2B (Asian Development Bank); and the *Report on Higher Education in Cambodia* (UNESCO - draft), August 1995, Henri Locard.

## **I. SCOPE AND LIMITATIONS OF THE STUDY**

### **A. Scope**

The objective of this report is to compile and present a comprehensive overview of the Faculty of Business (FOB) of the Royal Government of Cambodia which will assist the FOB in developing a strategic plan. This assessment may also prove useful to the donor community and other stakeholders, such as private companies which may rely on the FOB for the provision of qualified managers.

The report begins with a brief history of the Faculty of Business, analyzes its environment, and describes its mission, objectives and current organization. The author reviews the existing curriculum, the current teaching delivery system, and its placement and internship activities. The report describes the library, community outreach activities and existing institutional linkages. The report then offers a strategic assessment of the Faculty of Business, including consideration of the future demand for its programs and graduates. The report closes with a Strategic Plan to build on the FOB's competitive advantages.

Areas specifically outside the scope of this study include the relationship between the Faculty of Business and the Ministry of Education, Youth and Sport; any on-going or longer-term relationship between the FOB and the Royal University of Phnom Penh; and relationships between staff and student associations and the administration of the Faculty of Business. Also outside the scope of this study is the relationship between or among the Faculty of Business, its current institutional linkage arrangements, and/or the United States Agency for International Development and any other donors.

### **B. Limitations**

The limitations of this report are as follows: 1) the current study was conducted during a five-month period commencing on 1 August, 1996 and ending on 15 December, 1996. Therefore, the senior advisor was only able to observe the operations of the Faculty of Business during the first term of the 1996-1997 academic year; 2) the higher education sub-sector is currently under review by the National Higher Education Task Force. Therefore, applicability of the conclusions and recommendations of this study must be considered in view of the conclusions and recommendations of the National Task Force; 3) most of the information included in the self-study portion of the report was collected and evaluated by the senior advisor. Limited input to the report was provided by the operational units of the Faculty of Business; 4) descriptive and statistical information about the performance of the universities affiliated with the Faculty of Business was provided by representatives of these institutions; and 5) the statutory authority of the Faculty of Business vis-B-vis the Royal University of Phnom Penh and the Ministry of Education, Youth and Sport remains clouded.

## **II. BRIEF HISTORY OF THE FACULTY OF BUSINESS**

The Faculty of Business (FOB) of the Royal Cambodian Government traces its origin to the Economic Sciences Institute founded in 1983 in cooperation with the University of Economics in Hanoi, Vietnam. Since the opening up of Cambodia to the international community and the signing of the Paris Peace Accord in 1991, both the curriculum and the language policy of the Economic Sciences Institute underwent significant change. In 1993, for example, a major policy decision developed over the pursuit of the more traditional French system of higher education and language, or one more consistent with an international standard and the use of the English language.

In 1993, as an outcome to this dispute, the Economic Sciences Institute was renamed the Faculty of Business (FOB). More recently, the United States Agency for International Development (USAID) has provided grants to two U.S. institutions to assist the FOB in experimenting with the credit system, training teachers in English, modernizing its curriculum, and strengthening its teaching staff. The U.S. institutions currently under contract with USAID to work with the FOB include the University of San Francisco in the area of legal education, and Georgetown University in the areas of small business training and strengthening of the teaching faculty.

Development activities at the FOB during the past several years have led to the introduction of English as a second language and the establishment of subject matter content designed to support Cambodia's overall transition to a market economy. The changes initiated at the FOB have taken on added significance with the recent award of Most Favored Nation status by the Government of the United States and the anticipated membership of Cambodia in the Association of Southeast Asian Nations (ASEAN).

While the Faculty of Business is historically a constituent faculty of the Royal University of Phnom Penh, it has operated for the past several years as an autonomous body. The Faculty of Business, as currently constituted, reports directly to the Ministry of Education, Youth and Sport. This administrative arrangement has led to both advantages and disadvantages for the Faculty of Business. While this organizational arrangement might seem enigmatic, it must be interpreted in light of Cambodia's recent history.

At the time of this report, 14 faculty teachers were on administrative and teaching assignments. Thus, the effective teaching staff is estimated at 36 and student enrollment at 1,218. Current enrollment for the BBA degree program includes 960 males and 258 females or seventy-nine percent and twenty-one percent, respectively. Enrollment by year and gender is distributed as follows: Year I enrollment is 210 students including 130 men and 80 women; Year II enrollment is 278 students including 222 men and 56 women; Year III enrollment is 84 students including 77 men and 7 women; and Year IV enrollment is 245 students including 198 men and 47 women. In October 1996, the FOB

established a part-time Associate of Business Administration degree. Its current enrollment is 361.

**Exhibit 1:  
APPLICATIONS FOR ENROLLMENT AND  
ADMISSIONS TO FACULTY OF BUSINESS (1984-1996)**

<b>Year</b>	<b>Number of Applicants</b>	<b>Number of Admissions</b>
1984	279	105
1985	2000	150
1986	1701	150
1987	2300	150
1988	1549	150
1989	2200	150
1990	2400	158
1991	1257	295
1992	877	162
1993	1250	244
1994	1787	98
1995	3533	285
1996	4019	210

**Source:** Faculty of Business, Office of Academic Affairs, 1996.

The number of applications to the Faculty of Business BBA program for the 1996-97 academic year was 4,019. The number of admissions was 210, or approximately 5%. In 1994, applications for enrollment were 1,787. The number of admissions was 98, or approximately 5.5% of applicants.

### **III. THE ENVIRONMENT OF THE FACULTY OF BUSINESS**

#### **A. Cambodian Environment**

After decades of war and several years of genocide, Cambodia has experienced relative stability only since the establishment of control by the United Nation's Transitional Authority in Phnom Penh in 1992. Since Cambodia had no legally constituted government at the time, the UN Transitional Authority was responsible for both maintaining law and order and, in 1993, organizing and supervising national elections. The UN-supervised election resulted in a coalition government comprised of the Funcinpec Party and the Cambodian People's Party.

As a result of national elections, Cambodia became a constitutional monarchy in September 1993. While Cambodia currently functions with a coalition government within a constitutional monarchy, considerable uncertainty exists in regard to Cambodia's longer term stability. This uncertainty arises from both the continuing political and military activities of the Khmer Rouge and disagreements between the majority Funcinpec Party and the Cambodian People's Party. Also, the growing concern over the health of the constitutional monarch King Sihanouk deepens the uncertainty further.

While Cambodia has a rich and ancient history of power and influence in the former Indo-China region, its recent history is tragic. The period from 1975-1979 under the administration of the Khmer Rouge is well-documented. The intellectual elite were virtually eliminated, educational institutions were abandoned, and a professional modern society was disbanded. The destruction of Cambodian society and the purposeful killing of the educated and skilled over the years destroyed much of the base of a strong public and private sector economy. In addition, the dismantling of government institutions, the destruction of capital resources, and the rigidity of the communist economic and social ideology also suppressed Cambodia's public and private sector economies. The effects of suppressing the traditional entrepreneurial skills found elsewhere in Southeast Asia have been devastating to Cambodia's economic performance and long-term development.

More than two decades of conflict and isolation have created economic disarray in Cambodia. Today, Cambodia is one of the poorest countries in the world with an estimated Gross Domestic Product (GDP) per capita of \$259. This low GDP reflects large numbers of vulnerable and disadvantaged people. The government's attempts at societal and economic rehabilitation are therefore critical for strengthening economic growth, as well as developing human capital and improving the future social welfare of the Cambodian people.

Today, Cambodia struggles to regain an informed electorate and to re-establish a modern organizational and institutional infrastructure. The Faculty of Business is

positioned to play a key role in the government's efforts to develop the skills of the future civil service and private sector workers. Re-establishing its educational institutions and enabling its citizens to attend school is cited as a top priority. The adopted Cambodian constitution maintains that nine years of education is compulsory for all children. While this goal is still to be accomplished, it is part of the long-term development plan of the government and is the starting point in developing human resource capability in Cambodia.

## **B. Other Business Educational Organizations in Phnom Penh**

Like most major cities in Southeast Asia, Phnom Penh is experiencing a proliferation of proprietary educational organizations. The course offerings of these organizations generally focus on language training, basic business subjects such as accounting, bookkeeping and supervision, as well as an introduction to computers and their applications. The course offerings of these proprietary programs, although often recognized by the national government or the Ministry of Education, Youth and Sport, typically do not offer formal degree training. Efforts by these organizations to offer degree programs will, however, accelerate in the future.

The most visible programs currently operating in Phnom Penh include Regent College, Kingsfield School of Business, Informatics Computer College and the Banana Education Center. The following is a brief description of these programs:

### **Regent College**

Regent College has as a promotional message: "Educational Excellence for a Better Future." It offers an academic program awarding diplomas and certificates for course completion in such subjects as accounting, management, marketing, computer training, English, travel and tourism, and secretarial skills. The program of Regent College is recognized by the Ministry of Education, Youth and Sport. Course fees are variable ranging from a low of \$80-\$100 for English and Computer training to a high of \$210 for training in Accounting and Finance.

Regent College recently established a program titled JOBSTART. According to Regent College, JOBSTART will provide participants with the skills and confidence needed to start careers. This program is a ten-week course of study consisting of more than 200 hours of classroom instruction and on-the-job training. The course fee is \$400.

### **Kingsfield School of Business**

Kingsfield School of Business speaks of "Taking Education to the People." Kingsfield further describes itself as dedicated to designing courses that will equip the

students with sufficient knowledge and skills for them to face their future confidently. Courses are described as packed with information, techniques, strategies and skills.

Kingsfield offers a wide range of courses. Some of its offerings include: General English, Business English, Foreign Languages, Marketing, Salesmanship, Computer Training, Accounting, Office Management, Human Resource Management, Hotel Management, Business Administration and Secretarial Training. The cost of courses varies. English language training fees range from \$70 to \$100 per level of training. A level of training is 144 hours over a six-month period.

### **Informatics Computer College**

Informatics Computer College describes itself as being validated by the London Chamber of Commerce and Industry. Informatics Computer College offers courses in English leading to the Cambridge Business English Certificate Test and the Test of English as a Foreign Language (TOEFL). It also offers training leading to the Private Secretaries Certificate, the Certificate in Business Computing and a Diploma in Computer Studies. Course fees range from \$40 to \$130. Informatics suggests that it perceives a need for establishing a system of recognized qualifications in the commercial world. Informatics Computer College further suggests that it has extended access to ever increasing opportunities for students who will eventually seek employment in the business world. Informatics has as its goal to exceed customer expectations and become the leader in quality training services within Asia by the year 2000.

### **Banana Education Center**

The Banana Education Center presents itself as the largest private education institution in Cambodia. Course offerings include: English, other foreign languages, Computer Training, Accounting, Marketing and Management. Course fees range from a low of \$50 to a high of \$150. The Banana Center offers its programs to the public with such phrases as "Enjoy Learning with Us," "Learning for Success," "Building a Great Future," and "We Take Care of You Better."

## **C. Foreign Investment and Private Sector Growth: Training Implications<sup>1</sup>**

### **I. Foreign Investment in Cambodia**

Cambodia's competitive strengths, including strategic location in the heart of the Mekong Basin, quota-free GSP access privileges, low-cost labor supply, oil and mineral resources, liberal foreign investment laws, and a commitment to market-based economic

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<sup>1</sup> For fuller treatment of this subject and data, see "Foreign Direct Investment in Cambodia: Implications for Training," J.E. Austin Associates, Inc., January 1997.

reforms have made the Kingdom a potentially attractive site for production, marketing and export. Consequently, foreign investment in Cambodia is growing. At the end of 1995, the total net stock of foreign direct investment amounted to over \$200 million, according to the Cambodian Investment Board (CIB). If investment agreements and uncommitted investments are also included, CIB maintains that the total stock of foreign direct investment in Cambodia today is closer to \$2 billion.

The recent increase in foreign private investor interest in Cambodia is congruent with rising Gross Domestic Product (GDP) growth rates. Real GDP grew 7.6% in 1995. This was an increase of 4% percent over the previous year. The World Bank estimates that this growth rate will be maintained through the year 2000. Projected growth is then expected to level off at about 6.5% to the year 2005.

## **2. Major Investors and Forms of Investment in Cambodia**

The single largest investor in Cambodia is Malaysia. One Malaysian firm, in particular, Ariston (a subsidiary of First Allied Corporation), accounts for the majority of this investment. According to a recent article in *The Far Eastern Economic Review*, Ariston won \$1.3 billion in contracts to upgrade and modernize the country's airport and power infrastructure. The Sungei Way Group, another Malaysian company, recently signed a multi-million dollar project to develop a residential and commercial complex outside of Phnom Penh. Petronas (Petroleum Nasional Berhad), the national Malay oil company, currently operates eight petrol stations in Cambodia. Petronas plans to build several more throughout the country in the coming years. Most Malaysian investment is in infrastructure, banking, petroleum and the tourism sectors.

Singapore is the second largest investor in the country with a total investment of over \$260 million (committed and uncommitted), according to the Cambodian Investment Board. Its major investments include the \$55 million Raffles International Royale and Grand Hotel, a \$20 million port facility, a \$20 million rice project, textiles and garments manufacturing, and local transportation services. Other major investors in Cambodia include Canada, China, France, Hong Kong, Taiwan, Thailand and the United States.

Most foreign investments in Cambodia are joint ventures. According to the World Bank, of 202 investment applications approved by the Cambodian Investment Board between August 1994 and August 1995, 16.3% were domestically-owned and 40.5% were wholly foreign-owned. The others (43.2%) were joint-ownership investments.

### **3. Main Sectors for Foreign Investment**

Most foreign investment in Cambodia is attracted to the infrastructure sector. In 1996, infrastructure (power, telecommunications and commercial development) accounted for 68% of total foreign investment inflows. Industrial development (textiles and metallurgy, in particular) accounted for 14%. In 1996, Cambodia's textile exports tripled due to preferential access to the U.S. and European markets. Export-oriented foreign investment in Cambodia's textile industry is expected to grow significantly in coming years. Agriculture accounted for only 3% of total foreign investment inflows in 1996, while tourism represented 13%. Banking and financial services represent another potential sector for growth. However, the formal financial sector is currently small: 6 banks account for nearly 90% of all deposits, according to the World Bank.

### **4. Foreign Investment Implications for Training**

The important role of foreign capital and companies in revitalizing the Cambodian economy will have significant implications for training. Some 36 factories already employ 20,000 workers in the garments export industry which tripled its exports from Cambodia in 1996.<sup>2</sup> Graduates of Cambodia's premier school of business are likely to be sought after by foreign firms. The presence of expatriates in lower level managerial functions such as accounting demonstrates the gap between supply and demand for trained employees. The involvement of Cambodia in ASEAN markets will also require harmonization of standards and customs procedures. Participation in the World Trade Organization will require, *inter alia*, knowledge of compliance with tariff and non-tariff barrier reduction schedules. Growing international trade will require skills in English, export logistics, financial transfers, and international marketing and sales.

Familiarity with international accounting standards and the ability to prepare and interpret financial statements will also be important for students seeking employment with international companies. The ability to use computers, software and communications technology will also be key given the inter-connected nature of international business.

For those graduates of the Faculty of Business seeking to work for national distributors of international companies, skills in sales, marketing, advertising, sales force management, logistics management, and distribution will greatly increase in importance. For manufacturing companies, quality control, work force motivation, legal assistance, and production scheduling will all be important skills. Recent labor force problems highlight the need for enlightened human resource management.<sup>3</sup>

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<sup>2</sup> *The Economist*, "No Sweat in Cambodia," January 18, 1997, pp. 36.

<sup>3</sup> *IBID*, pp. 36.

It is within this political, social, economic and competitive context that the Faculty of Business currently operates. The following information highlights trends in population, social sector expenditures and education that will substantially impact the educational sector generally and the Faculty of Business specifically.

#### **IV. FUTURE NEEDS: SOCIO-ECONOMIC INDICATORS AND TRENDS**

##### **A. Population Trends**

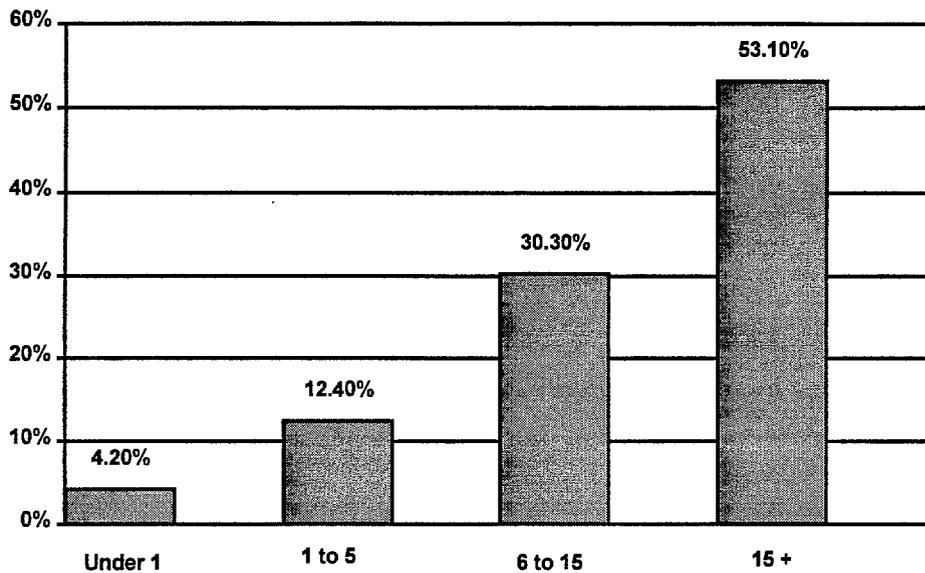
Cambodia's population is predominately rural with 85% of its citizens living in non-urban areas. The population is largely homogenous; over 90% are ethnic Khmer and Theraveda Buddhist. Cambodians are dispersed throughout the 181,000 square kilometers that comprise the country. Cambodia's first and only census was implemented in 1962. Years of war brought increased uncertainty in the estimates for population because of lives lost, deportations and emigration.

In 1981, the government (sponsored by the Vietnamese) resumed record-keeping in the villages. Using village numbers and monitoring birth and death rates at hospitals, population was estimated at 6.7 million in 1981 and 8.8 million in 1992. In 1993, several UN offices responsible for controlling and supervising the economy produced a population estimate showing that the population had been underestimated for years and was now at 9.65 million. Currently, Cambodia's population stands at 10.2 million with an average life expectancy of 51 years.

Two significant features of Cambodia's population structure are its youth and high proportion of adult females. The extreme skew in age and gender structure is a potential source of future instability because of the high dependence ratio, unfavorable fertility dynamics and the large portion of households headed by females. In the population group of 15 years or older, women represent 57% of the population. Additionally, 17% of the population is under the age of six and nearly half is under the age of 15.

At current population growth rates, those under the age of 15 will number 5 million by 2000 (a rise of 25%). This trend will have enormous implications for educational spending. The size of the labor force will also grow from 4.5 million to 6 million and thus further increase the need for employment creation, vocational education and managerial training.

**Exhibit 2: Population Distribution by Age Group 1990**



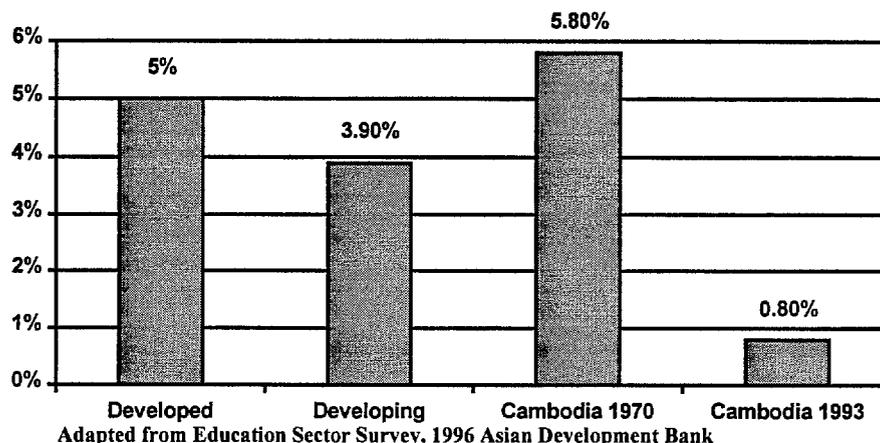
Source: Adapted from Education Sector Survey, 1996 Asian Development Bank

## **B. Social Sector Expenditures**

The Cambodian government recognizes that a well-educated and trained work force is crucial for sustained economic development. It also understands that access to quality education is a key ingredient of poverty alleviation and an equitable distribution of development benefits. Recognizing the importance of education and realistically viewing Cambodia's economic situation, the government has prioritized educational needs in its recent Socio-Economic Development Plan (SEDP). This plan outlines goals and strategies to be followed by the Cambodian government over the next decade.

The SEDP plan also recognizes that Cambodia's future is dependent on investment in a growing economy. Although Cambodia's Gross Domestic Product is low, it currently shows a healthy growth of over 7 % per year, up from 2.8% in 1990. Inflation has dropped sharply from 151% in 1990 to 18% in 1994 and to 3.4% in 1995. These factors will play a significant role in future social sector expenditures, especially for educational spending. For example, the government spends approximately 7-8% of its budget on education. A 15% target for government spending on education by 2000 has been suggested in order for continued improvements to occur.

**Exhibit 3: Share of Education in National Income**



## **C. Population Trends in Education**

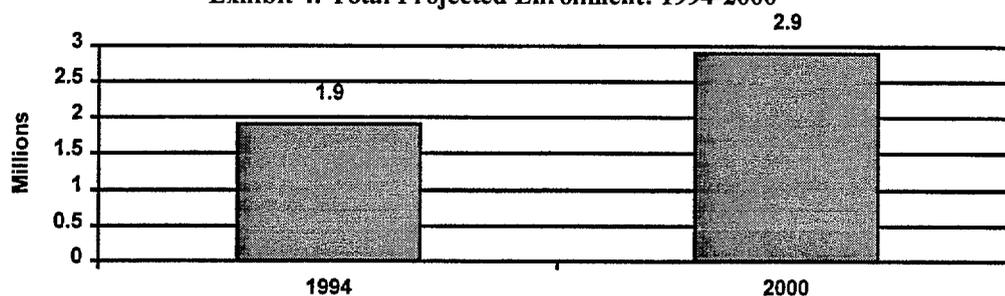
### **1. Primary**

Formal schooling in Cambodia begins at six years of age and is compulsory for all citizens according to the Constitution. Recent population trends show a predominance of young people in the population. This has placed increased pressure on the primary education system. In 1980, primary school enrollment was 947,317 students. By 1990, the number of students enrolled in primary school had reached 1,329,573. In the 1993-1994 school year, enrollment increased to 1,612,300 students. This is a staggering 70% increase over 1990.

Several factors have influenced the increase in the number of primary school enrollments. First, many of the refugees entering the northern provinces of Cambodia are of primary school age. Second, the government's program to make citizens aware of the compulsory nine years of education, coupled with increased security in the country, has made school attendance possible for more youth. Thirdly, many of the children in primary school are over-age; students of sixteen and seventeen years are enrolled in primary schools because they were unable to receive such education before.

The primary school age population will grow significantly between 1994-2000. Current estimates project that the 6 to 11-year-old population will increase from 1.6 million to 1.8 million by 2000.

Exhibit 4: Total Projected Enrollment: 1994-2000



Source: Adapted from Education Sector Survey, 1996 Asian Development Bank

## 2. Secondary

The projected growth in primary enrollment in the next ten years is likely to create further demand for secondary education. While secondary education enrollment numbers have decreased instead of increased, these numbers are best described as transitional. Low birth rates during the years 1975-1978 account for this phenomenon. The future outlook for secondary enrollments shows a marked increase. Enrollment projections for secondary education show a growth from 290,000 in 1994 to 440,000 in 2000. This represents a growth rate of roughly 7% per year over the next 6-7 years. The implication for higher education as a result of secondary school enrollment is dramatic.

There are three years of lower secondary education (grades six, seven and eight) or first level, and three years of upper secondary (grades nine, ten and eleven) or second level. In 1993-1994, there were 354 lower secondary schools offering only grades six through eight. There are 89 upper secondary schools. Most offer both grades six through eight and nine through eleven. First level enrollment was 225,000 in 1993-1994, of which two-thirds were in lower secondary school and 62,000 were second level students in upper secondary schools. The overall enrollment rates are twenty-nine percent and nine percent, respectively, for first and second level age populations.

The past five to ten years have shown two trends emerging regarding the organization of secondary schooling. There has been a growth in upper secondary schools offering grades six through eleven. The number of such schools has grown from 33 in 1986 to 89 in 1994. Upper secondary school average sizes have grown from 600 to 1,400 over the same period. The number of lower secondary schools has declined from a high of 407 to 354. The concentration of upper secondary schools in urban areas and their distribution patterns demonstrate a growing urban bias in secondary school enrollment.

The past 15 years have shown growth in the secondary school population from 2,000 in 1979 to 290,000 in 1993. The number of first-level students reached a high point of 330,000 in 1986. Enrollment then declined to 180,000 in 1991. This drop was

due to the participation of over-age students and adults as the system re-established itself. Second level enrollment continued to increase from 6,000 in 1981 to 62,000 in 1993.

**Exhibit 5:  
Enrollments for Cambodia: 6+3+3 Schooling System**

<b>Year</b>	<b>Primary</b>	<b>First Level Secondary</b>	<b>Second Level Secondary</b>
1992/93	1,468,958	183,793	55,613
1993/94	1,621,685	224,273	61,506
1994/95	1,735,175	259,431	68,631
1995/96	1,833,270	290,769	81,404
1996/97	1,904,76	328,592	93,744
1997/98	2,139,230	246,121	56,849
1998/99	2,195,735	261,790	60,426
1999/2000	2,211,669	281,079	60,580
2000/01	2,180,648	316,291	60,557
1001/02	2,147,210	369,128	61,639
2002/03	2,134,676	442,967	63,214
2003/04	2,172,447	506,209	67,205
2004/05	2,227,122	572,220	73,243
2005/06	2,294,293	641,625	81,538
2006/07	2,368,717	710,367	86,981
2007/08	2,443,258	774,085	94,269
2008/09	2,516,222	833,368	103,749
2009/10	2,587,346	900,145	117,769

**Source:** Asian Development Bank Mission Estimates, 1994.

### **3. Technical and Vocational Education**

The technical and vocational education programs established in Cambodia have been heavily criticized. Critics often cite low levels of external efficiency and high wastage in the system. A high proportion of graduates are working in occupations not directly related to their training. Current technical and vocational education programs are also frequently cited for failing to improve graduate job prospects or increase incomes.

Because of the decline in enrollment, technical and vocational programs have been eliminated or drastically scaled back. This has led to under-utilization of facilities and instructional staff. Although Cambodia's economy is currently limited, existing government initiatives such as Most Favored Nation (MFN) status and application to full ASEAN membership will lead to increased economic activity. This will be accompanied by greater competition. Jobs requiring a high degree of technical knowledge and skill will be the inevitable result.

### **4. Higher Education**

Disruption to the education system as a result of years of war has prevented the 16 to 36-year age cohort from gaining essential education and basic skills training. Currently, top levels of the ministries and businesses are staffed by individuals who were educated prior to the Khmer Rouge occupation and either fled and returned recently, or somehow survived the devastation. It is estimated that only 3,350 students have graduated from higher education during the past 12 years. Addressing this shortage of skilled citizens able to lead in both the public and private sectors is critical to Cambodia's continued development.

Despite an unstable political situation during 1979-1993, the Cambodian government re-established nine institutes of higher education. The areas of study available in Cambodian higher education institutes include agriculture, medicine, teacher training, economics and technical science.

The increased enrollment projections at the rate of 7% growth per year in the secondary education level will place greater demand on higher education. This rapid increase over ten years presents many challenges for Cambodia. Additionally, budgetary constraints, shortages of teachers, and the present system's rigid curriculum further complicate the situation.

Enrollment in higher education institutions has increased from 702 in 1980 to 25,600 in 1994. Steady increases in the 1990s is mainly due to the introduction of the pre-university preparatory year. Of the 25,000 students enrolled in higher education, over half of these students are enrolled in the preparatory school. This additional year of schooling has placed further strains on an understaffed higher education system. Faced

with steadily increasing demand for higher education seats, the government must attempt to accommodate these numbers. The government must also address persistent questions of staff under-qualification and curricular inadequacy.

Issues of curriculum and disciplinary offerings are critical to the future credibility of higher education institutions in Cambodia. Formerly, tradition coupled with anticipated employment in government service limited curriculum reforms and academic program development. Cambodia's economic history considered in tandem with a university curriculum modeled along traditional European lines has prevented the development of courses and subject areas geared to a modern, market-oriented, productive economy. It is within the latter context that the mission and objectives of the FOB are presented.

## **V. MISSION AND OBJECTIVES OF THE FACULTY OF BUSINESS**

The Faculty of Business has the following mission and objectives:

### **A. Mission of the Faculty of Business**

The mission of the Faculty of Business is to serve the nation by providing competent, socially responsible managers and entrepreneurs.

### **B. Objectives of the Faculty of Business**

The mission of the Faculty of Business is accomplished by meeting the following objectives:

1. The Faculty of Business strives to prepare high school graduates for the day-to-day work environment by equipping them with the knowledge, skills and attitudes that lead to satisfying and rewarding careers;
2. The Faculty of Business strives to introduce prospective managers to real world work problems and their solution through internship programs;
3. The Faculty of Business works to provide an opportunity for more mature students to learn the basic techniques of business and management through its part-time programs; and

4. The Faculty of Business strives to bring its resources to the people of Cambodia by establishing and maintaining educational outreach centers throughout the country.

## **VI. ADMINISTRATION, ORGANIZATION AND BUDGET OF THE FACULTY OF BUSINESS**

### **A. Administration**

The administration of the Faculty of Business is composed of both a senior administrative level and the equivalent of a middle management level. At the time of the preparation of this report, no academic departments existed within the Faculty of Business. Consequently, there does not currently exist the equivalent of line managers typically referred to as department chairpersons in Western educational institutions.

At the time of this report, the senior administrative offices of the Faculty of Business included: the Office of the Director, the Office of the Vice-Director for Academic Affairs and Research, and the Office of the Vice-Director for Administration.

The Director of the Faculty of Business is the chief administrative and academic officer. The Director is responsible for establishing overall policy and guidelines for the day-to-day operations of the Faculty of Business. The Director establishes budgetary needs and presents these to the Ministry of Education, Youth and Sport. The Director also oversees all staffing decisions at the operational level of the FOB. These include decisions as to further training for incumbent staff. The Director also is accountable to the Ministry of Education, Youth and Sport for the efficient management of resources provided to the Faculty of Business.

The Office of the Director also has responsibility for matters pertaining to the curriculum of the FOB as well as any disciplinary matters relative to staff or students. The Director also interacts with the Student Association and the Staff Association. The current Director of the Faculty of Business is Mr. Iv Thong.

The Office of the Vice-Director for Academic Affairs and Research is responsible for course offerings within the curriculum of the FOB, management of the research activities of the FOB, and the library and internship activities. The Office of Deputy Director for Academic Affairs is responsible for direct day-to-day oversight of the curriculum and course offerings of the Faculty of Business. The office is also responsible for maintaining the teaching delivery system of the FOB and staffing course offerings. This office also plays a key role in maintaining positive student/staff relationships. The Vice-Director for Academic Affairs and Research is Mr. Lor Sorcheat.

The Office of the Vice-Director for Administration is responsible for the office of administration, the office of accounting and the office of personnel. The Office of the Deputy Director for Administration maintains the cash accounts of the Faculty of Business, is responsible for accounts receivable and payable, and maintains all personnel records of the administrative and teaching staff. This office is also charged with maintenance of the physical operations of the FOB. The Vice-Director for Administration is Mr. Iv Sokun.

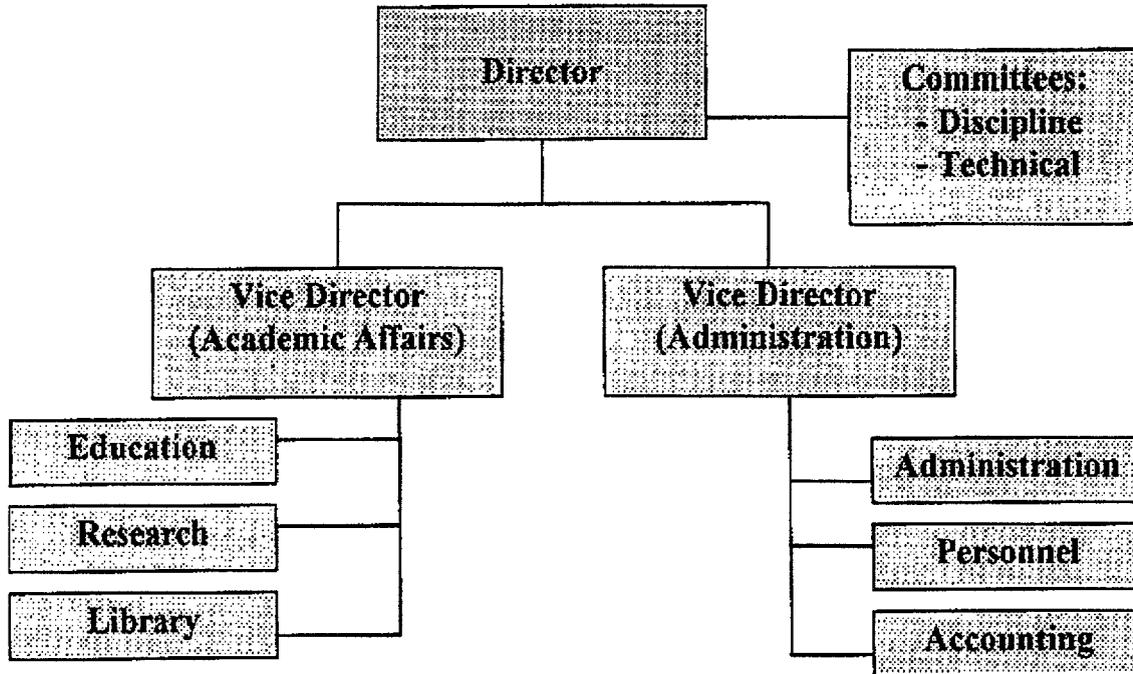
In addition to these senior administrative appointments, a number of other administrative staff report to the Vice-Director for Academic Affairs and Research or to the Vice-Director for Administration. Within the Office of the Vice-Director for Academic Affairs and Research, there are currently nine officers. These include: Sor Sophan, Van Sahak, Khin Chantha, Oung Vandalay, Sray Phannarin, Pong Puthy, Kem Kim, Nhek Sokun, and Koy Kosal. Administrative staff within the Research and Library Office are Chey Vong, Heng Sopheap, Ouk Sarine, Man Monden, and Hang Bunthet, Ouk Maly, and Souk Touch.

Administrative offices reporting to the Vice-Director for Administration are the offices of administration, accounts and personnel. The administrative staff within each of these units is as follows: Administrative Office--Chea Yong, Keo Sokun, Hang Sophan, Soy Sakhon, Sung Kon, Kol Sina, Heng Somon, Ouk Dara, Touch Hout, Chhit Sovan; Accounts Office--Om Sameoun, Prom Sophanna, Chiv Socheng, Pol Kachany, Chea Sophorn, Chrin Kim Vuoch, and Var Siheng; Personnel Office--Ob Bunan, Ouk Phon and Touch Sambath.

## **B. Organization**

The organization of the Faculty of Business could accurately be described as a classical line/staff organizational structure. As in most higher educational organizations, the key administrative functions of the Faculty of Business are academic affairs and general administration. While the Faculty of Business has recently embarked on an ambitious part-time degree program and other continuing education activities, there is no clearly identified administrative unit responsible for these activities. The organizational structure of the Faculty of Business is as follows:

**Exhibit 6:  
ORGANIZATIONAL STRUCTURE  
FACULTY OF BUSINESS**



The operating budget of the Faculty of Business is derived from two primary sources: 1) the budgetary allocations of the Ministry of Education, Youth and Sport; and 2) resources generated by the Faculty of Business from its entrepreneurial ventures. A detailed listing of budgetary allocations is provided in **Annex I**.

**VII. ADMISSION CRITERIA AND ACADEMIC REGULATIONS**

Admission to the Faculty of Business is open to secondary school graduates who also are able to satisfy other entrance criteria. Applications are accepted from mid-July through mid-August of each year. Students are eligible for admission if they satisfy the following criteria: 1) students must be between the ages of 18 and 35; 2) students must have completed the national entrance examination comprised of the following: mathematics, economic geography, General Khmer, and either French or English language; and 3) students are considered for enrollment to their Faculty of choice based on examination scores. Higher scoring students are considered first until the maximum admission number for the year is reached. A complete listing of the academic regulations of the Faculty of Business is provided in **Annex II**.

## **VIII. THE LIBRARY OF THE FACULTY OF BUSINESS**

The staff of the library of the Faculty of Business includes a senior librarian, librarian and secretary. Principal book donors to the library are: The Asia Foundation and the governments of Australia, France, Thailand, and Vietnam. The main subjects covered in the library collection include business books of a general nature and textbooks on such subject matter areas as management, marketing, accounting and economics. Selected books in the Khmer language are also available.

The library is open Monday-Friday from 7:00 am until 5:00 pm. The library is air-conditioned and seats 60 people. It is closed on weekends and public holidays.

The library lending services have the following requirements: (1) a valid lending card is required and must be presented each time books are borrowed; (2) library members may borrow up to two books each time; (3) books must be returned within seven days; (4) users from outside the library require an authorized loan request.

The current library is small and ill-equipped for a school of business. However, the staff makes a great effort to accommodate its users. Circulation of materials remains the library's most important service. Users are able to borrow any library materials except reference books and periodicals. The library also maintains an inter-library loan service and offers accessible photocopy services at the rate of 50 Riel per page.

The current library is housed in several rooms of the main FOB complex. However, at the time of this report, a new building within the FOB complex was under construction. This building has three stories and will substantially improve the seating capacity and potential shelf space of the existing library. Specific details regarding the library such as seating capacity, size and environmental controls were not available.

## **IX. INSTRUCTIONAL STAFF AND CURRICULUM**

### **A. Instructional Staff of the Faculty of Business**

The Faculty of Business of the Royal Government of Cambodia currently has a full-time teacher census of 45. At the time of this report, 14 teachers were on various forms of study leave. Four teachers have most recently taken up a nine-month non-degree training program at Ateneo de Manila in the Philippines. Additionally, 4 teachers are enrolled in Thailand for Master's Degree study at the Asian Institute of Technology and Thammasat University in Bangkok. 3 teachers are on study leave to Japan, 2 in Australia and 1 in the United States. Staff on study leave for degree training are enrolled in Master's Degree programs with major areas of study in business administration, economics and development economics.

While the full-time teacher census of the FOB is 45, the effective teaching staff of the FOB is estimated at 36. The reduced number of effective teaching staff compensates for permanent staff posted to provincial centers and for those teachers who hold both administrative and teaching duties. At the time of this report, fourteen teachers held both administrative and teaching assignments.

A standard measure of overall program performance and quality is considered to be the student-teacher ratio. The student-teacher ratio for the Faculty of Business during the 1996/97 academic year is, therefore, approximately 34/1(1,218/36). This ratio does not include the compensating effect of expatriate staff since one cannot assume the indefinite continuation of a fully compensated expatriate staff. Expatriate staff, however, do compensate for teachers on study leave. The current expatriate staff provided by the University of San Francisco and Georgetown University serves to compensate for both teaching staff outside of Cambodia for additional non-degree training and those completing masters degrees. The current expatriate staff also works on a one-to-one basis with FOB counterpart staff to strengthen faculty instructional capability. The expatriate staff also enhance the student's learning experience by the use of English in the classroom and the introduction of more contemporary learning technologies. A list of current Faculty of Business staff (administrative and teaching) is provided in **Annex III**.

#### **B. Curriculum of the Faculty of Business as Approved by the Ministry of Education, Youth and Sport**

The Faculty of Business currently offers a baccalaureate curriculum approved by the Minister of Education, Youth and Sport in 1993. The official curriculum is entitled **Instructional Curriculum of the Faculty of Business** and was signed on October 19, 1993 by the Minister of Education, Youth and Sport. It is structured around a Western model of business education. The curriculum has a foundation of two years general business education followed by two years of specialized business courses. While the curriculum is structured around a Western model, it more accurately reflects a professional or vocationally oriented degree program. In other words, the degree program does not include any general education requirements such as the humanities or social sciences.

The required and specialized courses which comprise the Faculty of Business curriculum for the Bachelor of Science Degree are outlined in **Annex IV-A**. Detailed course descriptions are provided in **Annex IV-B**.

## **X. THE TEACHING DELIVERY SYSTEM OF THE FACULTY OF BUSINESS**

In order to review the teaching delivery system of the Faculty of Business, a short survey was designed by the advisor in cooperation with several senior members of the teaching staff. The survey questionnaire covered methods of teaching delivery, availability and use of instructional materials, access to equipment to prepare course materials, use of the FOB library, outside research requirements for students, and use of the English reading room (see **Appendix G** for a copy of the survey form).

The survey instrument was translated into Khmer by a senior member of the teaching staff. The survey instrument was then distributed to 35 teachers within the Faculty of Business. The senior teaching staff member collected the completed surveys from the teachers. Twenty-two teachers, or 61 percent, responded to the survey.

The results of the survey were tabulated both as absolute numbers and percentages of the total respondents. Results of the survey are as follows (percentages are rounded): three respondents, or 14 percent, indicated that they used a "lecture only" method of instruction; 16 of the respondents, or 73 percent, indicated that they used both the lecture method as well as discussion; and another 3 respondents, or 14 percent, indicated that they used the lecture method in conjunction with discussion and small group interaction.

Several questions included in the survey addressed the use of instructional resources in teaching delivery. All the respondents reported the use of the white board for instructional purposes. An additional four teachers, or just over 18 percent, indicated use of the overhead projector with transparencies. Six other respondents indicated the use of the computer for instructional purposes. This latter number is approximately 27 percent of the total respondents. Teachers were also asked to comment on the availability of equipment with which to prepare course materials. Eighty two percent, or 18 of the respondents, indicated that adequate equipment was available for course preparations.

In order to gain useful information regarding the use of the library, respondents were asked to indicate the use of the library for preparation of course materials. Seventeen respondents, or 77 percent, replied that they did use the library for course preparation. Five teachers responded negatively. Additionally, half of the respondents replied that they required outside research as part of their course requirements; fifty percent answered in the negative. Finally, teachers were asked whether they advised their students to use the English reading room. Nineteen teachers, or 86%, answered positively.

## **XI. CAREER PLACEMENT AND INTERNSHIP ACTIVITIES**

### **A. Background**

The Career Placement Center of the Faculty of Business (FOB) is jointly operated by Georgetown University and the University of San Francisco. In a short time, the Career Placement Center has become an integral part of the Faculty of Business. This has become apparent because of the demand and importance that the students and faculty now place on the Center. In the past, job placement was not an issue for the Faculty of Business because the majority of graduates were either employed by the Ministry of Commerce or the Ministry of Finance. Therefore, there is a great need for a Career Placement Center to assist students in finding non-public sector employment opportunities.

### **B. Purpose of the Career Placement Center**

The purpose of the Center is to further develop the Faculty of Business graduates in order to enhance the performance of the business and financial sectors of Cambodia. The Career Placement Center is open from 7:00 am to noon and 2:00 pm to 5:00 pm, Monday through Friday. The activities of the Center include: posting of job notices; preparation of student resumes; evaluating students in terms of marketability; scheduling of interviews; relaying messages of call-backs for students; organizing guest lectures; and job and internship development.

The Center has established good relationships with several large employers including: **Angkor Beer, the British American Tobacco Company, Caltex, Emperor Bank, IMIC, PTE Utilities, SL Company, and Tiger Beer.** These companies now contact the Career Placement Center directly for qualified applicants rather than advertising in the newspaper. In addition to these companies, the faculty has also assisted the Center in establishing links with their business contacts in Cambodia and abroad.

### **C. Operations of the Career Placement Center**

The Center uses its limited resources effectively by training one or two people to type resumes for students. This enables a large number of students to complete their resumes. More than 200 resumes have been reviewed and typed by the Center since it opened. The Center encourages students to include all work experience, however humble, in their resumes. Very few students have had prior work experience with an NGO or a foreign company. However, most of the students have had some experience working in a Khmer small business.

The Center stresses that the most important skills for students to have are: fluency in English, intelligence, seriousness of purpose, commitment to career goals, work

experience, and computer skills. Developing student awareness of the types of skills they will need to get a job helps them make the effort to meet needed qualifications. The notion that one can succeed if one has the required skills and is willing to work hard is new to the current generation of Cambodians. The Center continues to reinforce this idea of making students responsible for career planning by assisting them in reaching their own goals. The Center emphasizes the value of perseverance in seeking meaningful employment upon graduation.

Part-time jobs or internships while attending the Faculty of Business are very important to the future employment of students. It is the Center's goal to assist all upper level students in finding employment. Jobs introduce the student to international business standards and procedures. They also provide students the opportunity to practice English. The Center plans to use existing contacts and those developed through the help of faculty to place students in various positions. In addition, the Center plans to advertise student availability in the newspaper. The Center estimates that twenty-five percent of its time each year will be allocated to outreach and follow-up with the business community.

Telephones continue to be a rarity in Cambodia. Thus, the Center uses its phone line to contact potential employers for students and allows students to give out the Center number for potential call backs. The Center has arranged more than 200 interviews for students. The Center also hosts lectures on Saturday mornings. Speakers have included a consultant to the national bank, a Coca-Cola marketing executive and an IMIC executive. These lectures included information on business practices, current trends in business and role plays of good and bad interviews.

The Center's records indicate that it has had contact with 185 of the 230 students (80%) in the ninth promotion. Of the 185 students, 59 students (23%) have reported back to the Center that they have jobs. Next year, due to the cooperation of the school administration, it will be mandatory for all students to register with the Center. To encourage and further assist those students who are still looking for employment after graduation, the Center is asking them to re-register with the Center.

#### **D. Objectives of the Career Placement Center**

The Career Placement Center has established the following objectives for the current academic year: to have every student of the tenth promotion registered with Career Placement by December 31, 1996; to have a resume for every tenth promotion student in the Center computer; to have as many tenth promotion students as possible holding a part-time job by February 15, 1997; to run an advertisement in the *Cambodia Daily*, published no later than December 1, 1996; to have reached agreement with the faculty and administration as to the twenty most marketable students in each of the two majors, accounting and marketing, so that those students will have priority if the advertisement produces results; and to establish a rating system which will enable faculty

to determine which students meet most of the qualifications for a given job. Once the majority of the above goals have been met, the eleventh promotion will commence.

## **XII. THE ENGLISH LANGUAGE PROGRAM**

### **A. Background**

The Faculty of Business has dedicated itself to implementing a successful English Language Program for both students and teaching staff. The FOB views a well developed English Language Program as critical to strengthening its course offerings through its curriculum, as well as leading to a stronger, better qualified teaching staff. Establishing and maintaining a successful, well-recognized English Language Program requires recruiting and retaining a qualified staff, developing effective teaching materials, and soliciting official support for the program.

The Faculty of Business English Language Program began in May 1995 with the support of Georgetown University and the University of San Francisco. A pilot class was formed for fourth year students selected through a placement test. The purpose of the pilot class was to evaluate student levels, assess their needs and select and test teaching materials to be used in the academic year 1995-1996. Once the pilot class was completed and evaluations were made, placement tests were administered to all the Faculty of Business students in September 1995 and February 1996. In the future, placement tests will be administered to all first and second year students.

### **B. Operations of the English Language Program**

The English Language Program has completed testing for 1,250 students since September 1996. The statistics from the results of the placement tests show that 75% of the students range between low intermediate and intermediate; 15% of the students are high intermediate or advanced; and 10% of the students are at the high beginner level. The largest percentage, 75%, represents the English Language Program's biggest challenge and reinforces the need for and value of the program.

According to aptitude test scores, the students are placed in English classes. The teaching materials for the students are selected depending on their level. Each English class has an average of 30 to 32 students per class. However, the second and third year classes are smaller in size. These classes have enrollments of twenty-one to twenty-three students per class. Classes meet twice a week for one and a half hours for a total of three hours per week.

In the academic year 1995-1996, Business English was taught to the third and fourth year students during their first semester, and to the first and second year students

during the second semester. For 1996-1997, the English Language Program is teaching Business English to over 800 students grouped in 26 classes. The English Language Program aims to teach the oral and listening skills needed to be fluent in English. In addition, students completing the program will be able to communicate effectively in both oral and written English on business-related topics.

In addition to the Business English Program, the students are exposed to English in their courses taught by Georgetown and University of San Francisco faculty. These teachers lecture in English with an FOB teacher acting as an interpreter. Prior to the lecture, the lecture notes are translated into Khmer and are distributed to the students in a bilingual version. Listening to the lectures considerably develops the students' oral comprehension. In fact, the more advanced students actually dispense with the Khmer interpretation and follow the lecture in English.

There are four teachers involved in the English Language Program and they are all expatriates. Their qualifications range from a Ph.D. in linguistics to a Master's degree in Business. Each teacher has had extensive teaching experience prior to joining the FOB. Additionally, the FOB has recently received approval from the Ministry of Education, Youth and Sports to hire two Khmer English teachers, both graduates of the Foreign Languages Center of Phnom Penh University. The goal is to have the new teachers start the program team-teaching with an American teacher. Eventually, the new teachers will function on their own and carry out the program.

Several years ago, English classes at the FOB were taught sporadically because they depended on the availability of volunteers. However, the Faculty of Business now has a fully developed English Language Program in place which runs smoothly and can be expanded in years to come. Another positive result of the program is the placement tests students are required to take. These tests provide students the practice they need in preparation for applying for admission to an American higher education institution. They also help sharpen language skills prior to the TOEFL examination.

The FOB also has a guest speaker program whereby invited lecturers, usually prominent people in the community, give lectures in English for higher-level students. These lectures provide professional information, as well as expose the students to more English language in a variety of styles.

Additionally, the teaching staff of Georgetown University and of the University of San Francisco have jointly created a Placement Office for graduating students. Students are taught to prepare their resumes and to practice job interview techniques. The Office has helped students find jobs in various companies. It also demonstrates to students the importance of their English language proficiency.

In addition to teaching the Faculty of Business students, the English Language Program has begun offering English language training to several classes of FOB teachers and staff. This new initiative began in May 1995. The teachers and staff were involved in an intensive course over an eight-week summer session. Beginning in September 1996, this program continued with four and one-half hour sessions each week. The beginner class has a three-hour session each week. Such courses strengthen the skills of faculty and staff, and may also be one incentive for working at the FOB.

Finally, the English Language Program is teaching a highly specialized English course to a group of thirty-one selected Ministry of Finance officials. These officials will also receive instruction in computers and accounting as part of the FOB Continuing Business Education Program. This program began in September 1996 with a placement test for English. Participants are also offered seventy hours of English language instruction per month for a three-month period.

### **XIII. COMMUNITY OUTREACH PROGRAMS**

#### **A. Georgetown University's Small Business Training Program**

##### **I. Background**

The Georgetown University Small Business Training Program (GBTP) was initiated in Cambodia as a special pilot project in February 1993. The GBTP reports to the Center for Intercultural Education and Development (CIED) of Georgetown University. Early support for the GBTP was provided by the Christopher Reynolds Foundation and The Asia Foundation.

The pilot training program of the GBTP was conducted with the original Economic Science Institute during the period from March through May 1993. The pilot program received 187 applications for admission. Sixty students were admitted to the program. Fifty-four students graduated from the initial pilot program. The initial program brought together a multinational training group comprised of American, Australian and Cambodian instructors. The program included twelve weeks of intensive training, including over four hundred hours of instruction followed by more than eighty hours of extra-mural activities.

The success of the pilot program resulted in a USAID grant through The Asia Foundation for a 2-semester GBTP from September 1993 to June 1994. This was followed by a direct 3-year grant from USAID to GU-CIED (Sept. 1994 to Sept. 1997) for the purpose of continuing and expanding the GBTP in Cambodia. This expansion included a higher Level II program for University graduates. The regular program was

also expanded geographically to include Battambang Province (September 1994), the port city of Sihanoukville (October 1995), and Kompong Cham Province (October 1996).

## **2. Objectives of the Program**

The objectives of the Georgetown University Small Business Training Program are geared towards supporting long-term economic development in Cambodia. The specific objectives of the program are as follows:

- to provide the student with the essential business skills necessary to establish a small business, expand an existing small business, and/or to find employment in the private sector;
- to provide both formal and informal training to Khmer faculty in order to maintain the capacity for small business training in Cambodia;
- to develop small business training materials in the Khmer language;
- to institutionalize a Center for Entrepreneurship Training at the Faculty of Business; and
- to extend training opportunities in small business to the various provincial areas.

## **3. Admissions Policies and Requirements**

The Georgetown University Small Business Training Program has established the following admission policy and entrance requirements. According to GBTP policy, all candidates for admission must be over the age of 19 years. Additionally, applicants for admission must hold a secondary school certificate, have experience in business or teaching for a minimum of three years, and pass a written entrance examination in Khmer. Applicants for admission must also sit for an oral interview.

In addition to these requirements, the applicant must complete a written English examination. This examination is designed to evaluate the applicant's skills in problem solving and mathematics. After completion of testing, approximately fifty candidates and ten alternate candidates are selected for admission to each promotion (class).

## **4. Course Offerings**

The program of study for GBTP participants is designed to be intensive. The program lasts four months. Classes are held five days a week from 7:30 am to 11:30 am and from 2:00 pm to 5:00 pm. Saturdays are reserved for plant visits and field trips. A

list of courses studied by GBTP participants in Phnom Penh, Battambang, Sihanoukville and Kompong Cham (as of October 1996) is provided in **Annex V**.

## **5. Supplemental Program Requirements**

**Study Groups:** Participants spend one hour per day working together in study groups which are established at the beginning of the program. Assignments, research and the preparation and presentation of business plans are all completed in groups. The study group approach has proven to be very effective in fostering a sense of teamwork, leadership, cooperation and competition among the participants.

**Guest Speakers** are invited to share with participants helpful insights and experiences about business management and business opportunities. These lecturers come from both the private and state sectors.

**Plant Visits** are held on Saturdays to give participants the chance to observe the operations of local manufacturing and service related companies. Knowledge from these plant visits provides students with additional inputs for the preparation of their business plans. After plant visits, participants are required to submit group reports outlining what they have learned from the experience.

**Company Internships:** Two-week internships are required of all participants at a local company or business. This part of the program is an effective method for students to find employment. A wide variety of companies are approached by GBTP to participate in the internship program.

**Business Plan:** Participants are divided into groups of eight for the purpose of researching, writing and presenting a Business Plan. The main requirement for the Business Plan is that the proposed business should not be valued at more than \$10,000. Some examples from previous promotions include: a bookstore, clothing store, restaurant, ice factory, private school and car wash. All business plans are presented before a select audience of students, instructors and members of the local business community. Video tapes of all presentations are available for viewing at the GBTP office in Phnom Penh.

## **6. Program Accomplishments**

Since the program began in February 1993, a total of **510** participants have graduated from the GBTP in Phnom Penh. An additional **221** participants have graduated from GBTP Battambang and **94** participants from the Sihanoukville program. The following is a breakdown by graduating class for each GBTP location:

**Exhibit 7:  
Georgetown University Small Business Training Graduates (1993-1996)**

**GBTP (Phnom Penh)**

Promotion	Dates	Graduates	Male	Female
1 <sup>st</sup>	2/93-5/93	54	35	19
2 <sup>nd</sup>	10/93-1/94	53	35	18
3 <sup>rd</sup>	2/94-6/94	100	80	20
4 <sup>th</sup>	9/94-1/95	48	44	4
5 <sup>th</sup>	2/95-6/95	60	50	10
6 <sup>th</sup>	9/95-1/96	53	31	22
7 <sup>th</sup>	2/96-6/96	60	41	19

**GBTP Level 2 (Phnom Penh)**

Promotion	Dates	Graduates	Male	Female
1 <sup>st</sup>	10/94-5/95	29	26	3
2 <sup>nd</sup>	10/95-5/96	53	41	12

**GBTP (Battambang)**

Promotion	Dates	Graduates	Male	Female
1 <sup>st</sup>	10/94-2/95	53	36	17
2 <sup>nd</sup>	3/95-6/96	54	31	23
3 <sup>rd</sup>	9/95-2/96	54	28	26
4 <sup>th</sup>	3/96-6/96	60	30	30

**GBTP (Sihanoukville)**

Promotion	Dates	Graduates	Male	Female
1 <sup>st</sup>	10/95-2/96	60	42	18
2 <sup>nd</sup>	3/95-6/96	34	23	11

### a. Employment

Graduates from the Phnom Penh program have been very successful in finding employment in the private sector. According to the results of the tracer study conducted by Goodman and Siengthai, 73% of graduates surveyed from the first four promotions had already found employment as of November 1995. The percentage dropped to about 45% for the fifth promotion, though they had just recently graduated at the time of the study. About half of the current graduating class in Phnom Penh have already taken up jobs in the private sector.

Graduates from the Sihanoukville program have been moderately successful with approximately 47% (28 out of 60 graduates) of the initial promotion employed. Several of these graduates are currently employed in the manufacturing, transportation, banking, telecommunications, hotel and restaurant sectors. Graduates have joined companies such as **Angkor Brewery, First Overseas Bank, Italian Thai Development Co., Meng Srieng Transport Co., Pacific Bank, Seang Y Transport, Shell Company, Shinawatra Communications**, and a recently opened Taiwanese shoe factory.

At the time of this report, the employment objective has been moderately to substantially achieved in both Sihanoukville and Phnom Penh. The company internship program has proved useful in helping students find permanent full-time employment in both Phnom Penh and Sihanoukville. It has provided participants with an opportunity to prove their worth to potential employers. It also enables companies to freely evaluate GBTP graduates without having to make any prior employment commitments. As a result of the successful performance of GBTP interns, many of the companies which participate in the internship programs have hired GBTP graduates.

Graduates from the Battambang program have not fared as well. The tracer study estimated that only 18% percent of graduates from the first and second promotions have found employment in the private sector. Current estimates for the third and fourth promotion graduating classes are between 25-30% employed.

The situation in Battambang, however, is quite different as the number of manufacturing and service-related firms is much less than in either Phnom Penh or Sihanoukville. The structure and objectives of the internship program in Battambang are also quite different. Instead of using the internship program as a vehicle for employment, it is used rather as a method for collecting information. This information is later used by the participants in the preparation of their business plans. In other words, the internship program at Battambang is geared more towards gaining experience in how to set up and operate a small business. Internships in Battambang are, therefore, targeted at smaller-scale family run businesses which have limited hiring potential. The Battambang program is currently making a concerted effort to promote its graduates within the NGO sector.

## **b. Entrepreneurship**

The results of the Goodman and Siengthai tracer study provide limited information for Battambang since only eight individuals responded to the survey. Those respondents to the study indicated they had established businesses that included a motorcycle and bicycle parking area, a restaurant, a rice mill, food shop, furniture and handicrafts shop, an electricity distributor and a small private school. In Sihanoukville, which was not covered by the tracer study, three graduates began their own private English school.

A major obstacle to business start-up in Cambodia is the lack of access to capital. This problem is complicated by difficulty in obtaining credit at reasonable rates. Most business plans prepared by program participants require start-up capital averaging \$10,000. Therefore, many graduates work to support and strengthen existing family businesses. These activities, however, are small. Examples of these ventures include such activities as selling agricultural produce and small-scale chicken breeding.

## **c. Trainees of the Program**

GBTP expatriate instructors have provided formal training in entrepreneurship to 12 Khmer FOB instructors and informal, on-the-job training to 10 Khmer FOB instructors. A list of formal and informal training recipients is provided in **Annex V**.

FOB instructors received informal training during the course of their day-to-day work as counterparts/translators with GBTP expatriate instructors. Informal training includes exposure to new training methods such as small group discussion and role playing. These instructors have also been introduced to the use of new technologies in the classroom including computers and overhead projectors. Additionally, GBTP has provided on-the-job training to several FOB administrative staff members.

GBTP has prepared Khmer language materials for each of the following subjects:

**Managerial Accounting** (published in book form)

**Principles of Management**

**Money and Banking** (published in book form)

**Business Consumer Mathematics**

**Salesmanship** (published in book form)

**General Accounting**

**Basics of Marketing**

**Credit-Banking and Taxation for Small Business** (published in book form)

A book on **Business Plan Writing** is currently being translated by GBTP.

#### **d. Institutionalization**

A strong effort has been made to institutionalize the GBTP as a Center of Entrepreneurship within the FOB. A partnership approach has been employed with the Faculty of Business providing administrative support and assigning FOB instructors to GBTP. All advertisements, announcements and letters of invitation are issued in the names of both the Faculty of Business and the GBTP. Another noteworthy development is the increase in the number of Faculty of Business students who visit the GBTP office to borrow small business books and materials that have been prepared in Khmer and English.

#### **e. Provincial Outreach**

**Battambang:** Efforts to establish and institutionalize a provincial outreach program have also been successful. In Battambang, the FOB/GBTP established a strong relationship with the Regional Teacher Training Center in September 1994. This center serves four provinces in north-western Cambodia ( Pursat, Battambang, Banteay Meanchey and Siem Reap). The Center has offered GBTP office and classroom facilities and also provides accommodation for traveling instructors. GBTP has financed modest renovations and has also provided a computer/printer and overhead projector to facilitate the teaching process.

The local Director of the Center has provided administrative support to the program in Battambang. In addition, efforts have been made to strengthen the cooperation between the Faculty of Business and the Center. Official correspondence such as announcements for new classes, invitations for graduation ceremonies, and guest speakers are all signed and issued in the name of the FOB/GBTP. This hopefully reinforces the link with Phnom Penh.

The FOB/GBTP has also been successful in developing a special evening program of study in Battambang. This has involved the training of eight senior government employees from the Department of the Environment. The special program was financed by a Canadian NGO, the International Development Research Center (IDRC), and involved training in small business administration utilizing the same GBTP curriculum and instructors.

**Sihanoukville:** In October 1995, the FOB/GBTP established a second provincial branch at the Sihanoukville Teacher Training Center. The local Education Department has assigned to GBTP the use of one small building in order to set up an office with a separate room for class instruction. Administrative support to the program is provided by the local Director and staff of the Sihanoukville Training Center. Equipment such as a photocopier, computer and overhead projector have also been purchased for use by the program.

**Kompong Cham:** In October 1996, a new FOB/GBTP branch was established at the Regional Teacher Training Institute in Kompong Cham. This Center serves four provinces located in the north and eastern regions of Cambodia (Preah Vihear, Kratie, Kompong Thom and Kompong Cham). Renovations are currently underway for the building which has been assigned to FOB/GBTP. Equipment such as a photocopier, computer and overhead projector are in place.

The outlook for the Kompong Cham site is promising in view of the concentration of manufacturing and trading companies in the region. The location of Kompong Cham on the Mekong River, coupled with a Japanese government plan to build a bridge at Kompong Cham, makes this a key outreach center for the Faculty of Business.

See **Annex VI** for GBTP expatriate staff profiles and local GBTP part-time teaching staff for the 1996-1997 academic year.

## **B. Associate of Business Administration Degree**

Beginning in October 1996, the Faculty of Business introduced a fee-based part-time degree. The degree is designated as the Associate of Business Administration. This degree program is designed to accommodate the large numbers of working Cambodians in Phnom Penh. The program's emphasis will be the areas of general management, marketing, accounting and finance, and business law.

### **1. Admission Requirements**

To be eligible for admission to this degree program, the student must submit certification of successful secondary school completion. The student also must produce two photos (4x6 size) and the necessary application form and fees. Course fees for the Associate of Business Administration degree are set at \$200 per term. There is a 10% discount for graduates of the Georgetown University Small Business Training Program.

### **2. Academic Regulations**

To qualify for the Associate of Business Administration degree, the student must satisfactorily complete a minimum of seventy-two credit hours of classroom instruction. Students are expected to attend class regularly and are responsible for completing all course assignments. Students who miss an examination will be assigned the grade of zero. Students can appeal this mark to the course instructor and the Board of Discipline. A successful petition can result in a make-up examination.

Student assessment in courses is the responsibility of the course instructor. Assessment can be based on tests throughout the course, a written examination, or some combination of the two. A mid-term examination is compulsory for all courses.

Performance on the mid-term examination must be reported to the Secretary of Student Affairs. In addition, there must be a final examination at the end of the course. The final examination may not be taken more than once.

### **3. Academic Administration**

The academic administration of the Associate of Business Administration Degree is consistent with the academic administration of the baccalaureate degree program of the Faculty of Business. However, the Office of the Secretary of Student Affairs is responsible for the overall administration of the student's application, admission, academic records and any other aspect of the student's degree work. This office is also charged with handling fees, purchasing materials and any banking or other financial activity associated with the resources generated by the degree program.

The curriculum of the Associate of Business Administration degree is listed in **Annex IV-A**.

### **4. Teaching Staff of the Associate of Business Administration Degree**

The teaching staff for the Associate Degree in Business Administration is drawn from the full-time teaching staff of the Faculty of Business. Teachers are selected for the part-time degree program based on their interest in the program, prior classroom performance in the BBA degree program, and the recommendation of the Director. Teachers receive supplemental compensation from the Faculty of Business for involvement in this degree program.

### **5. Enrollment in the Associate of Business Administration Degree**

Initial enrollment in the Associate of Business Administration degree for the first semester of the program was 200. This number was later increased to 300 students. The enrollment at the time of this report was 361. The demographic characteristics of the students are as follows: 286 are male and 75 are female. The enrollees range in age from 16 to 44 years. The average age is approximately 26. Thirty-four percent of the students are employed and forty-five percent are seeking employment.

### **6. Course Syllabi**

Course syllabi for the Associate of Business Administration degree program closely parallel those of the full-time BBA degree program. For consideration of these course syllabi, the reader is referred to **Section IX C** of this report.

## **XIV. INTERNATIONAL RELATIONS / INSTITUTIONAL LINKAGES OF THE FACULTY OF BUSINESS**

### **A. Georgetown University's Program to Strengthen the Faculty of Business**

#### **1. Background**

Georgetown University is a Catholic and Jesuit University located in Washington, DC. The University has both a long and distinguished history dating from 1789. Georgetown University's involvement with the Faculty of Business began in the spring of 1993 through an initial program carried out by The Asia Foundation. In Spring 1993, a pilot program called the Georgetown Small Business Training Program was implemented. This program was initiated following discussions with the National Supreme Council and the Ministry of Education, Youth and Sport. The Center for Intercultural Education and Development (CIED) was designated by Georgetown University as the unit responsible for the program. The CIED had earlier involvement in Vietnam, Laos and Cambodia in implementing small business training in 1984.

Following the successful start-up of the Georgetown Small Business Training Program, the University applied to the United States Agency for International Development (USAID) for financial support in the form of a grant to more formally establish and expand the program at the Faculty of Business (FOB).

In November 1993, Mr. Iv Tong, FOB Director, requested Georgetown University's assistance in strengthening the FOB. After discussions between Georgetown University and USAID/Cambodia, Georgetown University applied for a grant to continue with the establishment of the Small Business Training Program and to strengthen the Faculty of Business. The grant to support the activities at the Faculty of Business, through cooperation with Georgetown University, was awarded on September 30, 1994. The initial grant funded the Georgetown Small Business Training Program through September 1997. The program to strengthen the Faculty of Business was funded through September 1996. An extension of the funding for the strengthening of the Faculty of Business was later granted through September 1997.

#### **2. Program to Strengthen the Faculty of Business**

The program to strengthen the Faculty of Business is intended to strengthen the performance of the FOB in all aspects of its operations. The primary objective of this activity is to assist the Faculty of Business in becoming a sustainable, modern business school. Georgetown's assistance to the FOB includes promoting institutional development and helping the FOB meet current needs through provision of instructional staff to teach courses for which no Khmer faculty is available.

Specific activities to be carried out under the agreement between Georgetown University and the Ministry of Education, Youth and Sport were the training of Faculty of Business teachers in selected core subject matters as well as in teaching methodology. The agreement also called for Georgetown University to pursue the establishment of linkages with business institutions in the region and in the United States, and arranging for the training of selected Khmer teachers at universities and other institutions outside of Cambodia. The agreement also called for Georgetown University to review the curriculum of the Faculty of Business, make recommendations for quality improvements, adapt teaching materials into Khmer, and offer business courses to FOB students.

From October 1994-December 1994, Georgetown University was involved in the early start-up of the program to strengthen the Faculty of Business. While courses were underway at the Faculty of Business, limited instruction and assistance was provided by Georgetown University. The principal activity taking place during this time was the recruitment of staff to take up assignments in Cambodia. In January 1995, a team of six Georgetown instructors arrived in Cambodia. The team consisted of:

**Charles McQuillen**, Ph.D. (Finance, University of Florida); M.B.A. (Finance and Accounting, Cornell). Mr. McQuillen had previously served as Professor and Dean of the College of Business and Economics at the University of Idaho.

**Faisal Nasr**, Ph.D. (Economics, University of Texas) was formerly Associate Dean of the School of Economics and Business at the Near East University in Northern Cyprus. He was also a Fulbright Professor to Shandon University.

**Raymond Zepp**, Ph.D. (Mathematics, Ohio State) was formerly a Fulbright Professor with over twenty years experience in teaching in developing countries, including: China, Haiti, Ivory Coast, Lesotho, Malaysia, Nigeria, and Papua New Guinea.

**James Jones**, M.B.A. (Seton Hall) had prior experience in China teaching EFL and Business Communications courses.

**Avena Gudapati**, M.B.A. (Columbia) had prior experience working with engineering firms in India.

**David April**, M.A. (Boston University) served as Senior Financial Consultant to the governments of Saudi Arabia and Venezuela. He also lectured in business administration at the University of California, Berkeley.

Despite instability in leadership personnel during the early phase of the project, considerable progress was made in several key areas including the development of a revised four-year BBA curriculum, the teaching of courses in **Business Policy, Personnel Management, Organizational Behavior, Financial Institutions, Market Research** and

**Research and Development.** Also, more than 600 Faculty of Business students came into contact with the Georgetown University staff, approximately twelve Khmer staff received on-the-job training from Georgetown University instructors, and two texts were translated into Khmer.

From July-August 1995, the major activity of the Georgetown University staff was teacher training. Initiatives focused on the development of English skills and the provision of specialized courses in such business subjects as **Inventory Management, Auditing, Advertising, and Business Policy.** Teachers were also introduced to basic word processing and spreadsheets.

In August, a new Chief of Party for both Georgetown programs arrived in Cambodia. **Vijay Mehta** (MBA, Copenhagen School of Business) had previously held senior level positions in management training in banking, finance, accounting and marketing at corporate training schools in the United States and abroad. He had managed projects funded by USAID, the World Bank and the UNDP in developing countries.

During the period from September 1995 through January 1996, several additional persons were hired in Cambodia to fill vacancies. These included a specialist in legal and business language, a specialist in advertising and a specialist in the philosophy of business. The activities carried out during this time period included instruction in the following: **Business and Society; Tourism and Hospitality; Business Communications; Marketing Management; Research and Development; Financial Management; Development of Business Plans; Inventory Management; Advertising; Auditing; and Corporate Finance.**

During the same period, Georgetown University instructional staff prepared textbooks in **Marketing Research** and **Inventory Management.** Additionally, Georgetown University instructors met with local companies to develop research projects and to arrange for guest speakers drawn from the local business community.

Another key area where Georgetown University staff played a pivotal role was in the development of the English as a Foreign Language Program. Beginning in September 1995, Georgetown University hired Dr. Sanda Huffman to lead the development of the EFL program earlier begun by the University of San Francisco. Through this program, placement tests for English proficiency were administered to all Faculty of Business students. Concurrent with this proficiency evaluation, EFL staff began offering courses in beginning and intermediate English to Faculty of Business teachers. A placement test for English was administered to all Faculty of Business students in September 1995. A course in **Business English** was then offered to all third and fourth year students.

Throughout the period from February-June 1996, courses were taught in **Business Statistics, Marketing Management, Financial Accounting, New Business Creation,**

**Financial Management, Principles of Auditing and Marketing.** In addition to these instructional efforts, the Georgetown University staff began an intensive campaign directed towards teacher training and materials development. Counterpart Faculty of Business teachers were identified for further training in their areas of academic interest as well as in teaching methodology. Faculty of Business teachers and students were introduced to course evaluation methods.

In the area of teacher training, a team-teaching approach was adopted. The purpose of this approach was to have the Faculty of Business teacher actively involved in the teaching delivery process. To support the performance of the Khmer staff in the classroom, weekly sessions were held with Khmer staff to review course materials and course content.

Throughout the summer of 1996, there was a heavy emphasis on teacher training. Ten separate courses were given to forty-three FOB teachers by Georgetown University staff. These courses included intensive English, Intermediate Accounting, Production Management, Proposal Writing, Financial Management, New Venture Creation, Creating and Maintaining a Student Data Base, Development of Career Placement Training, Computer Training, and English Teaching Methodology. At the same time, four Faculty of Business teachers were selected for a nine-month, non-degree training program in Manila. The venue for the training was *Ateneo University de Manila*. The FOB teachers are involved in intensive English training, instruction in the use of computers, and course work in accounting and marketing.

Currently, the Georgetown University staff is offering courses in **Production Management, Marketing Research, Financial Management, Business Communications, Financial Accounting, Intermediate Accounting and Business Statistics**. These courses are conducted using the team-teaching approach pioneered earlier in the program. Additional plans call for offering twenty-six classes in Business English to approximately 800 FOB students. Further instruction will continue with Faculty of Business instructional staff. In order to support the need for English language training, the Ministry of Education, Youth and Sport has recently hired two Khmer English teachers. These teachers are graduates of the Australian Program of the Foreign Languages Center.

In addition to the above activities, plans call for enhanced teacher training and completion of textbook translations in **Production Management, Business Statistics, Intermediate Accounting and Marketing**. The Georgetown University staff are also offering a course for the Ministry of Finance. This customized course will include instruction in English, computers and accounting. Thirty-one Ministry of Finance personnel are attending this course.

### **3. Georgetown University's Accomplishments at the FOB**

During its first three semesters of involvement with the Faculty of Business, the Georgetown University Center for Intercultural Education and Development (CIED) trained twenty Faculty of Business teachers as counterparts, at least fifteen courses were designed to include course syllabi, course outlines and course descriptions. Also, a four-year curriculum was designed and an outreach system to the local business community was established. Efforts have been made to design a student data base. The Georgetown University staff assisted with the development of the Career Placement Center, assisted in the placement of four Faculty of Business teachers for non-degree training in the Philippines, and designed and offered a special course for the Ministry of Finance.

A complete listing of teaching materials developed for the Faculty of Business by Georgetown University, Georgetown University teacher training seminars, and current Georgetown University instructional staff at the FOB are provided in **Annex VII**.

#### **B. The University of San Francisco School of Law's Assistance to the Faculty of Business**

##### **1. Background**

The University of San Francisco (USF) is a Jesuit university founded in 1855. The School of Law was established in 1912. Because of its geographic location and its large Asian student population, the University has long been committed to Pacific Rim issues. The ties of the University and the School of Law to the Pacific Rim are extensive. The University is well-known for its Center for Chinese History and Culture and for the many programs on US-Asian international relations, business and culture.

The School of Law is the home of the Asian Pacific Legal Studies Program. In this program, students can obtain a certificate of specialization in Asian legal systems and international law. Three faculty members from the School of Law have been particularly involved with the development of legal education throughout the Pacific-Rim. These faculty members are Professor Jeffrey S. Brand, Professor Dolores A. Donovan and Professor Judd C. Iversen.

Professor Jeffrey S. Brand teaches Constitutional Law, Civil Procedure, and Evidence and Remedies. He has been the Co-Director of USF's Cambodia Law and Democracy Program for the past two years. He has traveled extensively within Vietnam, studying Vietnam's legal system as well as its system of legal education, and conducted a week-long training seminar for Vietnam's judges and prosecutors.

Professor Dolores A. Donovan specializes in the legal systems of Cambodia and China, directs the APLS, and has been involved in Asian legal studies and Asian law

reform efforts for over 20 years, including work as one of the principal advisors to the government on the Cambodian constitution. Professor Donovan co-directs USF's Cambodia Law and Democracy Program. She also served as a lecturer at a joint USF-Hanoi Law University seminar on Decision-Making in the Courts.

Professor Judd C. Iversen is Director of the USF Intensive Advocacy Program and teaches Federal Criminal Law. He was also the In-Country Director and Senior Academic Advisor to USF's Cambodia Law and Democracy Program in Phnom Penh from February 1995 through May 1996. He supervised the development of USF's legal program at the Faculty of Business, taught basic law courses to Cambodians, and worked closely with the Cambodian government. He has continued to work as Senior Academic Advisor and as a consultant to the program.

## **2. The University of San Francisco's Involvement with Legal Education in Cambodia and with the Faculty of Business**

Cambodia's history points to the need for continued development of democratic institutions and the rule of law. To further the continued development of democratic institutions and economic growth in Cambodia, a broad-based segment of Cambodian society must be schooled in the basic rule of law principles. In addition, such schooling can only be sustained if a corps of Khmer faculty is trained to teach these principles. To achieve these complementary goals, the University of San Francisco committed itself to an active involvement among the broad sectors of Cambodian society where an understanding of modern legal principles was necessary.

The University of San Francisco's involvement in Cambodian law reform efforts formally began in January 1993 when Professor Dolores A. Donovan conceived the Leadership Development Program. The goal of the program was to bring Cambodians with significant prior legal education to the University of San Francisco to study law. The program was seen as a vital link in helping Cambodia nurture the fragile rule of law structure. The hope was that the law trainees would return to Cambodia and put their newly acquired legal skills to work in their jobs in the private and public sectors. It was also hoped that the trainees might ultimately teach basic law principles to other Cambodian students in Phnom Penh to further bolster the rule of law in the country.

USAID provided funds for such a Leadership Development grant in 1993 and the University of San Francisco selected five Cambodians who came to USF in August 1994. Prior to their departure, the Cambodians received additional English language training and basic instruction in rule of law principles. With funds from the same grant, another five Cambodians were brought to the University of San Francisco for the Spring semester. The Leadership Development Program proved to be highly successful. The returning Khmer students used their newly acquired legal skills in their work (for

example, for the Phnom Penh Port, The Asia Foundation, UNESCO and the Ministry of Commerce).

USAID initiated conversations with Professor Donovan and Professor Brand regarding the development of a second Faculty of Law. This faculty of law would provide legal education emphasizing business and commercial law based on Anglo-Saxon common law principles. The mastery of such principles was a prerequisite to Cambodia's successful entry into ASEAN and the world economic community. In fact, all ASEAN meetings, agreements and treaties are in English and are based primarily on common law principles. The existing Faculty de Droit, emphasizing the civil law tradition, did not provide such training.

The discussion with USAID culminated in the University of San Francisco's first grant that provided for a formal connection between the Faculty of Business and the University. Pursuant to the grant, which ran from February-July 1996, the University engaged in a multi-pronged effort to develop a Department of Law at the FOB.

The grant specified that the University develop law courses to be taught beginning in February 1995 at the Faculty of Business, including Introduction to Law and Introduction to Business Law. The grant also specified that USF develop (in conjunction with the FOB Director and the Center for Intercultural Education and Development) academic and admissions standards to support an independent, credible, degree-granting program in business and law. The grant also called for a Memorandum of Understanding with CIED to assist the FOB and the Ministry of Education, Youth and Sport in further developing a law curriculum within the Faculty of Business.

Negotiations for the six month grant began in December 1994. By February 1995, the University of San Francisco had in place In-Country Director, Professor Judd C. Iversen, along with a staff of four teachers. Pho Ba Long, who was the Director of Georgetown Small Business Training Program, provided space and support services to the USF contingent until two rooms could be renovated. Additionally, Mr. Mam Thannah agreed to work full-time for USF at the FOB as an interpreter and translator when he returned to Cambodia after completing the six-month USF Leadership Development Program. Three other returning Khmer students from USF's leadership program assisted in the writing and translation of materials and interpreting and teaching in the classroom.

From February-June 1995, USF taught multiple sections of Introduction to Law and Introduction to Business Law to hundreds of FOB students. The former emphasized the structure of the Government of Cambodia, Cambodian Constitutional Law, Cambodia's Criminal Law and Procedure, Cambodia's Family Law, and the Law of Civil Obligations (including basic notions of common law torts.) Introduction to Business Law focused on Cambodian Contract Law. The courses were aimed at teaching Cambodian

law rather than American law. The law of other countries was, however, used for comparative purposes where relevant to the subject.

By March 1995, USF's co-directors, Professors Brand and Donovan, and USF's Senior In-Country Academic Advisor, Professor Iversen, had reached agreement with CIED detailing the relationship of the institutions during their assistance to FOB and the development of a joint administrative structure to facilitate the expansion of the FOB in the areas of both law and business.

In April 1995, USF hired Dr. Sanda Huffman to establish an EFL program. Dr. Huffman designed a comprehensive training program for FOB faculty and students. CIED was invited to participate and one of its employees became actively involved in working on the program. Initially, a screening test was designed and given to the students to rate their English language skills. In early May, a pilot training program was implemented.

### **3. The University of San Francisco's Accomplishments at the FOB**

Areas in which the School of Law has been able to contribute to the long-term development of the Faculty of Business include teaching, curriculum and materials development. The USF team also worked to establish a career placement center and the overall development of the Faculty of Business teaching staff.

In the area of teaching, the University of San Francisco has taught **Introduction to Business Law** to 1,061 students, **Introduction to Law** to 834 students, and **Legal Systems** to 227 students. With regard to curriculum development and materials development, the University has developed materials in English and Khmer for courses in Introduction to Law, Introduction to Business Law, Business Organizations, Commercial Transactions, Law and the Family, Drug Trafficking and Money Laundering. Other courses are being developed in Arbitration Property Law. It is anticipated that these courses will be offered by January 1997. Course materials will also be made available to NGOs throughout Cambodia. In addition to these activities, ten Khmer students were brought to the University of San Francisco for further training.

Activities relating to career development include the establishment of the Career Placement Center in cooperation with the CIED. The placement office conducts lectures on finding a job, sitting for a job interview and assistance in preparation of a resume. The Center also maintains a data base of student resumes. **By Summer 1996, more than 74% of graduating students had contacted the placement center.**

Other areas in which the University of San Francisco has contributed to the development of the FOB include the refurbishing of two rooms within the FOB complex that were initially used as offices. The University of San Francisco also completed the

renovation of the fourth floor of the FOB for office space and worked with the director of the FOB to develop a proposal for an evening part-time program.

The University of San Francisco has worked to mobilize donor support for the activities of the Faculty of Business. As a result of USF efforts at donor mobilization, the University of New South Wales partially funded the cost of two law professors with USF in 1996. Australian participation was made possible by a grant from AILEC valued at \$53,000 (Australian dollars). The University of New South Wales also has agreed to provide an additional \$50,000 to support the effort.

A final area in which USF has contributed to the FOB's development effort is in the solicitation of Japanese assistance for Cambodia. Japan Aid and other private funding organizations have made a commitment to provide the FOB with computer equipment and assistance in computer instruction worth approximately U.S. \$20,000. USF has also secured an additional U.S. \$25,000 from the Smith Foundation for part-time student scholarships.

#### **4. The University of San Francisco's Plans for the Final Year of the Cooperative Agreement**

During the final year of the cooperative agreement, the University of San Francisco intends to accomplish the following activities: 1) USF plans to teach seven courses throughout the FOB four-year curriculum to over 2,000 students. These courses would include Legal Institutions I, Legal Institutions II, Business Organizations, the Law of Commercial Transactions, and Property Law. USF has also proposed offering a course in ASEAN Contract Law and Family Law in the continuing education or community outreach programs of the FOB.

USF also intends to produce course materials translated into Khmer in no less than seven legal subjects totaling more than 600 pages; to continue to assist the FOB Director in establishing a part-time program that would be fully cost recoverable; to further assist graduating students in finding public and private sector jobs through the Career Placement Center; and to continue to train Khmer faculty in legal principles. USF also plans to train two Khmer students in San Francisco for the Master of Law degree in Comparative and Business Law, to develop an extensive English as a Foreign Language Lab, to continue to work with the FOB Director in establishing a business and law curriculum, to broaden the donor base for legal education in Cambodia, and finally, to work closely with the Higher Education Task Force in order to continue the University of San Francisco's commitment to Cambodia's long-term educational goals. Current USF law faculty at the FOB are presented in **Annex VII**.

### **C. Other International Relationships of the Faculty of Business**

The senior administration of the Faculty Business has established and maintained active involvement with other international institutions and organizations. Some of these institutions and organizations include the following: the Asian Institute of Technology in Bangkok (graduate scholarships); the University of Antwerp, Belgium (potential linkage with the European Union); the Hashitomo Corporation of Japan (graduate scholarships); and the Japanese Organization for Cooperation and Volunteers (Japanese language training).

The Faculty of Business has also co-sponsored seminars and workshops with several universities and affiliate units of the United Nations. The universities with which the FOB has collaborated and the activities are as follows: Washington State University (May 1992) on Developing Marketing Strategy; and the Asian Institute of Technology (July 1994; July 1995; June 1996) on improving instructional performance, curriculum development, and University development, respectively. In May 1995, the FOB also collaborated with Thammasat University in a workshop on teaching methodology. In October 1996, a seminar on international joint ventures was held in conjunction with Bangkok University.

International organizations or their affiliates with which the FOB has also co-sponsored activities include the United Nations Development Programme on Economic Development (June 1991) and the United Nations Centre for Regional Development (November 1996) on capacity-building for human resources development.

## **XV. STRATEGIC ASSESSMENT OF THE FACULTY OF BUSINESS**

The earlier sections of this report represented a self-study of the Faculty of Business of the Royal Government of Cambodia. This section will present a comprehensive assessment of the performance of the Faculty of Business, paying particular attention to the FOB's strengths and weaknesses, opportunities and threats.

All institutions, public or private, operate within a larger social, economic, political, technological and competitive environment. The following section of this report will focus on the particular impacts of this environment on the performance of the Faculty of Business. While attempt has been made to establish a comprehensive framework within which to evaluate the performance of the Faculty of Business, the scope and limitations of this report clearly limit the parameters of the evaluation.

## **A. Strengths, Weaknesses, Opportunities and Threats to the FOB**

### **1. Strengths**

The strengths of the Faculty of Business include:

- clear vision of future potential;
- high visibility throughout Phnom Penh;
- capacity to train large numbers of business students;
- little or no direct significant competition;
- strong political ties to the current government;
- known as the “English” speaking School of Business;
- strong and growing reputation within the NGO community;
- an established curriculum built along Western lines;
- functions independently of the Royal University of Phnom Penh;
- strong support with the Ministry of Education, Youth and Sport;
- land area sufficient for limited expansion;
- administration, teachers and students are comfortable with Westerners;
- experience co-sponsoring programs with international organizations;
- young teaching staff that is eager to learn;
- ability to provide critical mass in training business graduates;
- established outreach centers in key provincial areas of Cambodia;
- support of several foreign governments;
- entrepreneurial leadership;
- well-established continuing education program;
- recognizes the importance of building international linkages;
- recognizes the importance of shifting political relationships; and
- recognizes the importance of ASEAN membership to its programs.

### **2. Weaknesses**

The weaknesses of the Faculty of Business include:

- severely under-funded and under-staffed;
- lacks articulated short, intermediate and long-term goals;
- lacks clearly defined staff training and development goals;
- must rely substantially on international donor agencies;
- administrators and teaching staff are seriously underpaid;
- teaching staff’s academic qualifications are weak (many trained in planned economy);
- curriculum has not been carefully thought out or planned;
- lacks a modern teaching delivery system;
- lacks a comprehensive academic management system;

- administrative staff lacks technical training;
- lacks a formalized system of organizational communication;
- staff lacks a comprehensive command of English;
- lacks a research and publication capacity;
- lacks a consultancy capacity;
- excessive student-teacher ratio;
- lacks necessary resources and staff to offer a graduate program;
- lacks a comprehensive long-term development plan;
- lacks a comprehensive staff development plan;
- has an over-reliance on part-time or shadow teachers;
- lacks teaching staff trained in Western countries;
- no full-time Khmer teachers with doctoral level training;
- administrative infrastructure is weak;
- lacks the resources to develop promotional materials;
- lacks teaching and computer resource centers;
- poor educational technology;
- lacks the resources to develop its library;
- lacks teaching faculty with training in teaching methodology;
- lacks a system with which to trace its graduates;
- administration lacks information technology;
- lacks adequate instructional materials in Khmer; and
- no case studies of Cambodian companies or organizations.

### **3. Opportunities for the Faculty of Business**

The Faculty of Business has the potential to:

- become the premier school of business in Cambodia;
- gain support from the multinational community;
- establish curriculum and programs compatible with other Southeast Asian institutions;
- make a significant impact on the future of Cambodia by training the future generation of Cambodian managers;
- establish strong, direct linkages with other institutions in Southeast Asia and abroad;
- introduce modern management and business technologies into the Cambodian business community;
- play a highly visible role in Cambodia's institutional and economic regeneration;
- expand its program offerings to the NGO community;
- charge nominal fees for its part-time degree programs;
- establish customized continuing education courses and programs; and
- become the leading center for small business training in Cambodia.

#### **4. Threats to the Faculty of Business**

The Faculty of Business is faced with the following threats:

- it lacks sustainability without long-term international donor support;
- increasing competition from marginal proprietary educational organizations;
- increasing competition from other internationally-sponsored schools of business;
- decline in visibility and community involvement with cessation of external support for its highly successful provincial outreach activities;
- potential realignment of the higher education system in Cambodia, particularly at the Royal University of Phnom Penh, will jeopardize the FOB's autonomy;
- may not be able to retain control over revenues generated by entrepreneurial activities;
- viability as a teaching institution is severely restricted by the dearth of potential new teachers; and
- demand for admission to the FOB will dramatically expand in the future.

#### **B. Demand Forecast for the Faculty of Business (1997-2002)**

##### **I. Demand Forecast for BBA Degree Program (1997-2002)**

In order to estimate demand for the four-year program of the Faculty of Business, statistics on the number of applicants and admissions to the FOB since 1984 were used. Because of the unstable history of Cambodia, in both political and economic terms, data from 1993 to 1996 were used to extrapolate a demand schedule from 1997 to 2002. The following tables clearly amplify the potential demand for admission to the FOB:

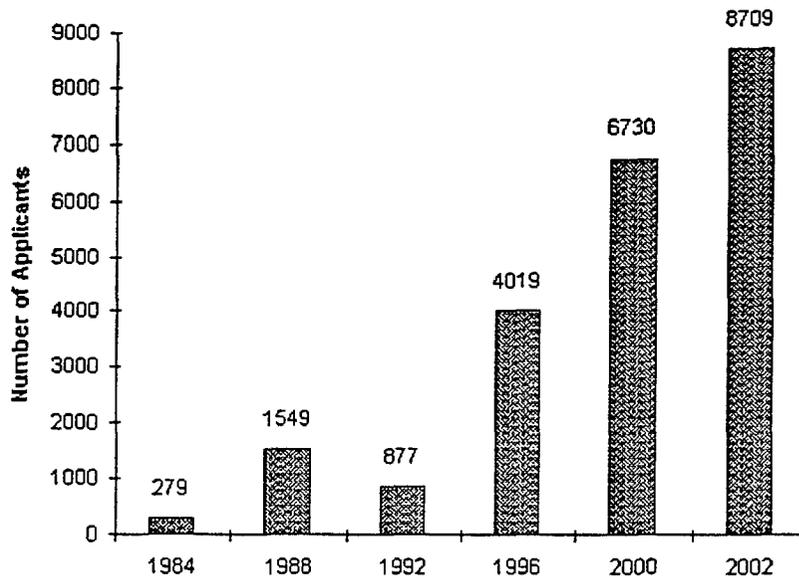
**Exhibit 8:**  
**Demand Forecast by Year for the Faculty of Business**

<b>Year</b>	<b>Number Applicants</b>
1984	279
1985	2000
1986	1701
1987	2300
1988	1549
1989	2200
1990	2400
1991	1257
1992	877
1993	1250
1994	1787
1995	3533
1996	4019
1997	4572
1998	5201
1999	5916
2000	6730
2001	7656
2002	8709

**Source:** Faculty of Business, Office of Academic Affairs, 1996.

### Exhibit 9:

#### Comparative Demand Forecast for Faculty of Business



Source: Faculty of Business Office of Academic Affairs

## 2. Demand Forecast for Continuing Education Activities (1997-2002)

To assess potential demand for the continuing education activities of the Faculty of Business, a one-page survey was designed to collect basic frequency data. The survey instrument was distributed, on a judgment basis, to a select group of NGOs in Phnom Penh and Battambang. Potential respondents were included in the data collection based on their prominence among the NGO community.

Potential respondents were asked to respond to a number of questions. One question asked for the number of local staff employed by the NGO. Another question asked the respondent to forecast the number of local staff in 2002. NGOs were also asked to indicate their need for part-time training and their willingness to pay for such training.

In order to gain some understanding of price determination for short-term training, the potential respondents were asked to indicate the amounts they would be willing to pay for a hypothetical sixty-hour training course. Respondents were also asked to identify times that would be most appropriate for training, the duration of training courses, location and subject priority.

Survey instruments were distributed at the Cambodian Coordinating Council. Several questionnaires were delivered directly to NGOs known to have a significant

presence in Phnom Penh. Forty-three NGOs responded to the survey. The total number of Cambodian employees on staff for the forty-three respondents was 2,179 or approximately fifty employees per respondent. Respondents also indicated that they expected to increase the number of local staff by 264 or approximately twelve percent over the next five years. Ninety percent of the respondents indicated a need for part-time training and nearly the same percentage indicated a willingness to pay for such training (92%). Twenty-nine respondents, or more than two-thirds, suggested a price per course of \$100 or less. Only seven respondents were willing to pay more than \$100 for a sixty-hour course of instruction.

When asked to indicate the time of day for which training would be most acceptable, most respondents indicated either before 7:30 am or after 5:00 pm. The preferred duration of training was from one to six months. Few respondents appeared willing to support longer-term training. Subject matter areas of greatest interest to the respondents included: **office management, computer skills, general management, managerial accounting, proposal writing, bookkeeping and business English.**

### **C. The Competitive Advantage of the Faculty of Business**

**The competitive advantage of the Faculty of Business lies in its capacity to deliver basic business and management instruction to a critical mass of young, eager to learn, Cambodian high school graduates.** There currently is no other institution in Cambodia with the facilities and ambitions capable of providing the level of human resource development that the Faculty of Business accomplishes.

While this competitive advantage is impressive, the Faculty of Business operates dangerously close to the margin. In other words, the operating income of the FOB coupled with its limited income generating activities, still leaves it desperately underfunded and under-supported by the Royal Government of Cambodia.

While the administration and teachers of the Faculty of Business fully utilize the scarce resources provided to it by the Government of Cambodia, it remains desperately under-resourced. Its administrators and teachers are underpaid, and it lacks the most basic equipment necessary to teach business subjects that are, today, highly technical in nature. It is these latter circumstances that seriously undermine the future viability of the FOB.

In order for the Faculty of Business to enter the mainstream of business education, at least in the greater Southeast Asian region, substantial changes and improvements to the administration, organization, teaching delivery system and staff qualifications of the FOB must be implemented. The following section of this study pin-points areas essential for building upon and extending the competitive advantage of the Faculty of Business.

#### **D. Building Upon and Extending the Competitive Advantage of the Faculty of Business: Building Blocks for Institutional Excellence**

In order to build upon and extend the competitive advantage of the Faculty of Business, it is essential that the administration of the FOB understand the importance of planning to the long-term viability of the institution. Areas where planning is critical to the future of the FOB are in determining demand for curricular offerings, developing effective, cost-recoverable community outreach programs, and anticipating upturns and downturns in potential donor support.

To accomplish this, the administration of the Faculty of Business must learn to clearly articulate short-term, intermediate and long-term development goals. Specific areas in which there is an urgent need for planning and strategic decision making are: (1) establishing a regionally compatible method of quality assurance; (2) streamlining the curriculum of the Faculty of Business; (3) re-aligning the organizational and academic structure; (4) strengthening administrative staff capacity; (5) expanding and strengthening the qualifications of the academic staff; (6) implementing an academic management system; (7) strengthening the library's holdings and technology; (8) expanding community outreach efforts; (9) maintaining a real partnership with an internationally recognized school of business; (10) developing instructional materials consistent with the Cambodian economic and social context; (11) introducing information technology to the teaching delivery system; (12) strengthening of the English language program; (13) establishing a consultancy and business services unit; and (14) establishing a research/publications unit.

Each of these activities is critical to the long-term viability and development of the Faculty of Business. They are **the building blocks to institutional excellence**.

##### **Building Block 1: Establishing a Regionally Compatible Method of Quality Assurance**

Quality standards and the reliability of output are the benchmarks by which educational institutions are evaluated. The Faculty of Business must establish a method of quality assurance that is recognized and understood by peer institutions throughout the region. While quality assurance is monitored in Western educational institutions through peer group processes and regional accrediting bodies, these methods of quality assurance are not appropriate for the FOB.

The method of quality assurance most appropriate to the FOB is **self-accreditation**. However, before the FOB can embark upon a successful method of self-accreditation it must first communicate its mission and objectives to its stakeholder groups. The stakeholder groups of the Faculty of Business include its administration, teachers and students. Additional stakeholders in the future performance and success of

the Faculty of Business are private sector companies, NGOs, ministries of the government, other international organizations, and the people of Cambodia.

Once the FOB has communicated its mission and objectives to stakeholders, it must then identify, articulate and implement performance standards for the administration and teaching staff. Establishing performance and quality standards is a critical first step in the future development and recognition of the FOB as a high quality institution. Identification and implementation of performance and quality standards must include representation from the Ministry of Education, the FOB senior administration, the student association and the association of teachers.

The identification and implementation of transparent standards of performance and quality are crucial to the FOB's recognition and acceptance into the mainstream of business schools throughout Southeast Asia. The Ministry of Education and the Director of the FOB are, therefore, advised to consider the activities of their neighboring countries in regard to establishing a regionally compatible method of quality assurance through self-accreditation. Another important component of quality assurance is the **provision for external examination**. Most countries in Southeast Asia routinely rely upon external examiners to assess the quality of course instruction and the overall performance of their students. External examiners review course syllabi, examinations and student results.

## **Building Block 2: Streamlining the Curriculum of the Faculty of Business**

The curriculum is the very heart of an educational institution. For the Faculty of Business to maintain and enhance its competitive advantage, immediate action is needed to: (1) reduce redundancy in course offerings; (2) rationalize overly technical course offerings; and (3) eliminate course offerings inappropriate to Cambodia's near-term economic outlook and for which scarce teaching resources could best be used elsewhere.

The curriculum of the Faculty of Business was established in 1993. Many courses that the FOB currently offers are beyond the capability of the FOB to sustain once the core expatriate teaching staff departs. Many of the existing courses should be eliminated and/or merged with other courses. Additionally, the teaching delivery system currently in place at the Faculty of Business precludes offering certain courses at a level of rigor expected in more developed countries. For example, applications of basic financial accounting and management systems require solid grounding in computer software, techniques and applications. These do not currently exist at the Faculty of Business.

The Faculty of Business has, at the same time, pioneered course offerings in manufacturing management. This is clearly an area of economic activity that will take on greater significance to the Cambodian economy. Other courses offered within the Faculty of Business that are of considerable future value to the development of the Cambodian economy are courses in logistics, inventory control, and quantitative analysis

for business and management decision-making. The FOB is encouraged to continue development of courses related to Cambodia’s emerging industrial sector. The following is a proposed “streamlined” BBA curriculum for the Faculty of Business, including proposed major areas of study, courses by major area of study, and a proposed departmental structure:

**Exhibit 10:  
Proposed BBA Curriculum for the Faculty of Business**

**YEAR I**

**Semester 1**

Introduction to Business  
 Introduction to Quantitative Methods  
 Accounting I  
 Legal Principles and Institutions  
 Study Skills (2 credits)  
 Business English  
**Total credits: 17**

**Semester 2**

The Business Environment  
 Introduction to Quantitative Methods  
 Accounting II  
 Introduction to Computers and Applications  
 Study Skills (2 credits)  
 Business English  
**Total credits: 17**

**YEAR II**

**Semester 1**

Macroeconomics  
 Principles of Finance  
 Business Law  
 Behavioral Concepts for Business  
 Fundamentals of Management  
 Business English  
**Total credits: 18**

**Semester 2**

Microeconomics  
 Managerial Accounting  
 Commercial Transactions  
 Principles of Marketing  
 Organizational Behavior  
 Business English  
**Total credits: 18**

**YEAR III**

**Semester 1**

Human Resource Management  
 Business Communications  
 Financial Management  
 Business Statistics  
 One course in major field  
 Business English  
**Total credits: 18**

**Semester 2**

Production and Operations Management  
 Small Business Management  
 Marketing Management  
 Money and Banking  
 One course in major field  
 Business English  
**Total credits: 18**

## **YEAR IV**

### **Semester 1**

International Business and Trade  
Cambodian National Economic Policy  
(or Cambodian Economic Aspects)  
Research Methodology  
Two courses from Major Field  
Business English

**Total credits: 18**

**Overall credits: 142**

### **Semester 2**

Strategic Management  
Cambodian Industry and Trade  
(or Cambodian Economic Aspects)  
Research Project and Report  
Two courses from Major Field  
Business English

**Total credits: 18**

**Note:** All courses carry three credit hours except for Study Skills which carry two credit hours. Each credit hour corresponds to fifteen hours of classroom instruction.

## Major Fields of Study

The following major fields of study are proposed for the Faculty of Business: **Management, Sales and Marketing, Accounting and Finance, and Manufacturing and Operations Management.** Fields of study are designated as follows: Management (MGT), Sales and Marketing (SMKTG), Accounting and Finance (A/F) and Manufacturing and Operations Management (MOM). Each major field requires completion of the following courses:

<b>Exhibit 11: Proposed Course Distribution by Major Areas of Study</b>	
<b>Management (MGT)</b>	<b>Sales and Marketing (SMKTG)</b>
Industrial Relations	International Marketing
Advanced Organizational Behavior	Marketing Research
Cross-Cultural Management/Negotiation	Consumer Behavior
Managing in the NGO	Sales and Sales Management
Entrepreneurship	Retailing Management
Inventory/Logistics Management	Advertising
<b>Accounting/Finance (AF)</b>	<b>Manufacturing and Operations Management (MOM)</b>
Management Information Systems	Advanced Quantitative Methods
Cost Accounting	Management Information Systems
Intermediate Accounting I and II	Inventory and Logistics Management
Financial Accounting/Auditing	Data Base Management
Capital Budgeting and Investments	Advanced Business Statistics
	Programming Language

The proposed curriculum will require the establishment of the following courses:

**Entrepreneurship:** This course is designed to introduce the student to the theory and experiences associated with entrepreneurs; the student's potential for entrepreneurship is evaluated and students are required to develop an entrepreneurial activity.

**Sales and Sales Management:** Development of personal selling and presentation skills; examination of types of selling situations. Organization of the sales department, sales planning and forecasting, quotas, territories, performance standards, and analysis and control of distribution costs.

**Retailing Management:** A study of retailing management and strategy; retail markets and financial analysis, store location and design, inventory management, and non-store service retailing.

**Managing in the Non-Governmental Organization (NGO):** This course is designed to introduce the student to the Non-Governmental Organization, its role in developing countries, and the management of people in the NGO.

**Industrial Relations:** Introductory analysis of the employment relationship and of the inter-related interests of managers, workers, trade unions and the public.

**Cross-Cultural Management and Negotiations:** Introduction to the complexities of managing cross-culturally; consideration of managerial behavior and decision-making from a cross-cultural perspective; course further considers culture-specific behaviors relative to the art of negotiation.

**Introduction to Quantitative Methods:** An introduction to quantitative methods as related to solutions to management problems; course introduces students to such concepts as probability theory, analytical geometry, and decision-making techniques under conditions of uncertainty.

**Advanced Quantitative Analysis:** This course introduces the student to advanced methods for conceptualizing and solving business and management problems.

**Advanced Business Statistics:** This course introduces the student to advanced statistical concepts and methods including both bi-variate and multi-variate regression analysis; it also introduces the student to statistical forecasting methods as well as sampling designs.

**Small Business Management:** An introduction to managing the small business, including examination of the characteristics of the small business manager, development of skills that can lead to establishing a successful small business; course requires development of a small business plan.

**The Business Environment:** This course explores the ethical, political, social, legal and technological aspects of business.

**Behavioral Concepts for Business:** This course is an introduction to basic psychology including such concepts as learning theory, stimulus-response mechanisms and personality theory; the course also introduces the student to the field of social psychology with such topics as attitudinal development, cooperation, competition and small group dynamics.

**Cambodian Economic Aspects:** This course introduces the student to the historical, economic, geographical, social and cultural dimensions of the Cambodian economy.

The proposed curriculum requires the elimination, re-titling and/or restructuring of the following courses:

**Exhibit 12:**

<b>Course</b>	<b>Action</b>	<b>Rationale</b>
<b>Business Policy II</b>	eliminate	covered in Strategic Management
<b>Taxation</b>	eliminate	resources not available
<b>Human Relations</b>	eliminate	covered in Organizational Behavior
<b>Manufacturing</b>	integrate	Manufacturing / Operations Management
<b>Technology</b>	eliminate	resources not available
<b>Contemporary Issues/ Problems</b>	eliminate	duplication
<b>Financial Institutions</b>	integrate	Money and Banking
<b>Business Ethics</b>	eliminate	resources not available
<b>Cambodian Agribusiness</b>	eliminate	offer in Agriculture Faculty
<b>Investment Management</b>	integrate	resources not available
<b>Personnel Management/ Labor Relations</b>	re-title	Human Resource Management
<b>Production Management</b>	re-title	Production/Inventory Management

<b>International Trade</b>	integrate	International Business and Trade
<b>International Business</b>	integrate	International Business and Trade
<b>Legal Principles and Institutions</b>	reduce coverage from two courses to one	
<b>Legal Aspects of Commercial Transactions</b>	reduce coverage from two courses to one	

### **Establishing an Academic Department Structure**

The proposed curriculum for the Faculty of Business further supposes the establishment of five academic departments: **Accounting/Finance, Management and Marketing, Manufacturing and Operations Management, Economics and Business Law and Foundation Studies**. Major areas of study would correspond to specific departments. These departments would have management responsibility for teachers assigned to that department and for the courses offered within each department. Designations for each department is as follows: Department of Accounting and Finance (AF), Department of Management and Marketing (MM), Department of Manufacturing and Operations Management (MOM), Department of Economics and Business Law (EBL), and Department of Foundation Studies (FS). The Department of Foundation Studies and the Department of Economics and Business Law offer foundation and support courses to major fields of study.

### **Exhibit 13: Proposed Course Distribution by Department**

#### **Department of Accounting and Finance (AF)**

Accounting I and II  
 Managerial Accounting  
 Cost Accounting  
 Intermediate Accounting I and II  
 Financial Accounting  
 Financial Management

Principles of Finance  
Principles of Auditing  
Capital Budgeting and Investments

**Department of Management and Marketing (MM)**

Fundamentals of Management  
Organizational Behavior  
Human Resource Management  
Small Business Management  
Strategic Management  
Entrepreneurship  
Industrial Relations  
Advanced Organizational Behavior  
Cross-Cultural Management and Negotiations  
Managing in the NGO  
Principles of Marketing  
Marketing Management  
International Marketing  
Marketing Research  
Consumer Behavior  
Sales and Sales Management  
Retailing Management  
Advertising

**Department of Manufacturing and Operations Management (MOM)**

Introduction to Quantitative Methods  
Advanced Quantitative Analysis  
Production/Operations Management  
Inventory and Logistics Management  
Introduction to Business Statistics  
Advanced Business Statistics  
Data Base Management  
Management Information Systems  
Programming Languages

**Department of Economics and Business Law (EBL)**

Introduction to Business  
The Business Environment  
Microeconomics  
Macroeconomics

Money and Banking  
Legal Principles and Institutions  
Business Law  
Commercial Transactions  
International Business and Trade  
Cambodian National Economic Policy  
Cambodian Industry and Trade  
Cambodian Economic Aspects

**Department of Foundation Studies (FS)**

Study Skills  
Business English  
Business Communications  
Behavioral Concepts for Business  
Introduction to Computers and Applications  
Research Methodology

**Exhibit 14:  
Required Third and Fourth Year Courses by Major Field of Study**

*Accounting / Finance*

**Year 3**

Semester I: Intermediate Accounting I  
Semester II: Intermediate Accounting II

**Year 4**

Semester I: Cost Accounting  
Management Information Systems  
Semester II: Financial Accounting/Auditing or  
Capital Budgeting and Investments

*Management*

**Year 3**

Semester I: Advanced Organizational Behavior  
Semester II: Industrial Relations

#### **Year 4**

- Semester I: Cross-Cultural Management and Negotiations  
Managing in the Non-Governmental Organization
- Semester II: Inventory and Logistics Management  
Entrepreneurship

#### ***Sales and Marketing***

#### **Year 3**

- Semester I: Consumer Behavior
- Semester II: Marketing Research

#### **Year 4**

- Semester I: International Marketing  
Sales and Sales Management
- Semester II: Retailing Management/Advertising

#### ***Manufacturing and Operations Management***

#### **Year 3**

- Semester I: Advanced Quantitative Analysis
- Semester II: Advanced Business Statistics

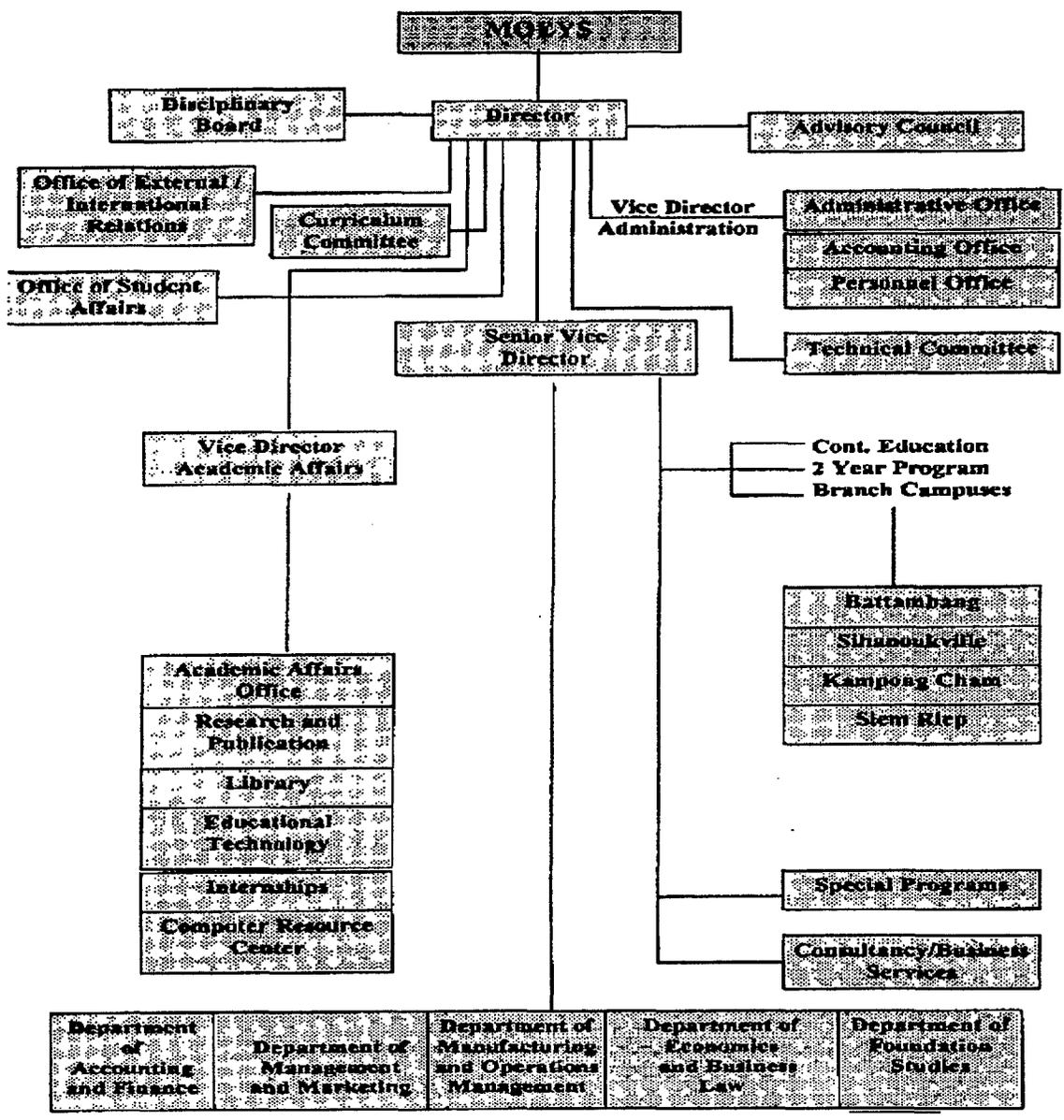
#### **Year 4**

- Semester I: Inventory and Logistics Management  
Management Information Systems
- Semester II: Data Base Management  
Programming Language

### **Building Block 3: Re-Aligning the Organizational and Academic Structure of the Faculty of Business**

The organizational structure of the Faculty of Business is best described as line/staff. While the organizational structure of the FOB is adequate for a limited academic program, it is considerably inadequate for a mainstream school of business. This is true especially in view of the recent introduction of a part-time program. The following is a proposed organizational structure for the FOB. The proposed organizational structure provides for the implementation of the other building blocks upon which to extend the competitive advantage of the Faculty of Business:

**Exhibit 15:  
PROPOSED ORGANIZATIONAL STRUCTURE FOR FACULTY OF  
BUSINESS**



#### **Building Block 4: Strengthening Administrative Staff Capacity**

The Faculty of Business has an urgent need for a comprehensive staff development plan. This long-term staff development plan must include all administrative as well as teaching staff. Senior administrative staff must have first hand experience with the operations of other business schools in the Southeast Asian region as well as in the United States. Visiting other institutions in its region is one important method by which FOB administrators can establish a colleague network.

Additionally, since the FOB recently introduced a part-time degree program it is important for the administration to understand the different requirements and expectations of part-time students. Therefore, the senior administration of the Faculty of Business must become familiar with the curriculum and structure of part-time degree programs both in Southeast Asia and in other developed countries. Also, there is a serious need for the administrative staff of the Faculty of Business to be introduced to personal computing.

A competent, well-trained administrative staff at all levels is crucial to the effective functioning of every organization. While the FOB has an adequate number of administrative positions for its enrollment and number of teaching staff, the administrative staff functions far below its potential because of a lack of specialized training and access to modern technology with which to carry out the mission and objectives of the FOB. For example, both the senior administrative staff (comprised of the director, and two vice-directors) and mid-level administrative personnel lack access to, and experience with, the routine information technology that is commonplace in today's educational environment.

#### **Building Block 5: Expanding and Strengthening Academic Staff Qualifications**

The curriculum of the FOB is professionally oriented. The baccalaureate degree offered by the Faculty of Business includes subjects and courses that comprise a curriculum that would be considered extremely narrow in scope. The curriculum as currently structured does not include any consideration of the social sciences (other than economics), the humanities, or other liberal arts studies. In spite of this, the existing offerings of the FOB are critical to Cambodia's long-term development. **Therefore, the Ministry of Education, Youth and Sport and the Director of the FOB must make improvement of teacher qualifications the top priority.**

The demand estimates for the Faculty of Business between the years 1997 and 2002 clearly point to a potential crisis for the Ministry of Education, Youth and Sport. The FOB currently operates at maximum capacity given its total enrollment and teaching staff. While the permanent teaching staff of the FOB is approximately 45, the effective teaching staff numbers 36. This is due to teachers holding full-time administrative

positions, or both administrative and teaching assignments. Therefore, the total number of teaching staff must increase to accommodate both a currently excessive student-teacher ratio and the eventual demand for seats that is certain to occur within the next five years.

Consequently, the Ministry of Education, Youth and Sport and the Faculty of Business must actively begin to expand the current teaching staff of the FOB. Given demand estimates for the year 2002 (refer to **Section XV B.1**), there will be a need to have sixty teachers on board by September 2002. In order for the FOB to increase the current effective teaching staff from 36 to 60, an additional 24 teachers must be hired.

Currently, the teaching qualifications of the FOB staff are currently deficient. Given a target staff of 60 full-time teachers by the year 2002, it is proposed that at least 30 of these teachers hold a masters degree and five a doctoral degree. Since the FOB presently has two masters degree holders and nine additional staff in training for a masters degree, it will be necessary for the FOB to train an additional 24 teachers at the masters level.

If one assumes that all eleven teachers currently in training return to the FOB, there will then be 35 teachers with a masters degree by the year 2002. However, it is further proposed that five of these teachers train for a doctoral degree. The importance of having a core of doctoral trained teaching staff is critical to the long-term development and enhancement of the FOB's programs. The lack of any doctoral qualified staff to provide academic leadership is a glaring example of the training needs of the FOB.

Academic areas and the number of teachers to be trained in each area are as follows: **Management (2), Marketing (4), Organizational Behavior/Organizational Development (2), Finance (3), Accounting (3), Management Information Systems (2), Quantitative Methods (2), Economics (3), Public Management (1), and International Business (2)**. Academic areas in which the FOB needs doctoral qualified teachers include: **Finance (1), Accounting (1), Quantitative Methods (1), Management (1), and Marketing (1)**.

In addition to long-term degree training, there is a need for regular short course training and skill updating for those teaching staff who do not go on for graduate level training. Areas that should be considered are instruction in computer software and applications, instruction in computer usage, and instruction in computer assisted learning. Teachers should also enhance their core competency in such subjects as accounting, statistics, management, and short-course instruction in the use of educational technology.

### **Building Block 6: Implementing an Academic Management System**

The academic management system is the infrastructure that supports the operations of a modern educational institution. An academic management system

provides the senior administrative staff, as well as mid-level administrators and potential department heads, the information with which to make informed decisions regarding the daily operations and long-term developments and forecasts for the institution. Information that is collected and maintained in an academic management system includes student admissions data (age, gender, and admission scores), as well as precise information regarding the teaching qualifications and other particulars of the teaching and administrative staff.

The academic management system provides key information to the administration which is needed for scheduling classes and teaching assignments. The academic management system enhances the institution's efficiency and effectiveness by identifying low use periods and high demand intervals so that teaching assignments and availability of classroom space can be distributed throughout the teaching day.

The academic management system also provides the academic decision-maker with important indices of academic performance and quality standards. Some of the indices used world-wide with which to measure overall system efficiency are the student-teacher ratio (total enrollment divided by number of effective teachers) and teacher productivity ratio (total students per teacher per course). The system also maintains student academic records. The Faculty of Business has an urgent need to investigate and identify an academic management system that is appropriate to its needs and capabilities.

### **Building Block 7: Strengthening the Library's Holdings and Technology**

Another key unit of every educational institution is the library. The library serves the reference and research needs of both teachers and students. It must provide both teachers and students access to technical journals in subjects such as management, marketing, finance, economics, and international business and trade.

The library of a modern school of business in Southeast Asia must also include broad coverage of business and economic activities of the region, particularly the home country. The school of business library must also serve the institution as a repository of world business and economic news, developments, and trends.

A comprehensive academic library in today's school of business must interface with all operating units of the institution. These would include administrative and academic units, and offices of research, continuing education and consultancy. The library of a modern school of business will have available the latest information technology with which to support more traditional methods of data retrieval. Availability of CD-ROM equipment would be essential to establishing a modern business school library. Additionally, the library of the school of business must have a seamless interface with the institution's Computer Resource Center.

## **Building Block 8: Expanding Community Outreach Efforts**

Continuing education programs have long been a source of supplemental revenues for professional schools within universities in the West. During the past decade, continuing education programs have become popular among professional schools in Asia. These programs are variously referred to as continuing education programs or community outreach programs. The Faculty of Business has had modest but impressive success with establishing its own community outreach efforts.

The activities of the Georgetown Small Business Training Program, for example, are noteworthy. The recent enrollment for the newly established Associate of Business Degree program for working adults is also impressive. Both of these programs have strong potential for expansion into other provincial centers of Cambodia. The continuing education program of the Faculty of Business must incorporate opportunities for both degree and non-degree study. The increasing development of the private sector as well as the needs of public management require the establishment of a high quality continuing education unit within the FOB. These programs also hold good potential for external revenue generation with which to supplement teachers' salaries and support the existing operations of the Faculty of Business.

The continuing education programs of the FOB include the part-time Associate of Business Administration degree and the Georgetown Small Business Training Program. The FOB is also encouraged to structure market competitive non-degree certificate programs. These might take the form of certification in **computer usage and applications, accounting and financial control, sales and sales management, retailing, market research, tourism, international trade and negotiations, and law.** These types of programs can be standardized and offered "off the shelf" or be customized for specific private sector businesses, NGOs and/or government ministries.

**Opportunities for expanding the continuing education program of the Faculty of Business are abundant.** These opportunities exist both in Phnom Penh, as well as in other cities throughout Cambodia and in the more rural areas of the country.

Continuing education programs have become a major source of unencumbered revenue (general revenue) for business schools throughout the world. Business schools in Southeast Asia that have developed impressive and highly profitable programs for professional or executive education can be found at the National University of Singapore, Chulalongkorn University and the Asian Institute of Technology in Bangkok; the Indian Institute of Management in Ahmedabad; the Asian Institute of Management in Manila; and the Hong Kong University of Science and Technology. Other programs outside of Southeast Asia, with substantial experience in continuing education in Southeast Asia, are the executive education programs at Curtin University of Technology in Perth,

Australia, and those of the University of Melbourne and the University of New South Wales.

### **Building Block 9: Maintaining a Real Partnership with an Internationally Recognized School of Business**

The Faculty of Business must establish a real partnership with an internationally recognized school of business. The partnership should provide for visiting faculty from outside Cambodia to teach at the FOB. Additionally, the partner institution must be in a position to provide certain support to the development of the FOB. For example, the partner institution should have sufficiently developed degree programs to permit the enrollment of qualified FOB teachers to its masters and doctoral degree programs.

This School of Business may be in Europe, Asia, Australia or North America. The institution identified must be noteworthy for its international orientation. Additionally, the institution must be in a position to provide guidance and support to the long-term development of the FOB. **The FOB must be directly linked to the School of Business of the partner institution.**

The university and the school of business within that university must have a lengthy history of successful protocol relationships. The school of business must have a lengthy history of constructive involvement with various institutions throughout Asia but particularly in Southeast Asia. Constructive involvement includes such activities as curriculum development, exchange of teachers, acceptance of students for advanced degree training, provision of consultation for library development, and computer resources. The partner institution must also have extensive experience working directly with multilateral lending agencies such as the World Bank and the Asian Development Bank.

The proposed linkage institution must also have successful experience in writing grant proposals, managing development grants, structuring and offering professional or executive education with international audiences and an internationally prominent teaching faculty, globally-oriented curriculum, and high-profile alumni. The linkage institution should also have an established doctoral program. Ideally, the linkage institution should have experience with curriculum within business schools in Southeast Asia and substantial experience training public and private sector managers both in Western countries and Asia.

### **Building Block 10: Developing Instructional Materials Consistent with the Cambodian Economic and Social Context**

Many of the teaching materials currently being used by expatriate teaching staff have been adopted in their entirety from the expatriate's country of origin. These

materials are exclusively in English. More recently, teachers have begun the tedious process of translating textbooks for such fundamental subjects as economics into Khmer. Many of the materials being used for instructional purposes in the classroom are out of context for the Cambodian student. The materials often stress large-scale multinational enterprise and interpersonal dynamics inconsistent with the social dynamics of Cambodia.

It is incumbent upon the FOB to pursue the introduction of indigenous materials into the classroom environment. Most important is the introduction of the case method of instruction to the curriculum. This is particularly appropriate and essential to enhanced learning at the upper-division level of the FOB.

Therefore, the FOB should embark immediately upon identifying courses and teachers who can contribute to the development of the curriculum and teaching materials by attending case writing workshops. The development of instructional case materials relative to Cambodia would be consistent with similar pedagogical developments in Bangladesh, Indonesia, Malaysia, Singapore, and Thailand. The use of Cambodian-specific case studies would also help overcome the inconsistencies in the environmental dimensions of the Cambodian business context vis-B-vis the West and other national environments throughout the Asian region.

Most important to the consideration of localized case study materials is the importance that values and value systems play in the identification, analysis and proposed solutions to problems. In other words, the cultural dynamics of Cambodian society must be carefully considered in the development of any instructional materials.

### **Building Block 11: Introducing Information Technology to Teaching Delivery**

The Faculty of Business has a critical need for access to information technology. Computers and information technology are essential and commonplace to the world's business schools. It is essential that students, teachers and administrators be connected to each other, as well as other countries in Southeast Asia and throughout the world. This need is clearly apparent at the Faculty of Business.

The Faculty of Business requires a Computer Resource Center (CRC) that will provide computer facilities, technical assistance, on-line data bases and training information on the use of computers and communication networks including the Internet and the World-Wide-Web. The CRC should provide training and support for IBM compatible PCs, Macintosh computers, Silicon Graphics and Unix workstations, and IBM mainframe computers. The Center should also provide training on the most popular software programs applicable to the business environment.

The Computer Resource Center requires a computer laboratory that is open throughout the day in order to accommodate the needs of both day and evening students. In addition, the CRC should develop and maintain at least one computer-equipped classroom including multimedia and ancillary materials. Students and teachers should have access to the Computer Resource Center when it is not being used for instruction purposes. Eventually, the Faculty of Business should enhance the capability of the Computer Resource Center to include a facility that could be used for a digital interactive video conference system to connect the Faculty with other universities, NGOs and schools of business around the world.

The Computer Resource Center should be established simultaneously with the newly constructed FOB library. The CRC must work closely with the library and campus multimedia facilities to provide connections to library data bases. In addition, the Computer Resource Center should collaborate with the library to provide newsletters regarding FOB activities, announcements and general dissemination of information about the Faculty of Business. The CRC should also educate students, teachers and administrators about important computer issues and provide training seminars to students, teachers and administrators.

### **Building Block 12: Strengthening the English Language Program**

The early establishment of the English Language Program at the Faculty of Business was sporadic and dependent on the availability of volunteer teachers. This is a common situation in the least developed institutions within those countries that comprise the former Indo-China. **However, for a school of business to aspire to an international standard today, particularly in Southeast Asia, a fully institutionalized English Language Program is critical.** Such a program began in May 1995 at the Faculty of Business. The English Language Program at the FOB was established with the support of Georgetown University and the University of San Francisco.

The English Language Program at the FOB currently offers courses in business English to over 800 students. Four expatriate teachers produce a student-teacher ratio of approximately 200/1. In order for the Faculty of Business to continue to offer a credible English language program, this ratio must be reduced. Additionally, while the English Language Program carries out its responsibilities with a dedicated staff under the direction of a doctoral qualified linguist, it does so without the professional EFL staff necessary to fully institutionalize the program. The staff of the English Language Program also attempt to accomplish their objectives without access to an English Language Laboratory or other routine pedagogical materials basic to most English as a Foreign Language programs.

### **Building Block 13: Establishing a Consultancy and Business Services Unit**

The Faculty of Business has the opportunity of establishing a consultancy and business services unit. A consultancy and business services unit is commonplace among schools of business throughout the world. This unit of the Faculty of Business would have the potential to attract contract work for the teachers of the FOB. Additionally, a consultancy and business services unit could be a source of external revenue for the FOB.

A consultancy and business services unit within a school of business typically charges a percentage of its operating expenses to work performed on behalf of a client. Therefore, the Faculty of Business would be in a position to attract consulting assignments for its teachers and also generate a portion of its overhead costs in revenue. Consultancy assignments with which the faculty could become active would include such activities as preparing survey instruments and other data collection methods for private sector businesses and NGOs; advising potential overseas investors on the process of investing in Cambodia; and providing information on business start-ups, government policies affecting the business environment, market potential, and consumer behavior patterns.

The business services unit of the Faculty of Business could have a consultancy function. The business services unit could provide direct contract services to existing businesses in Cambodia, specifically those within Phnom Penh. An area where a business services unit could prove highly successful is in taking the expertise of the Georgetown Small Business Training Program to small- and medium-size businesses in the country.

The Georgetown Small Business Training Program has successfully trained a cadre of small business teachers who could work directly with ailing small businesses throughout Phnom Penh. **Additionally, teams of small business teachers and selected students from the BBA program could work with client firms throughout Phnom Penh to establish “real-life” instructional cases for use in the Georgetown Small Business Training Program and in the BBA curriculum.**

### **Building Block 14: Establishing a Research and Publications Unit**

The Faculty of Business also has the opportunity to establish an active research and publications unit. Currently, the teaching staff of the FOB is insufficiently qualified to engage in meaningful and high quality research and publication. However, it is essential that the FOB begin to develop a capacity in research and publication. One way in which the FOB could foster a conducive climate to such activity would be in publishing its own business and management journal.

The Faculty of Business is in a highly attractive position to establish a journal of business and management focusing on Cambodia. Research and publication of the journal should focus on both theoretical and practitioner-oriented issues surrounding the development of management practice in Cambodia. Pertinent to the readership of the proposed journal would be research that compares the development and practice of management in Cambodia with similar developments among its neighboring countries of Burma, Laos, Southern China, Thailand, and Vietnam. A potential title for the journal might be the **Cambodian Journal of Business and Management**. Establishing a journal would provide the faculty an outlet through which to develop a research competency. A journal would also provide the FOB the opportunity to further promote its programs and activities throughout Cambodia and Southeast Asia.

## **XVI. SUMMARY, RECOMMENDATIONS AND CONCLUSIONS**

### **A. Summary**

The Faculty of Business of the Royal Cambodian Government was established in 1983 as the Economic Sciences Institute. In 1993, it adopted the name Faculty of Business. Today, the Faculty of Business pursues a mission, objectives and curriculum consistent with other institutions in Southeast Asia and the West.

For the past several years, the FOB has received the support of the United States Agency for International Development. That support has led to the involvement of Georgetown University and the University of San Francisco in the long-term development of the FOB. The University of San Francisco has assisted the FOB in the areas of legal education. Georgetown University has assisted the FOB in developing a small business training program and strengthening the teaching staff. The Faculty of Business has also reached out to Cambodia's provincial areas. Provinces where it currently has programs include Battambang, Sihanoukville and Kompong Cham.

The current enrollments of the Faculty of Business include: 1,218 BBA students and 361 part-time students enrolled in the Associate of Business Administration degree program. The Associate of Business Administration degree was initiated in October 1996. Gender distribution for the Faculty of Business is approximately 75% male and 25% female. The language of instruction is Khmer. However, because of the substantial expatriate presence during the past three years and the introduction of English into the curriculum, English has become a second language. In 1996, 4,019 applicants applied for admission to the Faculty of Business. 210 students were successful in gaining admission. The FOB, therefore, admits approximately five percent of total applicants to the BBA program.

In spite of years of neglect, the educational system in Cambodia strives to regenerate itself. However, the demographics of Cambodia clearly point to an impending crisis. Not only are primary and secondary level enrollments expanding, current estimates indicate that students under the age of fifteen will number approximately five million by the year 2000. This is an increase of twenty-five percent over current estimates. Additionally, the size of the labor force is estimated to increase by one-third during this period. **Consequently, the FOB can anticipate a doubling of applicants by 2002.**

The Faculty of Business offers a curriculum focusing on accounting and finance, and manufacturing and marketing. At the time of this study, the teaching census of the FOB numbered 45; of this number, 14 teachers were on various forms of study leave. Additionally, 14 teachers hold both administrative and teaching assignments. Therefore, the FOB has an effective teaching staff of approximately 36 teachers.

The Faculty of Business maintains a Career Placement Center and an English Language Program. Both of these programs are staffed by expatriate instructors supplemented by local staff. The English Language Program also maintains a small English reading room. Companies with which FOB students have been placed include: Angkor Beer, British American Tobacco Company, Caltex, and Tiger Beer. The objectives of the Career Placement Center are to assist students in preparing a resume and finding a job.

Community outreach activities of the FOB have led to the successful implementation of small business training programs in Battambang, Sihanoukville and Kompong Cham. The FOB aims to develop its outreach efforts in Siem Riep and other provincial areas in coming years. Indications are that both the BBA program as well as the provincial small business programs provide a key resource to Cambodia's future development.

While the progress of the Faculty of Business since 1993 has been impressive, it would have been impossible without external support. The role of the University of San Francisco in the area of legal education for business and the efforts of Georgetown University in small business training and faculty strengthening, while not without difficulties, have been substantial.

## **B. Recommendations**

This report included a comprehensive description of the operations of the Faculty of Business as well as an assessment of institutional excellence for the Faculty of Business. The recommendations of this study are as follows:

***Organizational Recommendations with Little or No Cost to the Faculty of Business***

**Recommendation 1: The Faculty of Business must begin the process of goal-setting.**

**Comment:** The administration of the Faculty of Business has a good vision of the future of the FOB. However, an interactive process of planning or goal-setting does not exist.

**Recommendation 2: The Faculty of Business must streamline its existing curriculum.**

**Comment:** The Faculty of Business has made good progress in establishing a modern business school curriculum. However, a reliance on short-term expatriate and volunteer teachers has resulted in redundancies in courses and proposals for courses without adequate consideration of teaching capacity or courses that are appropriate to Cambodia's current and near-term economic performance.

**Recommendation 3: The Faculty of Business must identify and establish a method of quality assurance.**

**Comment:** Many educational institutions in Southeast Asia suffer from a lack of academic credibility. A method of quality assurance that is recognized throughout the region is crucial to overcoming a potential lack of credibility.

**Recommendation 4: The Faculty of Business must establish a departmental structure.**

**Comment:** A departmental structure allows for grouping of courses by functional area, provides greater identity for teachers within each functional area, and provides a mechanism for management development.

**Recommendation 5: The Faculty of Business must expand its areas of specialization.**

**Comment:** Current specialization in accounting, finance, manufacturing, and marketing are limited. Proposed areas of specialization are accounting and finance, sales and marketing, management, and manufacturing and operations management. This specialization better reflects course offerings of the Faculty of Business and Cambodia's current economic dynamics.

**Recommendation 6: The Faculty of Business must establish a classification of teaching staff by academic rank.**

**Comment:** A system of academic ranks and the potential for promotion provides incentives to improve teaching performance, research efforts and potential publication activity. It also serves to build staff morale, especially in a low pay environment.

**Recommendation 7: The Faculty of Business must reduce its reliance on part-time teachers.**

**Comment:** It is impossible to institutionalize an educational organization while relying on part-time teachers who typically lack institutional commitment and are difficult to manage.

**Recommendation 8: The Faculty of Business must review and revise its current organizational structure.**

**Comment:** The current organizational structure of the Faculty of Business is too limited for the level of activity with which the FOB is involved. A departmental structure is necessary as are offices of external affairs and international relations, special programs, consultancy and business services, educational technology, and continuing education, including the regional campuses of the Faculty of Business.

**Recommendation 9: The Director of the Faculty of Business should immediately create a standing committee for curriculum matters.**

**Comment:** This committee should not be a part of the existing technical committee of the FOB. It must be an independent committee of teachers charged with coordinating the curriculum. A primary function of the curriculum committee should be to review and recommend the introduction of new courses to the curriculum and the elimination of under-utilized or obsolete courses.

**Recommendation 10: The Director of the Faculty of Business has a need for a Senior Vice Director.**

**Comment:** The Director of the Faculty of Business should identify an administrative colleague to be designated the Senior Vice Director of the FOB. The Senior Vice Director should serve as Acting Director in the absence of the Director. All continuing education activities of the FOB, including the branch campuses and special programs of the Faculty of Business should report directly to the Senior Vice Director. The Office of Consultancy and Business Services should also report to this person. The Senior Vice Director would report directly to the Director.

**Recommendation 11: The Faculty of Business must establish an Advisory Council to the Director.**

**Comment:** The Director of the Faculty of Business has a great need for external guidance from a small group of prominent ministerial officials and representatives of the private business community. This advisory council should be in a position to serve as a sounding board for the Director on long-term development plans, international opportunities, potential protocol relationships, and financial guidance for the long-term development of the FOB. This advisory council might include: the Minister of Education, Youth and Sport; the Minister of Commerce; a representative of the World Bank or the Asian Development Bank; a prominent legal expert; and two representatives of multinational business organizations.

**Recommendation 12: The Faculty of Business must actively search out a partner school of business.**

**Comment:** Both the University of San Francisco and Georgetown University have made significant contributions to the Faculty of Business. These contributions came at a critical turning point in the history of Cambodia and the FOB. However, both universities lack substantial experience managing overseas development projects and institution-building. Additionally, the presence of two universities within the same host institution can be complicated. The FOB should actively seek out a partner institution or consortium of institutions with at least twenty years of significant institution-building experience in Asia. This institution or consortium should have the capacity to support the development of both the business programs and further development of the business law courses and training. This institution or consortium should have extensive networking relationships within Southeast Asia. **It is strongly recommended that the Director, Senior Vice Director and Vice Director for Academic Affairs travel to the United States to meet with key university officials to explore potential partnerships (cost estimate \$39,210).**

**Recommendation 13: Key administrative staff must visit regional institutions to become familiar with quality assurance through self-accreditation.**

**Comment:** There is a critical need for short-term training for key administrative staff. This training should include study tours to regional institutions to observe the structure and operations of continuing education programs. It is also important for key administrative staff to attend a regional workshop to investigate methods of quality assurance, particularly self-accreditation. The **Regional Institute for Higher Education Development in Bangkok** would be an ideal venue for this type of course or workshop. It is also recommended that a regional expert in self-accreditation be invited to Phnom Penh to conduct a workshop on implementing quality assurance programs or self-accreditation. Dr. Wichit Srisa-an, former permanent secretary of the Ministry of University Affairs, Royal Government of Thailand, and current President of Suranaree University of Technology, is perhaps the leading Asian authority on self-accreditation.

**Recommendation 14: The Director of the FOB along with his Senior Vice Director and the Vice Director for Academic Affairs should travel to the United States for a thirty-day study tour of continuing education programs.**

**Comment:** It is highly important that these administrators receive exposure to professional or executive education programs at two or more of the United States' leading universities. At least one of these universities should be in a major urban area. The objective of this study tour would be to learn how to identify market demand for executive education, discover what types of courses might be attractive to potential clients, and determine a pricing structure for executive education (cost estimate \$39,210).

**Recommendation 15: The Faculty of Business must structure and carry out a comprehensive tracer study of the graduates of the BBA program.**

**Comment:** A tracer study of BBA graduates is necessary to identify job placement, to evaluate the applicability of the curriculum to work requirements, and to develop an alumni file.

#### *Institutionalization Recommendations with Moderate Cost*

**Recommendation 16: The Faculty of Business must implement an Academic Management System.**

**Comment:** An academic management system is essentially a data base management system. It enhances decision-making, assists the administration in determining utilization indices and overall system performance. It also simplifies course scheduling, maximizes allocation of space, and maintains comprehensive documentation on staff particulars, academic qualifications and teaching specialization. **It is, therefore, strongly recommended that the FOB have the services of a consultant on academic management systems for nine months** (cost estimate \$96,823; consultant only).

**Recommendation 17: The Faculty of Business must create an Office of Educational Technology.**

**Comment:** A modern school of business is highly technical and information-based. Computer technology and applications are routine. Administrators, teachers and students have access to, and familiarity with, computer programs and applications. Computer-assisted instruction through Power Point applications is also commonplace. The use of traditional methods of educational technology such as overhead projectors and transparencies, flip charts, and video monitors is also considered routine. Virtually none of these resources exist within the Faculty of Business. **It is strongly recommended that the Vice Director for Academic Affairs and two senior teachers travel to the United States for thirty days to study applications of education technology in the classroom** (cost estimate \$39,210).

**Recommendation 18: The Faculty of Business must expand and strengthen the teaching qualifications of the academic staff.**

**Comment:** The present numbers of teaching staff at the Faculty of Business are deficient for the enrollment. This fact, coupled with a potential doubling of demand over the next five years, clearly demonstrates the need to hire more teaching staff. Additionally, newly hired staff must possess significantly higher academic qualifications than do the current academic staff. There is a need to hire at least 24 additional teachers over the next five years. This number assumes that all teachers currently training outside of Cambodia return. **It is recommended that by the year 2002 the FOB have sixty teachers with no less than one-half holding a masters degree in an appropriate business subject. Five teachers should be identified for doctoral degree training.**

It is further proposed that nine of the thirty receive masters level training in the Southeast Asian region. Therefore, the Director of the FOB should explore the interest of the Asian Institute of Technology and the Asian Institute of Management in preparing a customized masters degree program for the FOB where part of the course is completed in Thailand or the Philippines and part in Phnom Penh. This proposal would substantially reduce the cost of training and the amount of time that teachers would be away from the FOB.

**The other fifteen masters level trainees should be trained in the United States. All doctoral applicants should be trained in the United States.** At least fifteen of the other teachers should receive short-term training throughout the Asian region. Potential venues for short-term training are the National University of Singapore, the Hong Kong University of Science and Technology, Chulalongkorn University in Bangkok, and the Indian Institute of Management (cost estimate for U.S.-based training: \$1,327,345; this figure includes training for 15 masters and 5 doctoral trainees).

**Recommendation 19: During the five-year period that Faculty of Business teachers are abroad for masters and doctoral level training, at least ten expatriate professors should be available each year to support in-house training of FOB teachers and to compensate for the absence of permanent staff. Each year, at least five of these professors should be senior level academics holding the rank of Associate Professor or Full Professor.**

**Comment:** These teachers should be prepared to spend from one to two years at the FOB. The expatriate teachers should hold the terminal degree in their field of study. Provision might also be made to recruit expatriate teaching staff who are completing the doctoral degree at the partner institution(s). These junior academics should have an interest in completing doctoral dissertation research on aspects of economic, business and management development in Cambodia. **These academic staff could also be supplemented by potential Fulbright professors.**

**Recommendation 20: The English Language Program of the Faculty of Business must be institutionalized.**

**Comment:** English language courses are key to a successful business curriculum at the Faculty of Business. English language training should be interwoven throughout the four year BBA program. While facility with English should not be a requirement for admission to the FOB, students should be tested for a good command of English at the conclusion of the four years of study. Institutionalization of an English Language Program is essential. **It is strongly recommended that the FOB have the services of five professionally trained EFL teachers for a five-year period** (cost estimate \$392,546 per year).

**Recommendation 21: The Faculty of Business must establish a Writing Center.**

**Comment:** A writing center is a key part of the institutionalization of the English Language Program at the Faculty of Business. A writing center must be established that would assist students in preparation of written reports and other research activities. The writing center could also provide in-house consulting to teaching staff who have interest in research and publication activity. The writing center could also provide support to the Office of Research and Publication in the development of the proposed **Journal**.

**Recommendation 22: The Faculty of Business must establish a Computer Resource Center.**

**Comment:** Facility with computers and other forms of information technology is essential to a modern school of business. The FOB has a desperate need for a well-equipped and staffed Computer Resource Center. **This Center should have no less than twenty-five IBM compatible personal computers with a server and printers.**

The Computer Resource Center should have a resource person available throughout the class day, as well as in the evening, to maintain the equipment, conduct short courses on how to use the personal computer and to maintain security. The Computer Resource Center should occupy the space to be vacated by the current library.

**Recommendation 23: The library of the Faculty of Business must be developed.**

**Comment:** The existing library of the Faculty of Business is in poor condition. Books that have been donated by international organizations are redundant and obsolete. Materials are in disrepair because of inadequate environmental controls. A new three-story library is nearing completion. The new library must have at least three CD-ROM computers and a printer. Additionally, the library has a demand for academic journals and other periodicals of practical use to baccalaureate degree students. The existing

library supervisor and her immediate staff require extensive computer training. **It is recommended that the FOB have available for nine months the services of a consultant librarian from a university in the United States (cost estimate \$59,992).**

**Recommendation 24: The Faculty of Business urgently needs to develop indigenous instructional materials.**

**Comment:** There is a pressing need to develop a compendium of instructional materials that are specific to business and organizational issues in Cambodia. A series of case writing workshops is highly recommended. These workshops would introduce the teaching staff to the case method of instruction and guide selected teachers in developing Cambodian cases for classroom purposes. The most accomplished case writers and instructors would then train other case writers and instructors in the case method. The output of this effort should be a volume of cases entitled **Management and Business Cases of Cambodia.**

**Recommendation 25: The Faculty of Business has an urgent need for an institutional vehicle.**

**Comment:** The Faculty of Business has many official and other institutional visitors. The FOB lacks a vehicle for official day-to-day use. The Director of the FOB frequently uses his personal vehicle to assist guests and dignitaries while in Phnom Penh. Additionally, since the FOB has established three provincial outreach centers, regular travel to each of these locations by both the FOB administration and teachers is essential.

#### ***Revenue Generating Recommendations***

**Recommendation 26: The Faculty of Business must establish a Consultancy and Business Services Unit**

**Comment:** A major source of revenue for modern schools of business is consultancy and business services divisions or units. The Faculty of Business is in a key position to begin the development of a consulting and business services capacity. The FOB should begin to develop such a capacity by identifying a senior teacher who has some experience and a strong interest in developing his or her consulting skills and establishing a formal consulting unit within the FOB. This person should be sent on a study tour of consulting offices or units within the major schools of business in Hong Kong, Singapore, Thailand, and perhaps Malaysia. The person should submit a report outlining models and activities of consulting operations studied, as well as a proposed model for the FOB. The person should also identify potential client groups within Cambodia.

**Recommendation 27: The Faculty of Business must develop a research and publications capacity.**

**Comment:** The Faculty of Business must activate its existing research unit to include a publication outlet. The FOB could take on publication of technical subjects and reports for ministries of government and for private sector businesses. One potential activity of this publication unit would be a monthly or quarterly report of private sector business development activity in Cambodia. This publication might be called the **Cambodian Business Monthly**. Subscriptions would be sold to ministries of government, private sector businesses in Cambodia, NGOs and other international subscribers.

**Recommendation 28: Immediately begin to develop a series of standardized short-courses that can be offered to the NGO community and to the various ministries of government and private sector companies.**

**Comment:** These courses could be offered in a one-day format or over several days up to one month. The courses could be developed by the teaching staff within the Consultancy and Business Services Unit. Teachers would then offer the course for supplemental income and the Consultancy and Business Services Unit would charge a percentage of their fixed costs as overhead. Areas where the faculty have expertise are in computer training, basic accounting, basic management, marketing, finance, law and statistics. The latter short-course could be of considerable interest to the government sector.

**Concluding Recommendation: The Faculty of Business must urgently develop an Action Plan in order to follow up on the recommendations of this report.**

**Comment:** The Director of the Faculty of Business and the Ministry of Education, Youth and Sport must immediately develop an **Action Plan** to begin implementation of the key recommendations of this study. A donor's conference should be held. Representatives of the **World Bank**, the **Asian Development Bank**, the **United States Agency for International Development**, the **United Nations Development Programme** and the **Corporate Club of Phnom Penh** should be among those invited to attend.

The purpose of this conference would be to review the recommendations of this study and identify a strategy with which the Faculty of Business can gain the financial support necessary to implement key recommendations. This conference could also provide a potential forum to explore a method or methods by which the Faculty of Business could establish a permanent source of income with which to supplement its own revenue-generating activities and the budget of the Royal Government of Cambodia. A permanent stream of income is essential to continue, in even a very modest way, the substantial efforts of the United States Agency for International Development. The private sector should be approached and encouraged to provide support to the Faculty of Business. This support could come from corporate contributions to selected activities or initiatives of the

FOB or by the direct purchase of services from the FOB. **Establishment of an endowment for the Faculty of Business would appear worthwhile.**

## **Conclusions**

The Faculty of Business of the Royal Government of Cambodia plays a pivotal role in the training and development of the coming generation of Cambodia's middle and upper level managers. It carries out this mission with inadequate resources but with a vision of a Cambodia fully engaged in a market economy and regional, if not world-wide, interaction. The past three years have seen the curriculum, teachers and administrators of the Faculty of Business progress to a genuine take-off point.

However, the future of the Faculty of Business remains at great risk. During the past three years, support from the United States Agency for International Development, along with more limited support from other countries and donor agencies, has enabled the Faculty of Business to embark upon an ambitious scheme to bring its programs up to an international standard. It also has expanded its curriculum and programs to the rural areas of Cambodia, implemented a part-time degree program, and enhanced its overall curricular offerings. Nevertheless, without continued and substantial external support, the achievements of the Faculty of Business will degenerate rapidly. **It is, therefore, paramount that the Ministry of Education, Youth and Sport, along with the Director of the Faculty of Business, aggressively seek out continued donor support for the development and further institutionalization of the FOB.**

This study was designed to provide a comprehensive description of the curriculum, organizational structure, and administrative and academic qualifications of the FOB's current staff. The study also sought to assess the operations of the Faculty of Business. As a result of this study and assessment, key building blocks have been identified that will lead to institutional excellence for the Faculty of Business. It is through implementation of these building blocks that the Faculty of Business can reasonably hope to join the mainstream of business education both in Southeast Asia and abroad.

While the Faculty of Business has accomplished much in a relatively brief period of time, much more remains to be done. The sustainability of the accomplishments of the past three years is at stake. The selected part-time programs offered by the FOB, including the Georgetown University Small Business Training Program and the Associate of Business Administration degree program, may both prove sustainable. Also, there appears to be opportunity for expansion to additional provincial centers. This conclusion is supported by a high demand among the NGO community for training. The NGO community is prepared to pay a reasonable market price for these courses and programs. It is also likely that the increasing presence of overseas private investment will present additional opportunities and challenges to the Faculty of Business.

The opportunity to establish programs and courses throughout Cambodia may appear enticing to the administration of the Faculty of Business. However, it is cautioned that no additional programs or course offerings should be initiated until the Faculty of Business has both established a long-term development plan and identified the resources with which to pursue what may appear, today, as limitless opportunities.

While the Associate of Business Administration degree, for example, has proven highly marketable in Phnom Penh, questions must arise as to the capacity of the Faculty of Business to expand its offerings further. Questions of sustainability, availability of qualified teaching staff, and the lack of a comprehensive teaching delivery system may ultimately impact negatively on the developing reputation and performance of the FOB. The administration of the Faculty of Business must carefully consider the potential impact of implementing additional programs in the more rural areas of Cambodia. Phnom Penh-based programs may be especially sensitive to further diversion of teaching staff. **Therefore, the Director of the Faculty of Business is strongly encouraged to place a moratorium on any further expansion of its programs until it has a clear sense of future direction and financial support for its mainstream programs in Phnom Penh.**

A moratorium on expansion of FOB offerings is essential until the administration has established the sustainability of existing outreach efforts. The FOB's programs in small business training and the Associate of Business Administration degree, while likely to be sustainable, also have the potential to contribute to the base of support necessary for the four-year baccalaureate program. The recent introduction of fees for the Associate of Business Administration degree, itself, has generated more than the entire budget of the Government of Cambodia to the Faculty of Business for the 1996-1997 academic year. This is to be applauded. At the same time, there is a potential danger in drawing support away from the FOB's primary market and responsibility -- the full-time BBA program.

The Faculty of Business plays a significant role in the overall regeneration of Cambodia's economy. Cambodia, near the beginning of the 21<sup>st</sup> century, is strategically positioned within the Greater Mekong Region, considered by many to be the next regional economic powerhouse of Asia. Both the World Bank and the Asian Development Bank plan considerable investment. Additionally, increasing political and economic stability will accelerate private sector investment. Cambodia cannot and must not miss the opportunities that these developments present. The Faculty of Business is positioned to play a substantial role in meeting these opportunities. It is from this perspective that the future of the Faculty of Business of the Royal Government of Cambodia unfolds.

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**ANNEX I:  
BUDGET AND INTERNAL INCOME GENERATION  
OF THE FACULTY OF BUSINESS (1996)**

Annex I

**TOTAL BUDGET SUPPORT FOR THE FACULTY OF BUSINESS (1996):  
ROYAL GOVERNMENT OF CAMBODIA  
(Million Riel)**

<b>I. Regular Budget:</b>	<b>Amount</b>	<b>Percent</b>
a. Basic Salary and Supports	58.81	39.74
b. Extra Hour Payments	29.00	19.59
c. Student Bursary	13.97	9.44
d. Electricity, Water, Phone	7.36	4.97
e. Gasoline	10.12	6.83
<b>Sub-Total</b>	<b>119.26</b>	<b>80.60</b>
<b>2. Irregular Budget:</b>		
a. Maintenance	14.90	10.07
b. Tools and Equipment	10.00	6.75
c. Paper and other Office Materials	3.60	2.43
d. Seminars and Meetings	.20	.13
<b>Sub-Total</b>	<b>28.70</b>	<b>19.40</b>
<b>Total Government Support</b>	<b>147.96</b>	<b>100.00</b>

**Note:** 2600 Riel equals \$1. Therefore, the total direct budget of the Faculty of Business for the 1996 school year is approximately \$56,908.

<b>Internal Income Generation: 1996 Academic Year (Million Riel)</b>		
<b>I. Income:</b>		
a. Motor and Bicycle Parking	9,000,000	
b. Food Concessions(stalls)	4,320,000	
<b>Total</b>	<b>13,320,000</b>	
<b>2. Expenditures:</b>		
a. Distributed to teachers and staff	12,870,000	
b. Repairs and other expenditures	380,000	
<b>Total</b>	<b>13,250,000</b>	
<b>Contingency Fund</b>	<b>70,000</b>	

**Note:** This does not include income generated from part-time programs.

**ANNEX II:  
ACADEMIC REGULATIONS OF THE  
FACULTY OF BUSINESS**

## **Annex II**

### **ACADEMIC REGULATIONS OF THE FACULTY OF BUSINESS**

The academic regulations of the Faculty of Business include twenty-three articles:

#### **Article 1.**

No gun, explosive, poisonous or other substances are permitted on the grounds of the Faculty of Business; activities that could be considered public in nature should not be taken up in the Faculty of Business campus; students are not permitted to ride bikes or motorbikes on the campus of the Faculty of Business; smoking is not permitted on the campus of the Faculty of Business; parking is permitted on the campus of the Faculty of Business, however, parking must be in designated parking areas; students have a responsibility to protect the buildings and grounds that make up the campus of the Faculty of Business.

#### **Article 2.**

Students must register for each academic year; students are responsible for keeping accurate schedules as distributed by the faculty; proper classroom conduct includes silence during the class; students are expected to promptly attend classes; lateness of more than 15 minutes requires permission to enter the class from the academic affairs office; students are required to pay close attention to class lectures and to take proper notes of each class lecture; talking or joking during class lectures are not permitted; questions about class lectures should be addressed to the instructor by raising one's hand or by writing on a piece of paper.

#### **Article 3.**

Students who miss class more than 40% of the time allocated to the course and with prior permission more than 60%, will not be permitted to take final examinations or allowed to continue with their studies; students are permitted to repeat a course only once; students must pass all examinations; the Director of the Faculty of Business has final authority over matters of discipline, examinations, repeating of classes and termination of students for failure to comply with the academic regulations of the Faculty of Business.

#### **Article 4.**

Students should participate in maintenance of campus security by maintaining an awareness of proper social activities; the student should participate in the proper care of the assets of the Faculty of Business.

**Article 5.**

Each class should have a class leader and two vice-leaders, in the latter case one should be a woman and the other a man; minutes of the meetings of the classes should be maintained by the class leader, signed and deposited with the Office of Academic Affairs each week; the class leader should see to the needs of the course instructor such as drinking water, handkerchief, markers, etc.

**Article 6.**

Students from each promotion who earn excellent grades and are ranked within the top five of the promotion should be included on the honor roll of the Faculty of Business; any student who does not follow the conduct required of him or her shall be disciplined with indication of such discipline placed in the student's permanent academic file; additionally the student should be temporarily suspended or have his or her studies terminated; the Vice Director of Academic Affairs will make the decision regarding disciplinary procedures.

**Article 7.**

Examinations are required in all courses with final examinations at the end of each semester; each course must also have a mid-term examination and final examination with the total score of the student made up of both the mid-term and final examinations; there are no make-up tests permitted.

**Article 8.**

Students are expected to complete all course assignments.

**Article 9.**

Examinations must follow a scoring system from zero (0) to ten (10). Students who earn less than 50% will fail the examination; students who are absent for an examination, even with prior permission, will fail the examination.

**Article 10.**

Evaluation of student scores is the obligation of the instructor and the instructor is responsible for examination administration.

**Article 11.**

If a student cheats in an examination or other related activity, the student will be discharged from the examination or scored zero for the examination; student grievances must be solved by the disciplinary board of the Faculty of Business.

**Article 12.**

Examinations include both written and oral requirements; examinations may also include objective questions such as multiple choice or true and false statements; students may also select examination subjects to be orally tested; however, the oral subject question must be prepared in writing with the student given some selection of questions to be answered; students shall be given up to 30 minutes to prepare their oral answer.

**Article 13.**

Dates for examinations must be prepared by the Office of Student Affairs (education office); after examination dates are established, they must be announced to students at least two weeks prior to the examination date.

**Article 14.**

Graduation examinations are required of all students; subjects to make up the graduation examination must be prepared in writing; students must be tested in three (3) major subjects or by presenting their final research project.

**Article 15.**

Graduation examinations must be taken by every promotion with each promotion having only one examination at the end of the final year of study.

**Article 16.**

Students are expected to satisfy all study requirements of good quality, complete the graduation examination and satisfy all other requirements for graduation.

**Article 17.**

If a student has been subject to disciplinary behavior, the student will not be allowed to sit for the graduation examination; students who have been suspended from the academic program the year prior can request sitting for the final examination only after a review by the Board of Discipline.

**Article 18.**

Students who have not yet satisfied all fourth year requirements can be reexamined with third year students; if a student fails the graduation examination, he or she can reapply for the examination the following year; students cannot sit for the graduation examination unless they have satisfied all course requirements and examinations throughout the academic year; if a student fails the graduation examination, re-application to take a follow-up examination is valid only for three years.

**Article 19.**

For a student to be eligible for a graduation reexamination, he or she must satisfy examination requirements for each course of the most recent promotion.

**Article 20.**

Certain documentation of the student's eligibility to take a graduation reexamination is required by the Office of Academic Affairs; the Office of Academic Affairs must certify these documents with a stamp indicating proper approval to take the re-examination; all documentation must be sent to the Faculty two months in advance of sitting for a graduation reexamination; students can sit for reexamination only once.

**Article 21.**

Issues to be considered by the Board of Discipline are students who fail three (3) courses during the same promotion and students who miss an examination.

**Article 22.**

Students who do not adhere to the rules and regulations of the Faculty of Business may be required to repeat their courses or are subject to dismissal; in the event of a serious violation of the rules and regulations of the Faculty of Business, the ruling of the Board of Discipline and the director of the Faculty of Business will be final.

**Article 23.**

These are the official rules and regulations of the Faculty of Business and all students are required to follow them.

**ANNEX III:  
FACULTY OF BUSINESS STAFF**

**Annex III**

**FACULTY OF BUSINESS STAFF**

<b>ADMINISTRATIVE STAFF (PERMANENT)</b>		
<b>Name</b>	<b>Position</b>	<b>Qualification(s)</b>
Mr. Iv Thong	Director	BA (1974); M.Ed (1982)
Mr. Lor Sorcheat	Vice-Director Academic Affairs	BA (1987)
Mr. Iv Sokun	Vice-Director Administration	BA (1989)
Man Monden (Ms.)	Library Supervisor	Diploma (1983)

### TEACHING STAFF

Name	Teaching Subject(s)	Qualification(s)
Var Bonara (Ms.)	Accounting	M. Economics (1996)
Sim Sovicha (Ms.)	Accounting	BA Economics (1994)
Ker Channarin (Ms.)	Management/Computers	BA Economics (1990)
Cheas Vandoeun (Ms.)	Management	BA Economics (1988)
Ngeou Sophal	Business Mathematics	BA Economics (1990)
Lim Youseng	Business Mathematics	BA Economics (1990)
Seng Sochinda	Business Law/Economics	M. Pol. Economics (1992)
Kang Sovannara	Marketing/Management	BA, M.B.A.(1996)
Ith Chenda (Ms.)	Computers	BBA (1996)
Chey Sovannarith	Accounting	BA Economics (1990)
Muth Buntha	Accounting	BA Economics (1990)
Heng Sopheap*	Marketing	BBA, M.B.A. (1996)
Nop Vantharo	Management	BA Commerce (1992)
Ung Veasna	Business Communications	BBA (1995)
Oung Vandalay (Ms.)*	Marketing/Computers	M.S. Economics (1995)
Chey Vong*	Accounting/Finance	BA Economics (1989)
Sok Vanny	Business Law	BS Agronomy (1996)
Chea Senghour	Computers	B of Education (1995)
Khin Chantha	General Business	B Economics (1989)
Hing Ratana	Computers	M.S. Mathematics (1995)
Nhek Sokun*	Marketing/Management	BA Economics (1990)
Keo Sokun*	Management	BA Philosophy (1981)
Ob Bunnan*	Business Statistics	BA Mathematics (1985)
Van Sahak*	Economics/Statistics	BA Mathematics (1987)
Koy Kosal*	Money and Banking	BA Economics (1995)
Ouk Maly (Ms.)*	Management	BA Philosophy (1985)
Prom Sophanna*	Accounting	BA Economics (1992)
Srey Phanarin*	General Management	BA Philosophy (1993)
Chun Ra	Financial Accounting	BA (1996)
Sor Sophann*	Law and Economics	BA Economics (1989)
Chea Sophorn*	General Business	BBA (1994)

**Note:** An asterisk indicates teaching staff who also hold administrative appointments.

**STAFF ABROAD OR IN NEIGHBORING COUNTRIES FOR TRAINING**

**Philippines**

Soun Neang Chhavy  
Ouk Sarin  
Siem Monilak  
Thor Sirong

**Thailand**

Sou Phalla  
Much Chantheoun  
Keo Kuyly  
Hay Chamroeun

**Japan**

Po Sam Ang  
Phul Boran  
Ly Sokheng

**Australia**

Noun Nopchan  
Kem Roth Viseth

**United States of America**

Sok Saravuthd

**Note:** The permanent teaching staff of the Faculty of Business is supplemented, on a regular basis, with adjunct teaching staff drawn from ministries, agencies and other units of government. Additional adjunct teaching staff is also recruited from the NGO community in Phnom Penh. The number of adjunct staff varies from term to term.

**ANNEX IV-A:  
CURRICULUM OF THE FACULTY OF BUSINESS**

## Annex IV-A

### CURRICULUM OF THE FACULTY OF BUSINESS

#### *Bachelor of Science in Business Administration*

##### **YEAR I: Introductory Year**

**Goal:** The goal in the first year is to expose the student to the many different functional skill areas of business.

##### **First Semester**

Management I (45 hours)  
Economics I (45 hours)  
Accounting I (45 hours)  
Marketing I (45 hours)  
English for Business (90 hours)  
**Total Contact Hours: 270**

##### **Second Semester**

Management II (45 hours)  
Economics II (45 hours)  
Accounting II (45 hours)  
Marketing II (45 hours)  
English for Business (90 hours)  
**Total Contact Hours: 270**

##### **YEAR II: Secondary Year**

**Goal:** Secondary year students will continue studies in the core curriculum subjects of Accounting, Management, Quantitative Analysis and Marketing, and add to the knowledge gained during the first two semesters.

##### **First Semester**

Business Policy / Procedures I (45 hours)  
Money and Banking (45 hours)  
Managerial Accounting (45 hours)  
Business Statistics (45 hours)  
English (90 hours)  
**Total Contact Hours: 270**

##### **Second Semester**

Business Policy / Procedures II (45 hours)  
Taxation (45 hours)  
Cost Accounting (45 hours)  
Marketing Research (45 hours)  
English (90 hours)  
**Total Contact Hours: 270**

##### **YEAR III: Third Year**

**Goal:** In the third year, students are required to select an area of specialization. The choice will be either **Manufacturing and Marketing** or **Accounting and Finance**.

**First Semester****Core Courses:**

Organizational Behavior I (45 hours)  
 Personnel Management / Labor Relations (45 hours)  
 Fundamentals of Corporate Finance (45 hours)  
 Business English (45 hours)  
**Total Contact Hours: 180**

**Specialized Courses:****Manufacturing and Marketing**

Production Management (45 hours)  
 Marketing Management (45 hours)

**Total Contact Hours: 270****Accounting and Finance**

Financial Management (45 hours)  
 International Trade (45 hours)

**Second Semester****Core Courses:**

Organizational Behavior II (45 hours)  
 Human Relations (45 hours)  
 Business Law (45 hours)  
 Business English (45 hours)  
**Total Contact Hours: 180**

**Specialized Courses:****Manufacturing and Marketing**

Manufacturing Technology (45 hours)  
 Individual R&D Projects on  
 Manufacturing / Marketing (45 hours)

**Total Contact Hours: 270****Accounting and Finance**

Financial Institutions (45 hours)  
 Individual R&D Projects on  
 Finance / Accounting (45 hours)

**Total Contact Hours: 270****YEAR IV: Fourth Year**

**Goal:** Fourth year students will be expected to spend a significant portion of their time doing individual research and expanding their knowledge base.

**First Semester****Core Courses:**

Business Ethics (45 hours)  
 Cambodian National Economic Policy (45 hours)  
 Cambodian Industry and Trade (45 hours)  
 Cambodian Agribusiness (45 hours)  
**Total Contact Hours: 180**

**Specialized Courses:**

**Manufacturing and Marketing**

Inventory Management / Logistics (45 hours)

Advertising (45 hours)

**Total Contact Hours: 270**

**Accounting and Finance**

Investment Management (45)

Principles of Auditing (45)

**Total Contact Hours: 270**

**Second Semester**

**Core Courses:**

Research Methodology (45 hours)

R&D of Business Plans (90 hours)

Seminars (90 hours)

**Specialized Courses:**

**Manufacturing and Marketing**

Capital Budgeting / Investments (45 hours)

**Total Contact Hours: 270**

**Accounting and Finance**

Topics in Corporate Finance (45)

**Total Contact Hours: 270**

***Associate Degree in Business Administration***

**YEAR I**

**Semester I**

Accounting I

Introduction to Business

Introduction to Law

Basic Marketing

Principles of Economics I

English I

Computer Training

**Semester II**

Accounting II

Business Mathematics

Contract Law

Principles of Economics II

Fundamentals of Management

English II

Computer Training

**YEAR II**

**Semester III**

Business Statistics

Business Law

Managerial Accounting

Marketing Management

Money and Banking

English III

Computer Training

**Semester IV**

Production Management

Organizational Behavior

Intermediate Accounting

Financial Management

Marketing Research

English IV

Computer Training

**Note:** Each course carries three credit hours. The total credit hour requirement is seventy-two hours of instruction. Computer training does not carry academic credit.

**ANNEX IV-B:  
FACULTY OF BUSINESS COURSE DESCRIPTIONS  
(1996-1997)**

## **Annex IV-B**

### **COURSES AND COURSE DESCRIPTIONS CURRENTLY OFFERED BY THE FACULTY OF BUSINESS: 1996-1997 ACADEMIC YEAR**

**Mathematics I:** This course is an introduction to mathematics for business students. The course covers such topics as vector spaces, matrices, determinants, linear equations, and networking methods.

**Mathematics II:** This course will include an introduction to exponential and logarithmic growth, compound interest, present value, annuities, rates of change, functions and their graphs, the regression line, curves and linear programming.

**Management I (Introduction to Business):** This course introduces the student to basic business concepts and business management approaches. The course further explores the nature of entrepreneurship, business ownership, the ways to run a business, marketing strategies, production and operations management, human resource management, accounting and basic financial analysis.

**Management II (Principles of Management):** This course examines the concepts and theories relating to understanding business management. The course covers the functions of management including: planning, organizing, leading and controlling.

**Business Policy I:** This course introduces the student to the process of establishing broad policy for the business organization. Specific topics covered include: setting goals and objectives, developing the mission statement, devising tactics and strategies.

**Business Policy II:** Continuation of Business Policy I: Course introduces the student to policy implementation and control. Introduction to Case Analysis.

**Accounting I:** This course introduces the student to basic accounting principles, the uses and limitations of accounting information, basic accounting measurement, timing and definition issues as they relate to assets, liabilities, owner's equity, revenue and expense accounts.

**Accounting II:** The emphasis of this course is on management accounting and the role accounting plays in management decision-making, planning and control. Cost-volume-profit relationships, budgeting, absorption versus direct (variable) costing, cost allocation, inventory control, transfer pricing, and international issues are covered. Accounting laboratory assignments will familiarize the student with the complexities of the existing generation of accounting-oriented computer programs.

**Business Communications:** This course is designed to help students communicate effectively in the real-life business situation. The course focuses on a practical approach to help students develop and strengthen communication skills. The course helps students

to effectively send and receive clear messages. It also increases student awareness of the ways to communicate with business counterparts. The course is designed to prepare students to meet the challenges of competitive business settings.

**Business English:** This course demonstrates how to use the language in different situations for different communication purposes; the course also emphasizes reading on a variety of topics to develop the student's vocabulary and reading skills; the course gradually introduces the student to business vocabulary, grammar and correct usage.

**Basic Marketing I:** A study of the principles and problems involved in the transfer of goods and services from producer to consumer; the course also considers consumer's buying motives, product policies, distribution policies, price policies, sales promotion and the improvement of marketing efficiency.

**Basic Marketing II:** Continuation of Basic Marketing I, including marketing decisions involving the marketing mix in the context of behavioral, cultural, demographic, ethical and global issues.

**Marketing Management:** The focus of this course is on strategic marketing decision making; the course emphasizes specific strategy decisions such as product development and diversification, pricing, communication through advertising, sales and distribution. The importance of understanding and forecasting marketing behavior is stressed.

**Marketing Research:** This course covers the theory and practice of marketing research as a tool for the decision-making process. Special emphasis is given to problem definition, research design, sampling procedures, data collection, statistical analysis, interpretation of data and reporting research findings. Students are required to develop a group research project with a Cambodian company.

**Money and Banking:** This course focuses on the history of money, importance and functions of money, the value of money, quantity theories of money, the meaning of money in business, the functions of a bank, bank reserves, expansion and contraction of money supply, credit, uses of credit, credit instruments and credit expansion. The course also considers the issues of monetary and fiscal policy.

**Intermediate Accounting I:** This course combines a detailed examination of currently accepted international accounting standards and procedures with an investigation of the economic reasons for particular accounting treatments. Topics include generally accepted international accounting principles, alternative accounting principles and procedures, and refinement of skills in the analysis of complex transactions and solutions to accounting problems in foreign environments.

**Intermediate Accounting II:** This course introduces the student to accounting for stockholders equity, earnings per share, debt and equity investments, income taxes, pensions and other post retirement benefits, and statements of income and cash flow.

**Financial Accounting:** This course is designed as an introduction to the real-world financial accounting environment. It provides a basic understanding of the fundamental concepts, choices and procedures underlying the preparation and analysis of financial statements.

**Legal Systems:** This course introduces three important legal principles-constitutionalism, the rule of law and the doctrine of separation of powers. The course then examines the world's legal systems including: common law, civil law, and the socialist legal system. The history and the development of Cambodia's legal system will be examined.

**Legal Principles and Institutions:** This is a two-semester course for the first year student. The course aims to introduce the student to the importance of the rule of law, the study of the structure of Cambodian government, and the basic legal principles of criminal and constitutional law.

**Legal Aspects of Commercial Transactions I:** This is a two-semester course for third year students. The purpose of the course is to provide the student with a knowledge of the fundamentals of commercial law, including sales of goods, negotiable instruments, investment law, banking, bills and notes and international business transactions.

**Legal Aspects of Commercial Transactions II:** Continuation of Legal Aspects of Commercial Transactions I.

**Business Statistics I:** This course covers measures of central tendency and dispersion, probability distributions, elementary linear regression models, and an introduction to inferential statistics including the Chi Square Test.

**Business Statistics II:** Course covers an introduction to probability theory, distribution and sampling theory, estimation and hypothesis testing, introduction to multivariate methods.

**Production Management:** A study of the methods by which products and services provided by organizations are designed, developed and produced. The course covers an examination of both qualitative and quantitative theories and techniques as they apply to production and management problems.

**Organizational Behavior I:** This course is a comprehensive introduction to organizational behavior from a behavioral and social science perspective. Topics include motivation, teamwork, group dynamics, leadership, organizational strategy, design, culture and structure across cultures. The emphasis of the course is on understanding and analyzing human behavior and leadership in organizations.

**Organizational Behavior II:** This course covers the motivational theories of Maslow and Herzberg, goal theories of Latham and Locke, as well as equity theory of motivation. The various theories of leadership are introduced to the student. Topics in this course are considered in view of the Asian working environment and the Asian organization. The

course also examines the comparative management practices of the countries in Asia comprising ASEAN.

**Personnel and Human Resource Management:** Introduction to the strategic planning and implementation of human resource management including staffing, development, appraisal and rewards.

**International Business I:** This course will cover international business trends and patterns, trade blocks, international logistics, international marketing, and international human resource management.

**International Business II:** This course is a continuation of International Business I. The course covers advanced topics in international logistics, issues in marketing and finance, and the human resource function.

**International Trade:** This course will present the theory of international trade, the law of comparative advantage, modern theory of payments and the international monetary system.

**Cambodian National Economic Policy:** This course examines the economic policy decisions taken by the Cambodian government; it further examines the effects of policy decisions on the business environment; relations between the government and the private business sector are treated in depth.

**Financial Management I:** This course covers financial analysis and planning for working capital, budgets, long-term financing, and other advanced topics in corporate finance.

**Financial Management II:** This course covers the functions of financial managers, the financial environment, tools of financial analysis, financial planning and control, working capital management, intermediate and long-term financing, and an introduction to the concept of cost of capital.

**Micro-Economics:** This course is an introduction to markets and pricing. Market structure and competitive strategy is also considered as is the role of government in a market economy.

**Macro-Economics:** This course introduces the student to national income measurement, aggregate economic models, and money and income. It also covers policy issues.

**Taxation (proposed):** In this course, students will learn about taxes and their impact on personal and financial decisions. Concepts of taxable versus non-taxable income, personal versus business versus investment deductions, tax credits, taxation of gains and losses on property transactions, international tax issues and tax planning.

**Cambodian Land Law:** This course is designed to introduce the student to basic land law concepts including theories of property ownership, definitions of property, rights of possessors, the right to adverse position, transfers of ownership, the requirements of land sales contracts, landlord-tenant relationships and government regulation of property.

**Research Methodology:** This course provides the student with an introduction to research plans and designs, data and methods of data acquisition, questionnaire design and sampling methods. Students are also expected to complete a research project and to present their findings.

**Investment Management (proposed):** Analysis of financial assets, information and markets, portfolio development and asset allocation, risk and return.

**Advertising:** A study of the theories in advertising and basic methods of advertising. The course also includes a discussion of the role of advertising, the process of advertising, advertising planning, the selection of media and the creation of advertisements.

**Inventory Management:** Introduces the student to such concepts as economic order quantity, probabilities of demand and re-order points.

**Principles of Auditing (proposed):** Topics include international auditing standards, ethics, potential liability, procedures of an independent auditor, use of computers and statistics in auditing, and the proper preparation of audit reports.

**ANNEX V:  
GEORGETOWN BUSINESS TRAINING PROGRAM:  
LIST OF COURSES AND TRAINING RECIPIENTS**

## Annex V

### GEORGETOWN SMALL BUSINESS TRAINING PROGRAM: LIST OF COURSES OFFERED AND TRAINING RECIPIENTS

#### *List of Courses Offered to GBTP Participants*

**Basics of Marketing (48 hours):** This course is designed as a basic introduction to marketing. The course covers such essential marketing topics as consumer behavior, market segmentation and identifying target markets. The course also explains the marketing mix, the importance of marketing research, and developing a successful marketing plan.

**Business English Terminology (48 hours):** This course focuses on developing an awareness of technical terms used in the world of business and trade. Participants also receive training in preparing for a job interview and the preparation of a successful resume. The course also stresses how to prepare business correspondence such as letters, memoranda and more formal business reports.

**General Accounting (48 hours):** This is a course designed to introduce participants to fundamental accounting activities such as maintaining accounting records. The course also covers the development of accounting records such as balance sheets, income statements and cash flow statements.

**Managerial Accounting (48 hours):** This course trains participants in areas such as product costing methods, break-even and cost-volume profit analysis. This course also reviews applications of financial statement analysis and depreciation.

**Principles of Management (48 hours):** Participants are introduced to the four main management functions: Planning, Organizing, Leading and Controlling. Emphasis in the course is placed on practical skills designed for supervisors and office managers. Some examples include: time management, scheduling, organizing meetings, delegation, team building, motivation, staffing and conflict resolution.

**Small Business Development (48 hours):** This course aims to develop the creativity of participants by helping them in developing a business plan. The course attempts to synthesize important concepts drawn from marketing, management, and accounting. The student's grade for this course is determined by the quality of his/her group business plan.

**Business Consumer Mathematics (24 hours):** This course is designed to introduce the student to the many mathematical calculations involved in business practice. Instruction is provided in computing percentages, ratios and proportions, trade and cash discounts, simple and compound interest, annuities, sinking funds and amortization.

**Business Law (24 hours):** Participants are introduced to legal issues involved in business activities. The course offers an introduction to Cambodian business law and discusses contract law and the different forms of business organizations.

**Rural Credit (offered only in Battambang - 24 hours):** Participants are trained to manage financing extended by Non-Governmental Organizations (NGOs) and small-scale financing institutions. In view of the scarcity of financing options, NGO loans may prove to be the only available source of finance for small businesses in Cambodia.

**Hotel and Restaurant Management (offered only in Sihanoukville - 24 hours):** Teaches students the basic knowledge and skills expected of hotel and restaurant personnel.

***GBTP Formal and Informal Training Recipients***

The following Khmer FOB instructors have received formal training in entrepreneurship from GBTP expatriate instructors: Kang Sovannara, Seng Sochinda, Ker Chan Narin, So Phalla, Khin Chantha, Suon Neang Charvy, Chey Sovannarith, Muth Buntha, Srey Phannarin, Much Chanthoeun, Nhek Sokun and Ouk Sarine.

GBTP expatriate instructors have also conducted informal, on-the-job training for the following FOB teachers:

<b>Instructor</b>	<b>Subject</b>
Heng Sopheap	Marketing
Po Sam Ang	Accounting
Nhek Sokun	Management
Ngeou Sophal	Consumer Mathematics
Ouk Sarine	Management
Siem Monilea	Marketing
Suon Neang Charvy	Accounting
Hay Chan Roeun	Taxation
Keo Kuly	Development Economics
Ly Sok Heng	Money and Banking

**ANNEX VI:  
GEORGETOWN UNIVERSITY SMALL BUSINESS  
TRAINING PROGRAM STAFF PROFILES**

## **Annex VI**

### **Georgetown University Small Business Training Program**

#### ***Expatriate Staff Profiles (1996-97)***

**Pho Ba Long**, M.B.A. (Harvard) directed the program from its pilot effort in Spring 1993 through September 1995. Professor Long has served in high ministerial positions in the Government of the Republic of Vietnam and has years of experience in business and education as a professor, manager and consultant.

**Stephen Paterson**, M.A. Political Science/Development Studies (Toronto) is the current Director of the GBTP. Paterson has been a teacher trainer at the Teacher Training Institute in Site II Refugee Camp on the Thai-Cambodian border. He has also served as a Community Development Training Consultant with a French NGO in Battambang and Pursat Provinces. He has been a GBTP instructor since October 1994 and Director of the Program since October 1995.

**Claire Trung-Nghia Dang**, M.B.A. (Marymount) has been an accounting instructor with the GBTP since September 1994. She served as a financial analyst with Riggs National Bank in Washington, DC and as a loan account assistant officer with the World Bank.

**Fr. Andres Ayco**, Masters in Development Management (Asian Institute of Management) and M.A. Theology (Ateneo de Manila) is GBTP academic coordinator and Marketing instructor. He has served as Dean of Students at the Immaculate Heart of Mary Seminary in the Philippines. He has been with the GBTP since July 1995.

**Malgosha Bednarek**, B.A. (McGill) is a GBTP instructor in Business English (part-time appointment from September 1996 - June 1997).

***Local Part-Time Teaching Staff (1996-97)***

<b>Instructor</b>	<b>Course</b>	<b>Location</b>
Ngeou Sophal	Business Math	Phnom Penh, Sikanoukville
Nhek Sokun	Management	Phnom Penh
Kang Sovannara	Management	Phnom Penh, Kompong Cha
Ker Chan Narin	Marketing	Phnom Penh, Sihanoukville
Chey Vong	Accounting	Phnom Penh
Chey Sovannarith	Accounting	Battambang
Khin Chantha	Management	Battambang
Cheas Vandoeurn	Management	Sihanoukville
Heang Sophal*	Accounting	Sihanoukville
Chea Sambath	Accounting	Sihanoukville
Va Si Heng	Business English	Sihanoukville
Oung Vandalay	Marketing	Kompong Cham
Muth Buntha	Business Math	Kompong Cham
Var Bonara	Accounting	Kompong Cham
Sim Sovicha	Accounting	Kompong Cham
Penh Chan Ho*	Accounting	Battambang
Tan Saroeun*	Business English	Battambang
Bin Chnom*	Business Math	Battambang
Thay Sopheak*	Business English	Phnom Penh, Kompong Cham
Soun Samedy*	Rural Credit	Battambang

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\*Instructors who are not part of the FOB staff.

**ANNEX VII:  
ASSISTANCE TO THE FACULTY OF BUSINESS:  
GEORGETOWN UNIVERSITY AND UNIVERSITY  
OF SAN FRANCISCO SCHOOL OF LAW**

## Annex VII

### ASSISTANCE TO THE FACULTY OF BUSINESS: GEORGETOWN UNIVERSITY and UNIVERSITY OF SAN FRANCISCO

#### Materials Developed by Georgetown University

The following textbooks have been produced or are in the final stages of production by Georgetown University:

Title	Author	Completion
Principles of Accounting	translation	March 1995
Microeconomics	translation	March 1995
Marketing Research	Zepp	November 1995
Inventory Management	Zepp	December 1995
Business Statistics II	Zepp	February 1996 (draft)
Principles of Auditing	April	July 1996
Business and Society	April	August 1996
Financial Management	Phat	July 1996
Financial Accounting	Fahringer	July 1996
Intermediate Accounting	Fahringer	September 1996 (draft)
New Business Creation	Gudapati	August 1996
Marketing I	You Ang	July 1996 (draft)
International Accounting	Wilcox	July 1996
Production Management	Zepp	September 1996 (draft)

#### Georgetown University Teacher Training

These seminars normally meet for three hours per week over the semester. Summer seminars meet for approximately 6 hours per week over an 8-week period.

TITLE	SEMESTER	TEACHERS
Business Statistics I	February, 1995	Zepp (6)*
Inventory Management	Summer, 1995	Zepp (6)
Topics in Finance	Summer, 1995	Jones (3)
Principles of Auditing	Summer, 1995	April (4)
Marketing Management	February, 1996	Berkeley (8)
Financial Management	February, 1996	Path (6)
Financial Accounting	February, 1996	Fahringer (6)
New Business Creation	February, 1996	Gudapati (3)
International Accounting	February, 1996	Wilcox (5)
Principles of Auditing	February, 1996	April (3)

Business Statistics II	February, 1996	Zepp (3)
Marketing I	February, 1996	You Ang (4)
Intermediate Accounting	Summer, 1996	Fahringer (4)
Production Management	Summer, 1996	Zepp (4)
Project Proposal Writing	Summer, 1996	April and Zepp (3)
Business Creation II	Summer, 1996	Gudapati (1)
Financial Management	Summer, 1996	Path (5)
English Pedagogy	Summer, 1996	Huffman

**\*number of trainees**

**Current Georgetown University Instructional Staff at the FOB**

Sanda Huffman, Ph.D. Romance Linguistics, Cornell University

Raymond Zepp, Ph.D. Ohio State University

Richard Fahringer, M.B.A. New York University, C.M.A., C.P.A.

Poun Penn, M.B.A. University of Chicago

You Ang, B.A. Colgate University

**University of San Francisco School of Law**

**Current University of San Francisco School of Law Faculty at the FOB**

<b>Name</b>	<b>Academic Qualifications</b>
Evan Ackiron	Boston University School of Law, J.D., 1991
Phyllis Cox	University of Denver College of Law, J.D., 1974
Howard J. DeNike	University of San Francisco, J.D., 1967
Chin Kim	Yale University School of Law, J.S.D., 1958
Janet K. King	Santa Clara University School of Law, J.D., 1980
Matthew Rendall	New South Wales Supreme Court, Australia, 1991
Rocque Reynolds	Solicitor, New South Wales, 1982
Margaret Ryan	Stanford University School of Law, J.D., 1971

**THE FACULTY OF BUSINESS OF  
THE ROYAL GOVERNMENT OF  
CAMBODIA:**

**A Self Study and a Strategic Plan  
for Institutional Excellence**

**Appendices and Supporting Documents  
for the Final Report**

**U.S. Agency for International Development**

**Prepared for: USAID Cambodia**

**Prepared by: Herbert J. Davis, Ph.D.  
J.E. Austin Associates, Inc.**

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**December 1996**

**Coopers  
& Lybrand**

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**A. SCOPE OF WORK**

## **SCOPE OF WORK**

### **INTRODUCTION:**

USAID has provided assistance to the Faculty of Business of Phnom Penh University (FOB) since 1992.

This assistance has been provided through:

1) Georgetown University (GT) for both the development and implementation of a Small Business Development Program and institutional Strengthening assistance to the FOB. The GT Small Business Development Program has assisted the FOB to initiate regional programs in Battambang and Sihanoukville, with a new program planned for Kompong Cham.

2) The University of San Francisco (USF) for the development and implementation of a business law curriculum. Both activities have provided instructors, in country training for Khmer instructors, and the development of course materials in Khmer. Both grants will continue until September, 1997. It is doubtful that USAID continue to fund the GT and USF programs as currently structured, beyond 1997. If additional assistance is provided it will be through a competitively let agreement with a U.S. institution.

The programs have been responsible for introducing innovation into a traditionally French oriented higher education system. Under the direction of its Director, the FOB is taking the lead in developing an associate of arts degree and night school in business/law, introducing a credit system, and charging fees for night school students. FOB has streamlined its regular program from a five year to a four year course of study. these innovations have the support of the Ministry of Education and are being promoted under the World Bank sponsored, and USAID supported, National Action Plan for Higher Education which is currently being drafted and is expected to be promulgated by the Council of Ministers of the Royal Cambodian Government (RCG) by June, 1997. The RCG knows it has a very expensive and inefficient post secondary education system and has made improving both efficiency and accessibility national priorities.

USAID feels that the pioneering work started by the FOB, with USAID assistance should be developed further. In order to do this the FOB needs assistance to develop a strategy for its future programs. This strategy should involve academic, administrative and financial sustainability options and program.

### **SCOPE OF WORK**

USAID wishes to enter in an agreement with an institutional contractor to provide the services of a knowledgeable consultant to assist the Director of the FOB to develop a 3-5 Year plan for the development of a basic academic business program for the FOB. The

consultant will be working directly with the Director of the FOB and not with USAID. The consultant will be provided office space and clerical assistance by the FOB. USAID will serve as a financier of the service and will have minimal contact with the consultant outside of general guidance and occasional monitoring of activity and output.

In addition to this consultant, the institutional contractor should provide consultants for particular short term assignments as will be specified below and should be able to backstop the longer term consultant, shorter term consultants and the FOB from Washington as needed to ensure the success of these technical assistance.

The strategy should be demand oriented and address the immediate needs of Cambodia to provide training in appropriate business skills for approximately 400 students per year, at FOB's four campuses. The strategy should also take into consideration the programs of private sector institutions offering complementary or similar programs.

The services of the consultant should be provided for a period of approximately five months with the services beginning o/a July 1, 1996. The consultant should have at least ten years experience both in developing and administering business schools and international exchange programs in the United States and South East Asia.

In addition the contractor should be able to provide on short notice an additional 30 person days of technical assistance to support the advisor if need be. Illustrative areas of support include assistance in developing an independently administered trust fund or endowment, developing a detailed scope of work for a linkage program with a U.S. University, or other topics that may be identified as the consultant begins work. At the end of the five month period the consultant will provide a strategic plan acceptable to the FOB and the Ministry of Education.

In order to develop the plan the consultant will do the following analyses and provide options on the types of programs or make recommendations to the Director of FOB.

1. Review with the FOB its current programs and taking into account the needs of Cambodia over the next ten years, provide options on the types of programs that could be offered to address specific training needs. Faculty development will be a priority area for the strategy. Recommendations should be made pertaining to degree and non-degree training, whether the training should be in South East Asia or the U.S. Recommendations should be made on utilizing visiting faculty in key functional areas, particularly while trained Cambodian instructors are in short supply and are being trained.

2. A critical component to sound instruction is instructional materials. The strategy needs to consider the use of the Case Method - utilizing South East Asian/ASEAN case materials, and eventually Cambodian cases and how these will be developed, as well as other key materials. The strategy should also contain recommendations for the development of library and computer facilities.

3. Review with the FOB the current administrative structure and provide options to make administration more effective. An Advisory Board should be considered. such a Board could be critical in overseeing any institutional development plan, and assure active involvement of the private sector and parastatal business communities, as well as oversee the utilization of a trust fund if appropriate.

4. If an anglophone academic program is to adopted and effective in the short and medium term, appropriate English language training must be considered. This type of training should either be integrated into the regular academic program or made a prerequisite prior to entering the regular academic program. Given the time, student effort, and cost, this type of training program has to be planned for in the overall development of a professional academic program.

5. A review of the budgetary needs of the FOB should be undertaken, and a program of fees and other charges recommended. The possibility of an independently administered trust fund should be explored and if feasible the trust fund should be developed and suggestions made for funding.

6. Accessibility is a major issue, and the plan should describe ways of incorporating plans for other FOB campuses in Battambang, Sihanoukville, and Kompong Cham.

7. Consultant will help prepare FOB inputs to the USAID Human Resources Development Strategy and also for the Ministry of Education/ World Bank effort to develop a strategic plan for higher education.

**Reports:**

Consultant will review findings of consultancy with FOB and USAID before putting report into final. Consultant will incorporate appropriate recommendations into final report. Consultant will provide two copies of final report to both FOB and USAID before departing Cambodia. Ten additional copies of report will be provided by the institutional contractor two weeks after the completion of the consultants work. Institutional contractor will also provide final report on computer disc in a system compatible with the USAID computer system.

**B. SYNOPSES OF COURSE SYLLABI FOR FIRST TERM 1996-1997**

## FACULTY OF BUSINESS

**COURSE OUTLINE:** Business English Year 1 Lower Level (2 Groups)

**SEMESTER:** First Semester, Year 1

**INSTRUCTORS:** Sok Vanny (2 Group)

**COURSE DESCRIPTION:**

The course combines teaching communicating skills or how to use the language in different situation for different communicative purpose; reading on a variety of topics to develop the students' vocabulary and reading skills and gradually introduce them to business vocabulary; and graded grammar, to improve structure and correct usage.

**COURSE OBJECTIVE:**

This course aims at teaching oral and listening skills needed to express and understand a core of (business) topics and related communicative function in English, as well as teaching extensive and intensive reading skills with an emphasis on expanding the students' vocabulary.

**PREREQUISITE:** Two years of High School English or Equivalent  
Placement test score in the lower range

**REQUIRED TEXT BOOK/  
AND OTHER MATERIALS:**

**EXPRESSWAYS: English for Communication 1A** by Steven J. Molinsky &  
Bill Bliss and **Companion Workbook 1A**

**BASIC ENGLISH GRAMMAR** by Betty Schramper Azar

**PRELUDES TO READING** by Louises Huston Massoud and other  
readings Dowling

**METHOD OF EVALUATION:**

Final Exam 50% of final grade

Midterm grade 50%: 3 written quizzes = 3/4 of this grade

1 oral presentation + attendance = 1/4

**COURSE OUTLINE:**

The emphasis of the course is on listening, speaking and reading. The syllabus is organised around functions, topics and grammatical notions. The emphasis is placed on business vocabulary and business-related topics.

## FACULTY OF BUSINESS

**COURSE OUTLINE:** Business English Year 1 Upper Level (4Groups)

**SEMESTER:** First Semester, Year 1

**INSTRUCTORS:** Sanda Huffman (1Group); Chea Seng Hour (3groups)

### **COURSE DESCRIPTION:**

The course combines teaching communicative skills or how to use the language in different situation for different communicative purpose; reading on a variety of topics to develop the students' vocabulary and reading skills and introduce them to business vocabulary; and graded grammar, to improve structure and correct usage.

### **COURSE OBJECTIVE:**

This course aims at teaching oral and listening skills needed to express and understand a core of business topics and related communicative function in English, as well as teaching extensive and intensive reading skills with an emphasis on business vocabulary.

**PREREQUISITE:** Four years of High School English or Equivalent  
Placement test score in the lower range

### **REQUIRED TEXT BOOK/ AND OTHER MATERIALS:**

**BREAKTHROUGH** Vol 1. 1 by J.C Rochards and M. N. Long

**BASIC ENGLISH GRAMMAR** by Betty Schramper Azar

Selected Reading from **AMERICAN MOSAIC** and other sources

**BUSINESS CONCEPTS** For English Praticce by McDougal Arden & Tolley  
Dowling

### **METHOD OF EVALUATION:**

Final Exam 50% of final grade

Midterm grade 50%:3 written quizzes = 3/4 of this grade

1 oral presentation + attendance = 1/4

### **COURSE OUTLINE:**

The emphasis of the course is on listening, speaking and reading. The syllabus is organised around functions, topics and grammatical notions. The emphasis is placed on business vocabulary and business-related topics.

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## FACULTY OF BUSINESS

### COURSE TITLE:

BASIC MARKETING

### SEMESTER:

First Semester, Year 1

### INSTRUCTOR:

Heng Sopheap, Ker Channarin and Oung Vandalay

### COURSE DESCRIPTION:

A study of the principles and problem involve in transfer of goods and service form producer to consumer; consumer's buying motives, product policies, distribution policies, price policies, sales promotion policies, and the improvement of marketing efficiency.

### COURSE OBJECTIVES:

1. To realize that marketing is much more than advertising and selling.
2. Understand the environment forces affecting the marketing process.
3. Show that marketing is one of the largest and most exciting career areas in business today.

### PREREQUISITES: None

### REQUIRED TEXTBOOK/ AND OTHER MATERIAL:

1. Heng Sopheap, "MARKETING", 1994 or 1996, Faculty of Business, Phnom Penh, Cambodia.
2. Handout.

### METHOD OF EVALUATION:

- |                      |     |
|----------------------|-----|
| 1. Class participant | 10% |
| 2. Midterm           | 40% |
| 3. Final             | 50% |

### COURSE OUTLINE:

1. The Importance and Scope of Marketing
2. Market and Market Segmentation
3. Market Research and Forecasting
4. Consumer Behavior
5. Product planning
6. Pricing policies
7. Distribution System
8. Advertising and Promotion
9. Marketing Management and Control (*Optional chapter*)

## **FACULTY OF BUSINESS**

**COURSE TITLE:** Legal principles and Institutions

**SEMESTER:** First Semester, Year 1

**INSTRUCTOR:** Matthew Rendall and Evan Ackiron.

**COURSE DESCRIPTION:** This is a two semester course (Legal principles and Institutions I and II) for the first year students to introduce the importance of the rule of law; to the study of the structure of the Cambodian Government; and to the basic legal principles of criminal and constitutional law.

The course student includes the concepts of liberal democracy and pluralism in the Constitutional Monarchy; the roles, duties and powers of the King and of the three branches of the state system; the constitutional protections, rights and duties of Cambodian citizens; the basic principles of substantive and procedural criminal law.

**COURSE OBJECTIVE:**

1. At the end of this course students should have a basic yet thorough understanding of the role and powers of each of the three branches of the Cambodian state, and the King. They should also know, through the lessons on constitutional and criminal law, how the State is meant to interact with the people and the right of ordinary citizens vis-à-vis the duties and powers of the three branches of the state.
2. They should understand how the government is chosen, for how long, and under what conditions. They should also know how laws are made and the procedures by which they are enforced and applied.
3. Basically students should come away with a clear understanding of the concept of the separation of powers, how it is meant to work, and why.

**PREREQUISITES :** Non

**REQUIRED TEXT BOOK/**

**AND OTHER MATERIAL:** USF text; Cambodian Constitution; Law on the functioning of the Council of Minister; The law on the National Assembly; and the UNTAC criminal procedure law.

**METHOD OF EVALUATION:**

Mid term exam 50%, Financial exam 50%

**COURSE OUTLINE :**

- |   |  |
|---|--|
| 1. Introduction                             | 6. Right and Procedure in Criminal cases |
| 2. Role of law in society                   | 7. Criminal Law                          |
| 3. Source of law in Cambodia                |  |
| 4. The structure of the Cambodian State     |  |
| 5. Constitutional law and individual rights |  |

## FACULTY OF BUSINESS

**Course Title:** Introduction to Business  
**Semester:** First Semester, 1996.  
**Instructor:** Mr. Nhek Sokun

### Course Description:

This course will discuss business concepts and business management approaches, Entrepreneurship, Ownership of Business, the ways to run Business, Marketing strategies, Production and operation management, human resource management and Accounting and Financial analysis.

### Course Objectives:

To provide the students with basic knowledge and understanding about business and management concepts.

To develop the student's ability to run and manage their own businesses or extend their won business.

To facilitate the students to use the materials discussed in this course, when evaluating managerial and organizational issues that will arise in the relative courses.

**Prerequisites:** non

### Required Text Book:

Logenecker, Moore Petty, *Small Business Management*, 9th Edition, 1994.

### Reference book:

Joel J. Lerner, *Introduction to Business Organization and Management*, 1986.

### Method of evaluation:

(1). Assignment	20%
(2). Mid-term exam	30%
(3). Final-exam	50%

### Course Outlines:

- Nature of Business
- Entrepreneurship
- Ownership of Business
- The ways to run business
- Management and Organization
- Strategic Marketing
- Production and Operation Management
- Human Resource Management
- Accounting and Financial Analysis.

## ***FACULTY OF BUSINESS***

**COURSE TITLE :** MATHEMATICS

**SEMESTER :** FIRST SEMESTER AND SECOND SEMESTER

**INSTRUCTOR :** LIM YOUSENG

**COURSE DESCRIPTION:** The student should be able analysis some of subjects

**COURSE OBJECTIVES:**By the end of the student should have an understanding of the various methods used to evaluated and analysis project.

**RREREQUISITES:** statistics , mathematics ,microeconomics ,analysis, maroeconomic analysis

### **REQUIRED TEXT BOOK /AND OTHER MATERIALS:**

1. Problem in Linear Algebra (I.V. Proskuryakov)
2. Daiso tuyentinh (Nguyen vanphuc 1994)
3. Quyhoach tuyeninh (Nguyen xuanthuy 1994)
4. Huongdan gaibaitap Quyhoach tuyentinh (Le vanphi)

**METHOD OF EVALUATION (GRADING SYSTEM):**Class participant 10% Term paper 30 %  
.FINAL 60 %

### **COURSE OUTLINE :-**

- Vector Spaces
- Matrices
- Determinants and Inverses of matrices
- Sytem of Linear Equations
- Graphic method
- Simplex method
- Duality
- Transportations

## FACULTY OF BUSINESS

**Course Title:** General Accounting

**Semester:** First Semester, 1996.

**Instructor:** Mr. Chey Vong

### Course Description:

This course will present the basic accounting principles, uses and limitations of accounting information, basic measurement, timing and definition issues as they relate to assets, liabilities, owner's equity, revenue, and expenses accounts.

### Course Objectives:

The objectives of this course is to provide a basic understanding of the fundament concepts, choices, and procedures underlying the preparation and analysis of statements.

**Prerequisites:** non

### Required Text Book/ Other materials:

### Method of evaluation:

(1). Assignment	20%
(2). Mid-term exam	30%
(3). Final-exam	50%

### Course Outlines:

- Introduction to Accounting
- Financial Statement
- Transaction Analysis and the double-entry
- The Journal and the General Ledger
- Completing the accounting process
- Accounting for Merchandising firms

## **FACULTY OF BUSINESS**

**COURSE TITLE:** Money and Banking

**SEMESTER:** First Semester, Year 2

**INSTRUCTOR:** Seng Sochinda, Kong Thay and Koy Kosal

**COURSE DESCRIPTION:** This course focused on the history of money, importance and functions of money, value of money, quantity of theories of money, meaning of money in business, financial need of business; nature, system and functions of bank, bank reserve, expansion and contraction of money quantity, bank services; criteria in granting credit, uses of credit instruments, credit extension, debt prevention and debt amortisation, monetary policy and fiscal policy.

**COURSE OBJECTIVE:**

1. Provides the knowledge of money history and functions and value.
2. Provides an insight into commercial banking systems.
3. Emphasis is on the practical aspects of banking and the applications of the latest financial services and products to the public.

**PREREQUISITES :** Business Math

**REQUIRED TEXT BOOK/  
AND OTHER MATERIAL:**

1. "Money and Banking", Seng Sochinda, FOB, 1994
2. "Money and Banking", Ly Sok Heng, FOB, 1996
4. "Handout", Kong Thay, 1996

**METHOD OF EVALUATION:**

Five test, Financial exam 100%

**COURSE OUTLINE :**

1. Money and Financial Market (Monetary Market) in Circular Flow of Incomes and Productions.
2. Functions and History of money.
3. Securities Market and Interest rate.
4. System of Commercial Bank.
5. Capital and Investment of Commercial Banks.
6. Loans of Commercial Banks.
7. Deposits, Credits and Capital Accounts.
8. Nonbank Financial Intermediaries.
9. Reliable and Stability of Bank System.
10. Creation Deposits of Bank System

## **FACULTY OF BUSINESS**

**COURSE TITLE:** Legal Systems

**SEMESTER:** First Semester, Year 4

**INSTRUCTOR:** Rocque Reynolds

**COURSE DESCRIPTION:** This course introduces three important legal principles- constitutionalism, the rule of law and the doctrine of separation of powers. These principles are necessary tools for understanding and critically examining the administration of justice in deferent legal systems. The course will then examine three of world's influential legal system- the Common Law system, the Civil Law system and the Socialist legal system. The history and development of Cambodia's legal system will be examined from the influence of the French-Cambodian treaties to UNTAC, the SNC and the 1993 Constitution.

**COURSE OBJECTIVE:**

1. To further develop the knowledge of the structure of the Cambodian Legal System acquire in Introduction to Law.
2. To equip students with an understanding of certain legal concepts to enable them to critically evaluate the structure and functioning of the Cambodian Legal System.

**PREREQUISITES :** Introduction to Law

**REQUIRED TEXT BOOK/**

**AND OTHER MATERIAL:** Course materials prepared by UNSW/USF

**METHOD OF EVALUATION:**

Mid term exam 40%, Financial exam 60%

**COURSE OUTLINE :**

1. The Rule of Law
2. Constitutionalism
3. Separation of Powers
4. Civil Law
5. Socialist Law
6. Themes from the History of the Cambodian Legal System
7. Civil Procedure
8. The Criminal Justice System: Rights and Duties of the Legal Players

## FACULTY OF BUSINESS

**COURSE OUTLINE:** Business English Year 2 Lower Level (4 Groups)

**SEMESTER:** First semester, year 2

**INSTRUCTORS:** Pauline Wong (1 Group as a teacher training for Sok Vanny)  
Sok Vanny (3 Group)

### **COURSE DESCRIPTION:**

The course combines teaching communicating skills or how to use the language in different situation for different communicative purpose; reading on a variety of topics to develop the students' vocabulary and reading skills and gradually introduce them to business vocabulary; and graded grammar, to improve structure and correct usage.

### **COURSE OBJECTIVE:**

This course aims at teaching oral and listening skills needed to express and understand a core of business topics and related communicative function in English, as well as teaching extensive and intensive reading skills with an emphasis on business vocabulary.

**PREREQUISITE:** Two years of High School English or Equivalent  
Placement test score in the lower range

### **REQUIRED TEXT BOOK/ AND OTHER MATERIALS:**

EXPRESSWAYS: English for Communication 1A by Steven J. Molinsky &  
Bill Bliss and Companion Workbook 1A  
BASIC ENGLISH GRAMMAR by Betty Schramper Azar  
PRELUDES TO READING by Louises Huston Massoud and other readings.

### **METHOD OF EVALUATION:**

Final Exam 50% of final grade  
Midterm grade 50%: 3 written quizzes = 3/4 of this grade  
1 oral presentation + attendance = 1/4

### **COURSE OUTLINE:**

The emphasis of the course is on listening, speaking and reading. The syllabus is organised around functions, topics and grammatical notions. The emphasis is placed on business vocabulary and business-related topics.

## FACULTY OF BUSINESS

**Course Title:** Business Statistics

**Semester:** First Semester, 1996.

**Instructor:** Mr. Ob Bunnan

### **Course Description:**

This course include measures of central tendency and dispersion, probability distributions (including the binomial, and Poison distributions), elementary linear regression models, and an introduction to inferential statistics, including the Chi-square test.

### **Course Objectives:**

The objectives of this course is to provide the student a basic concepts and procedures of statistics in the modern business enterprise, for instance, the perception of business situations through statistical surveys.

**Prerequisites:** non

### **Required Text Book/ Other materials:**

Materials and reading assignments will be assigned.

### **Method of evaluation:**

(1). Homework	20%
(2). Mid-term exam	30%
(3). Final-exam	50%

### **Course Outlines:**

- Averages
- Central Tendency
- Grouped data
- Permutations and Combinations
- Probability
- Conditional Probability
- Expectation
- Decision Trees
- Opportunity Costs
- Value of Perfect Information
- Utility Functions
- Index Numbers
- Price Indices
- Seasonal Indices

## FACULTY OF BUSINESS

**Course Title:** International Business

**Semester:** First Semester, 1996.

**Instructor:** Mr. Bin Chhom

### **Course Description:**

This course will present the International Business Trends and Pattern, Trade Blocks, International Logistic, International Marketing, and International Human Resource Management.

### **Course Objectives:**

The course objectives is to examine International Business issues, approaches and skills in the context of international companies (Multinational Joint Ventures, Strategic alliance and local subsidiaries).

**Prerequisites:** non

### **Required Text Book:**

Materials and reading will be assigned

### **Method of evaluation:**

(1). Attendant	10%
(2). Mid-term exam	30%
(3). Final-exam	60%

### **Course Outlines:**

- International Business Operation
- Multinational Corporation
- International Competitive Advantage
- International Business Research
- Trade Blocks
- International Marketing
- International Logistics
- International Human Resource Management

## FACULTY OF BUSINESS

**COURSE OUTLINE:** Business English Year 2 Lower Level (4 Groups)

**SEMESTER:** First semester, year 2

**INSTRUCTORS:** Pauline Wong (1 Group as a teacher training for Sok Vanny)  
Sok Vanny (3 Group)

**COURSE DESCRIPTION:**

The course combines teaching communicating skills or how to use the language in different situation for different communicative purpose; reading on a variety of topics to develop the students' vocabulary and reading skills and gradually introduce them to business vocabulary; and graded grammar, to improve structure and correct usage.

**COURSE OBJECTIVE:**

This course aims at teaching oral and listening skills needed to express and understand a core of business topics and related communicative function in English, as well as teaching extensive and intensive reading skills with an emphasis on business vocabulary.

**PREREQUISITE:** Two years of High School English or Equivalent  
Placement test score in the lower range

**REQUIRED TEXT BOOK/  
AND OTHER MATERIALS:**

EXPRESSWAYS: English for Communication 1A by Steven J. Molinsky &  
Bill Bliss and Companion Workbook 1A

BASIC ENGLISH GRAMMAR by Betty Schramper Azar

PRELUDES TO READING by Louises Huston Massoud and other readings.

**METHOD OF EVALUATION:**

Final Exam 50% of final grade

Midterm grade 50%: 3 written quizzes = 3/4 of this grade

1 oral presentation + attendance = 1/4

**COURSE OUTLINE:**

The emphasis of the course is on listening, speaking and reading. The syllabus is organised around functions, topics and grammatical notions. The emphasis is placed on business vocabulary and business-related topics.

## FACULTY OF BUSINESS

**Course Title:** Business Statistics

**Semester:** First Semester, 1996.

**Instructor:** Mr. Ob Bunnan

### **Course Description:**

This course include measures of central tendency and dispersion, probability distributions (including the binomial, and Poison distributions), elementary linear regression models, and an introduction to inferential statistics, including the Chi-square test.

### **Course Objectives:**

The objectives of this course is to provide the student a basic concepts and procedures of statistics in the modern business enterprise, for instance, the perception of business situations through statistical surveys.

**Prerequisites:** non

### **Required Text Book/ Other materials:**

Materials and reading assignments will be assigned.

### **Method of evaluation:**

- |                    |     |
|--------------------|-----|
| (1). Homework      | 20% |
| (2). Mid-term exam | 30% |
| (3). Final-exam    | 50% |

### **Course Outlines:**

- Averages
- Central Tendency
- Grouped data
- Permutations and Combinations
- Probability
- Conditional Probability
- Expectation
- Decision Trees
- Opportunity Costs
- Value of Perfect Information
- Utility Functions
- Index Numbers
- Price Indices
- Seasonal Indices

## FACULTY OF BUSINESS

**Course Title:** International Business

**Semester:** First Semester, 1996.

**Instructor:** Mr. Bin Chhom

### Course Description:

This course will present the International Business Trends and Pattern, Trade Blocks, International Logistic, International Marketing, and International Human Resource Management.

### Course Objectives:

The course objectives is to examine International Business issues, approaches and skills in the context of international companies (Multinational Joint Ventures, Strategic alliance and local subsidiaries).

**Prerequisites:** non

### Required Text Book:

Materials and reading will be assigned

### Method of evaluation:

(1). Attendant	10%
(2). Mid-term exam	30%
(3). Final-exam	60%

### Course Outlines:

- International Business Operation
- Multinational Corporation
- International Competitive Advantage
- International Business Research
- Trade Blocks
- International Marketing
- International Logistics
- International Human Resource Management

FACULTY OF BUSINESS

COURSE TITLE: Business English Year 2 Upper Level (4 groups)

SEMESTER: First 1996/97

INSTRUCTOR: Mirabelle Sein

COURSE DESCRIPTION:

The course combines teaching communicative skills or how to use the language in different situations for different communicative purposes; readings on a variety of topics to develop the students' vocabulary and reading skills and introduce them to business vocabulary; and graded grammar, to improve structure and correct usage.

COURSE OBJECTIVES:

This course aims at teaching oral and listening skills needed to express and understand a core of business topics and related communicative functions in English, as well as teaching extensive and intensive reading skills with an emphasis on business vocabulary.

PREREQUISITES: Four years of High School English or equivalent  
Placement test score in the upper range

REQUIRED TEXT BOOKS/  
AND OTHER MATERIALS:

**BREAKTHROUGH** Vol. 1 by J.C. Richards and M. N. Long  
**BASIC ENGLISH GRAMMAR** by Betty Schramper Azar  
Selected Readings from **AMERICAN MOSAIC** and other sources  
**BUSINESS CONCEPTS** for English Practice by McDougal Arden & Tolley  
Dowling

METHOD OF EVALUATION: Final Exam 50% of final grade  
(Grading system) Midterm grade 50%: 3 written quizzes = 3/4 of this grade  
1 oral presentation + attendance = 1/4

COURSE OUTLINE and SYLLABUS: (attached)

The emphasis of the course is on listening, speaking and reading. The syllabus is organized around functions, topics and grammatical notions. The emphasis is placed on business vocabulary and business-related topics.

**BUSINESS ENGLISH**

- Materials: **BREAKTHROUGH** Vol. 1 by J.C. Richards and M. N. Long  
**BASIC ENGLISH GRAMMAR** by Betty Schramper Azar  
Selected Readings from **AMERICAN MOSAIC** and other sources  
**BUSINESS CONCEPTS** for English Practice by McDougal Arden & Tolley  
Dowling
- Week 1-2 Reading: **American Mosaic**  
Breakthrough Vol.1 Unit 1 **Good Morning** (*Greeting/Introducing People*)  
Basic English Grammar Chapter 7 **The Simple Past Tense** (part 1)
- Week 3-4 Reading: **American Mosaic**  
Breakthrough Vol.1 Unit 2 **Tell me about Yourself** (*Finding Out about People*)  
Basic English Grammar Chapter 7 **The Simple Past Tense** (part 2)
- Week 5-6 Reading: **American Mosaic** QUIZ 1  
Breakthrough Vol.1 Unit 4 **May I?** (*Requesting a Favor*)  
Basic English Grammar Chapter 8 **Expressing Future Time** (part 1)  
HOLYDAY
- Week 7-8 Reading  
Breakthrough Vol.1 Unit 5 **How Much Is It?** (*Asking about Prices; Bargaining*)  
Basic English Grammar Chapter 8 **Expressing Future Time** (part 2)
- Week 9-10 Reading  
Breakthrough Vol.1 Unit 6 **Where Are You From?** (*Talking about a Place*)  
Basic English Grammar Chapter 9 **Expressing Ability** (part 1)  
HOLYDAY
- Week 11-12 Business Concepts QUIZ 2  
Breakthrough Vol.1 Unit 7 **What Time Is It?** (*Talking about Dates/Frequency*)  
Basic English Grammar Chapter 9 **Expressing Ability** (part 2)
- Week 13-14 Business Concepts  
Breakthrough Vol.1 Unit 8 **What Do You Do?** (*Talking about one's job*)  
Basic English Grammar Chapter 10 **Nouns and Pronouns** (part 1)  
HOLYDAY
- Week 15-16 Business Concepts QUIZ 3  
Breakthrough ORAL PRESENTATION  
Basic English Grammar Chapter 10 **Nouns and Pronouns** (part 2)
- Week 17-18 Business Concepts  
Grammar Review EXAM

## FACULTY OF BUSINESS

### COURSE TITLE:

MARKETING MANAGEMENT

### SEMESTER:

First Semester, Year 3

### INSTRUCTOR:

Heng Sopheap

### COURSE DESCRIPTION:

The focus of this course is on strategic marketing decision making need to match organizational resources and objectives with the given market opportunities. Each of the specific strategy of product development and diversification, pricing, communication through advertising and selling, and distribution, is examined separately, according to its role in the overall marketing plan. The importance of understanding and forecasting market behavior is stressed, as is the coordination of marketing with other managerial decisions.

### COURSE OBJECTIVES:

1. Provides the students with a comprehensive overview of the various important tools of strategic marketing plan.
2. Explains the important of strategic planning.
3. Explains the various portfolio analyses to identify market opportunities.

**PREREQUISITES:** Basic Marketing

### REQUIRED TEXTBOOK/ AND OTHER MATERIAL:

1. Heng Sopheap, "MARKETING MANAGEMENT", 1996, Faculty of Business, Phnom Penh, Cambodia.
2. Handout.

### METHOD OF EVALUATION:

Class participant      10%, Term-paper      40%, Final      50%

### COURSE OUTLINE:

1. Marketing Management Process
2. Situational and Environmental Analysis
3. The Marketing Information System (*Optional Chapter*)
4. Marketing Strategies, Market Segmentation and Targeting
5. Product Strategy
6. Pricing Strategy
7. Marketing Communication Strategy
8. Marketing Channel and Placing Strategy
9. Marketing Plan, implementation, Control and Evaluation

## FACULTY OF BUSINESS

**COURSE TITLE:** Financial Accounting

**SEMESTER:** First semester, Year 3

**INSTRUCTOR:** PROFESSOR RICHARD C. FAHRINGER, CPA, CMA, CIA  
Prom Sophanna and Siem Monileak

**COURSE DESCRIPTION:** This course is designed as an introduction to the real-world financial accounting environment. It provides a basic understanding of the fundamental concepts, choices, and procedures underlying the preparation and analysis of financial statements. The subject matter is based on international accounting standards wherever appropriate. Topics include basic accounting principals, uses and limitations of accounting information, basic measurement, timing and definitional issues as they relate to asset, liability, owner's equity, revenue, and expense account.

**COURSE OBJECTIVES:** To assist the student in having a working knowledge of accounting and accounting principals. The student will be challenged to think, interpret and make decisions based on his or her understanding of financial statements upon completion on his course.

**PREREQUISITES:** Business Math and two years of high school English

### REQUIRED TEXT BOX BOOK/

**AND OTHER MATERIALS:** "FINANCIAL ACCOUNTING" Prepared by professor RICHARD C. FAHRINGER and translated into Khmer by Mr. SIEM MONILEAK.

**METHOD OF EVALUATION:** Two exams during the semester which count for 50% of the grade and a Final exam which counts for the remaining 50%.

### COURSE OUTLINE :

1. Financial accounting information systems
2. Measuring and recording transaction
3. Business income: Measurement and adjustments
4. The accounting cycle
5. Accounting for merchandising operations
6. Accounting concepts and classified financial statement
7. Current (short term) liquidity assets
8. Inventories
9. Long term assets
10. Current liabilities and the time value of money
11. Long term liabilities
12. Statement of cash flow and contributed capital
13. Retained earning and corporate financial statements

FACULTY OF BUSINESS

COURSE TITLE: Business English Year 3 Lower Level (2 groups: 1 Accounting;  
1 Marketing)

SEMESTER: First 1996/97

INSTRUCTOR: Pauline Wong

COURSE DESCRIPTION:

The course combines teaching communicative skills or how to use the language in different situations for different communicative purposes; readings on business topics to develop the students' professional vocabulary; and graded grammar, to improve structure and correct usage.

COURSE OBJECTIVES:

This course aims at teaching oral and listening skills needed to express and understand a core of business topics and related communicative functions in English, as well as teaching extensive and intensive reading skills with an emphasis on business vocabulary.

PREREQUISITES: Business English Year 2 Lower Level/ Two years of High School English or equivalent/ Placement test score in the lower range

REQUIRED TEXT BOOKS/  
AND OTHER MATERIALS:

**BUSINESS CONCEPTS** for English Practice by McDougal Arden&Tolley  
**BREAKTHROUGH** Vol. 2 by J.C. Richards and M. N. Long  
**FUNDAMENTALS OF ENGLISH GRAMMAR** by Betty Schramper Azar  
and **WORKBOOK** for FUNDAMENTALS

METHOD OF EVALUATION: Final Exam 50% of final grade  
(Grading system) Midterm grade 50%: 3 written quizzes = 3/4 of this grade  
1 oral presentation + attendance = 1/4

COURSE OUTLINE and SYLLABUS: (attached)

The emphasis of the course is on listening, speaking and reading. The syllabus is organized around functions, topics and grammatical notions. The emphasis is placed on business vocabulary and business-related topics.

**BUSINESS ENGLISH**

- Materials: **BUSINESS CONCEPTS** for English Practice by McDougal Arden  
**BREAKTHROUGH** Vol. 1 by J.C. Richards and M.N. Long  
**FUNDAMENTALS OF ENGLISH GRAMMAR** by Betty Schramper Azar and **WORKBOOK** for FUNDAMENTALS
- Week 1-2 Business Concepts p. 46 **Why Nations Trade**  
Breakthrough vol. 1 Unit 8 **What do you do?**  
**Review of Verb Tenses**
- Week 3-4 Business Concepts p. 54 **Multinational Corporations**  
Breakthrough vol. 1 Unit 9 **Could you tell me the way?**  
**Review of Verb Tenses**
- Week 5-6 Business Concepts p. 68 **An Accounting Overview**  
Breakthrough vol. 1 Unit 10 **I'm Sorry**  
Fundamentals Chapter 8 **Count and Non-count nouns**
- Week 7-8 Business Concepts p. 76 **The Balance Sheet**  
Breakthrough vol. 1 Unit 11 **How do I get there?**  
Fundamentals Chapter 8 **Count and Non-count nouns**
- Week 9-10 Business Concepts p. 88 **Why Finance?**  
Breakthrough vol. 1 Unit 12 **What would you like to eat?**  
Fundamentals Chapter 11 **Passives**
- Week 11-12 Business Concepts p. 96 **Acquisition of Capital**  
Breakthrough vol. 1 Unit 13 **How do you like it?**  
Fundamentals Chapter 11 **Passives**
- Week 13-14 Business Concepts p. 112 **Management Functions**  
Breakthrough vol. 1 Unit 14 **Can you describe it?**  
Fundamentals Chapter 12 **Adjective Clauses**
- Week 15-16 Business Concepts p. 122 **Management and Human Resources Development**  
Fundamentals Chapter 12 **Adjective Clauses**
- Week 17-18 **Writing Workshop**  
**Grammar Review**

## FACULTY OF BUSINESS

**Course Title:** Production Management

**Semester:** First Semester, 1996.

**Instructor:** R. Zepp

**Course Objectives:**

- 1- Understand the theoretical principles of production management
- 2- Understand the day-to-day problems of production managers

**Course Description:**

A study of the methods by which products and services provided by organizations are designed, developed and produced. This study of planning, organizing, and controlling work in the organization involves examination of qualitative and quantitative theories, techniques, and practices as they apply to production and management problem.

**Prerequisites:** Business Statistics

**Required Text Book/ Other materials:**

R. Zepp- *Production Management* (Georgetown)

**Method of evaluation:**

- |                                  |     |
|----------------------------------|-----|
| (1). Report on Cambodian company | 30% |
| (2). Mid-term exam               | 30% |
| (3). Final-exam                  | 40% |

**Course Outline**

# PRODUCTION MANAGEMENT

## Course Outline First Semester, 1996

Sept.	2	Product Mix -- Linear Programming
	4	Exercises
	9	Maximizing Profits -- The Simplex Method
	11	Exercises
	16	Adapting to Changes -- Shadow Prices
	18	Exercises
	23	Sensitivity Analysis
	25	Exercises
	30	Adding New Products
Oct.	2	Exercises
	7	Minimizing Costs -- The Dual Problem
	9	Exercises
	14	Distribution -- The Transportation Problem
	16	Exercises
	21	Lowering Transport Costs -- The VAM and other tips
	28	Varying Transport Costs -- Sensitivity Analysis
Nov.	4	Exercises
	6	Mid Term Test
	11	Job Assignment
	13	Exercises
	18	Job Assignment -- P.E.R.T.
	20	Slack and Float
	27	Exercises
Dec.	2	Cost-Time Trade-offs -- Job Crashing
	4	Exercises
	9	Variable Job Times -- The Beta Distribution
	11	Exercises

Remainder of semester -- Presentation of Reports

1996

## FACULTY OF BUSINESS

**COURSE TITLE:** Business Communication

**SEMESTER:** First Semester, Year 4

**INSTRUCTOR:** You Ang, Sok Vanny and Srey Phannarin

**COURSE DESCRIPTION:** This course is designed to help student communicates effectively in the real-life business situation. The course will focus on a practical approach to help student develops and strengthen his communication skills. It will help student effectively sends and receive clear messages. It will also increase his awareness of the way he communicate with his business counterparts. Overall, the course will prepare him to meet the challenge of competitive business settings.

**COURSE OBJECTIVE:**

1. Upon completion of the course, you should be able to broader understand the importance of business communication skills that can lead to an effective employee, potential employer, or manager.
2. The course will make student a more competent communicator in the practical business world.

**PREREQUISITES :** Some English

**REQUIRED TEXT BOOK/  
AND OTHER MATERIAL:**

1. Bovee, Courland L., "Business Communication Today", Fourth Edition, McGraw-Hill, Inc., New York, 1995.
2. Geffner, Andrea B., "Business English", Second Edition, Barron's Educational Series, Inc., New York, 1993.

**METHOD OF EVALUATION:**

Financial exam 50%, Midterm 25%, Homework 25% (This grade will include class participation, quizzes, and works done at home or in class, and any oral presentations.)

**COURSE OUTLINE :**

1. Understanding Business Communication
2. Communicating Interculturally
3. Communicating Through Technology
4. Interactive Communication Skills
5. Oral Communication
6. Business Correspondence
7. (Special) How to successfully get a job.

**FACULTY OF BUSINESS**

**COURSE TITLE:** Legal Aspects of Commercial Transactions

**SEMESTER:** September, 1996 - January, 1997

**INSTRUCTORS:** Evan Ackiron  
Phyllis Cox

**COURSE DESCRIPTION:**

**Legal Aspects of Commercial Transactions I and II**

This is a two semester course for third year students. The purpose of the course is to provide the students with knowledge of the fundamentals of commercial law, including sales of goods; negotiable instruments; investment law; banking; bills and notes; commercial arbitration; and international business transactions.

**COURSE OBJECTIVES:**

1. To introduce students to the special rules which apply to all aspects of the commercial sale of goods;
2. To develop student skills in applying legal principles to hypothetical examples and case studies;
3. To develop student fluency in the use of legal English.

**PREREQUISITES:** Basic Contract Law

**REQUIRED TEXT/OTHER MATERIALS:** USF text and related laws and codes

**METHOD OF EVALUATION:**

**(grading system)**

Assessment of in-class activities, quizzes, homework and the mid-term exam grade are included in the "mid term grade" due one week prior to the end of the semester according to FOB regulations. This total counts for 50% of the semester grade. The Final Exam is 50%.

**COURSE OUTLINE: LEGAL ASPECTS OF COMMERCIAL TRANSACTIONS**

**I. INTRODUCTION TO THE LAW OF COMMERCIAL TRANSACTIONS**

**II. SALE OF GOODS: OVERVIEW**

- A. SOURCES OF LAW GOVERNING THE SALE OF GOODS**
- C. FORMATION OF A CONTRACT FOR THE SALE OF GOODS**
- D. TRANSFER OF TITLE TO GOODS**
- E. RISK OF LOSS OR DAMAGE TO GOODS**
- F. GENERAL OBLIGATIONS OF THE SELLER AND THE BUYER**
- G. WARRANTIES**
- H. REGULATION OF THE SALE OF GOODS FOR PUBLIC POLICY GOALS**

**I. BREACH OF CONTRACT FOR THE SALE OF GOODS**

**III. TRANSPORT AND STORAGE**

**A. DERE 38: TRANSPORTATION OF GOODS**Error! Bookmark not defined.

**C. NEGOTIABLE DOCUMENTS OF TITLE**

**IV. SECURED TRANSACTIONS**

**A. INTRODUCTION TO LENDING TRANSACTIONS**

**B. SECURED & UNSECURED LOANS**

**C. DIFFERENCE BETWEEN SURETY & COLLATERAL**

**V. NEGOTIABLE INSTRUMENTS**

**A. TYPES OF NEGOTIABLE INSTRUMENTS**

**B. FORMAL REQUIREMENTS OF NEGOTIABLE INSTRUMENTS**

**C. ISSUE, DELIVERY, AND TRANSFER**

**VII. PAYMENT SYSTEMS**

**A. INTRODUCTION TO PAYMENT SYSTEMS**

**B. CHECKS**

**C. COLLECTING DRAFTS**

**D. ELECTRONIC FUND TRANSFERS**

**E. COLLECTION OF INTERNATIONAL PAYMENTS**

**F. CREDIT CARDS**

**VIII. COMMERCIAL ARBITRATION**

149

FACULTY OF BUSINESS

COURSE TITLE: Business English Year 4 Lower Level (4 groups: 2 Accounting;  
2 Marketing)

SEMESTER: First 1996/97

INSTRUCTORS: Sanda Huffman  
Malgosia Bednarek

COURSE DESCRIPTION:

The course combines teaching communicative skills or how to use the language in different situations for different communicative purposes; readings on business topics to develop the students' professional vocabulary; and graded grammar, to improve structure and correct usage.

COURSE OBJECTIVES:

This course aims at teaching oral and listening skills needed to express and understand a core of business topics and related communicative functions in English, as well as teaching extensive and intensive reading skills with an emphasis on business vocabulary.

PREREQUISITES: Business English Year 3 Lower Level. Two years of High School English or equivalent;  
Placement test score in the lower range

REQUIRED TEXT BOOKS/  
AND OTHER MATERIALS:

**BUSINESS CONCEPTS** for English Practice by McDougal Arden&Tolley  
**BREAKTHROUGH** Vol. 2 by J.C. Richards and M. N. Long  
**FUNDAMENTALS OF ENGLISH GRAMMAR** by Betty Schramper Azar  
and **WORKBOOK** for FUNDAMENTALS

METHOD OF EVALUATION: Final Exam 50% of final grade  
(Grading system) Midterm grade 50%: 3 written quizzes = 3 4 of this grade  
1 oral presentation + attendance = 1.4

COURSE OUTLINE and SYLLABUS: (attached)

The emphasis of the course is on listening, speaking and reading. The syllabus is organized around functions, topics and grammatical notions. The emphasis is placed on business vocabulary and business-related topics.

## FACULTY OF BUSINESS

**Course Title:** International Trade

**Semester:** First Semester, 1996.

**Instructor:** Kang Sovannara, MBA

**Course Description:**

This course will present the Theory of International Trade, Law of Comparative Advantage, Modern Theory of Trade, Offer Curves, Tariffs, Other Trade Restrictions, Economic Integration, Foreign Exchange Market, Balance of Payment, and International Monetary System.

**Course Objectives:**

The objectives of this course is to provide conceptual and analytical skills to students interested in international business and international trade.

**Prerequisites:** Principles of Economics

**Required Text Book/ Other materials:**

Dominick Salvature, *International Economics*, Macmillan Publishing Co., New York, 1995.

Other materials and reading will be assigned.

**Method of evaluation:**

(1). Assignment	20%
(2). Mid-term exam	30%
(3). Final-exam	50%

**Course Outlines:**

- Introduction to International Trade
- The Law of Comparative Advantage
- The Modern Theory of International Trade
- Offer Curve and Term of Trade
- Economic Growth and International Trade
- Trade Restrictions: Tariffs
- Economic Integration
- The Foreign Exchange Market
- The Balance of Payment
- The International Monetary System

## FACULTY OF BUSINESS

- COURSE TITLE :** Microeconomics
- SEMESTER :** 1 SEPTEMBER
- INSTRUCTOR :** HEAN Sahib (ហ៊ាន សាហ៊ឹប)
- COURSE DESCRIPTION :** Introduction: market and price. Producers, consumers, and competitive markets. Market structure and competitive strategy. The role of Government in market economy.
- COURSE OBJECTIVES:** Introduce students to general economics and the fundamental working of market economy.
- PREREQUISITES :** Students need to have a High School Diploma and some background on economics.
- REQUIRED TEXT BOOK/  
AND OTHER MATERIALS:**
1. Microeconomics (Robert S. Pindyck) Third Edition , 1995.
  2. Modern Microeconomics (David N. Hyman) Second Edition, 1992.
  3. Economics: Principles, problems, and policies (Campbell R. McConnell, and Stanley L. Brue) Eleventh Edition, 1990
- METHOD OF EVALUATION:**
- Interview students in class before class end.
  - Before semester ends, students prepare and write their own examination.
- COURSE OUTLINE :** One Semester

## ***FACULTY OF BUSINESS***

**COURSE TITLE :** FINANCIAL MANAGEMENT I AND II

**SEMESTER :** FALL

**INSTRUCTOR :** POUN PENN

**COURSE DESCRIPTION:** Financial analysis and planning working capital the capital budget forcess,long term financing ,advanced topics in corporation finance

**COURSE OBJECTIVES:**By the end of Fm I the student should have an understanding of the various methods used to evaluated capital budgeting decision. The student in FM II should be able to understand the basic issues related to financial managers short and long term asset/ liabilities management.

**RREREQUISITES:** statistics ,microeconomics ,analysis, maroeconomic analysis

**REQUIRED TEXT BOOK /AND OTHER MATERIALS :**Financial management  
By PUON PENN

**METHOD OF EVALUATION (GRADING SYSTEM):** Student will be evaluated based upon homework. mid term. and final exam. student have the option of doing a project in place of the mid term

**COURSE OUTLINE :** SEE attached

## FACULTY OF BUSINESS

LEVEL: Business English Year 4 Upper Level (4 groups: 2 Accounting;  
2 Marketing)

First 1996/97

R: Malgosia Bednarek

### DESCRIPTION:

combines teaching:

communicative skills or how to use the language in different situations for different  
purposes

focus on business topics to develop the students' professional vocabulary

grammar, to improve structure and correct usage.

### OBJECTIVES:

focus on teaching oral and listening skills needed to express and understand a core of  
functions and related communicative functions in English, as well as teaching extensive  
reading skills with an emphasis on business vocabulary.

REQUISITES: Business English Year 3 Upper Level/ Four years of High School English or  
equivalent/ Placement test score in the higher range

### TEXT BOOKS/

#### MATERIALS:

**BUSINESS CONCEPTS** for English Practice by McDougal Arden & Tolley  
(2nd edition) **BREAKTHROUGH** Vol. 2 by J.C. Richards and M. N. Long

**FUNDAMENTALS OF ENGLISH GRAMMAR** and **UNDERSTANDING  
ENGLISH GRAMMAR** by Betty Schramper Azar and **WORKBOOKS**

EVALUATION: Final Exam 50% of final grade

Midterm grade 50%: 3 written quizzes = 3/4 of this grade  
1 oral presentation + attendance = 1/4

OUTLINE and SYLLABUS: (attached)

The focus of the course is on listening, speaking and reading. The syllabus is organized  
around functions, topics and grammatical notions. The emphasis is placed on business  
and business-related topics.

## BUSINESS ENGLISH

**BUSINESS CONCEPTS** for English Practice by McDougal Arden & Tolley Dowling  
**BREAKTHROUGH** Vol. 2 by J.C. Richards and M. N. Long  
**FUNDAMENTALS OF ENGLISH GRAMMAR** and **UNDERSTANDING ENGLISH GRAMMAR** by Betty Schramper Azar and **WORKBOOKS**

Business Concepts p. 46 3.1 **Why Nations Trade**  
 Breakthrough Vol. 2 Unit 5 **This Is What I Want You To Do** (*Instructing*)  
 Fundamentals of English Grammar Chapter 15 (part 1)

Business Concepts p. 54 3.2 **Multinational Corporations**  
 Breakthrough Vol. 2 Unit 6 **Tell Me About Yourself** (*Making Appointments for Job Interviews*)  
 Fundamentals of English Grammar Chapter 15 (part 2)

Business Concepts p. 63 3.3 **Exploring Foreign Markets: Customs & Culture**  
 Breakthrough Vol. 2 Unit 7 **What Were You Doing?** (*Describing events people*)  
 Fundamentals of English Grammar Chapter 16 (part 1) QUIZ 1  
 HOLYDAY

Business Concepts p. 68 4.1 **An Accounting Overview**  
 Breakthrough Vol. 2 Unit 10 **How Do You Do It?** (*Asking/Giving Instructions*)  
 Fundamentals of English Grammar Chapter 16 (part 2)

Business Concepts p. 76 4.2 **The Balance Sheet**  
 Breakthrough Vol. 2 Unit 11 **What Do I Need To Do?** (*Asking about and describing needs and requirements/Talking about regulations*)  
 Understanding English Grammar

HOLYDAY

Business Concepts p. 85 4.3 **Preparing an Income Statement**  
 QUIZ 2  
 Breakthrough Vol. 2 Unit 12 **What Could It Be?** (*Making suggestions*)  
 Understanding English Grammar

Business Concepts p. 158 8.1 **Business Computer Systems**  
 Breakthrough Vol. 2 Unit 14 **What Should I Do?** (*Giving recommendations*)  
 Understanding English Grammar

HOLYDAY

Business Concepts p. 167 8.2 **Expert Systems** QUIZ 3  
 Breakthrough: ORAL PRESENTATION  
 Fundamentals of English Grammar

## FACULTY OF BUSINESS

**COURSE TITLE:** INTERMEDIATE ACCOUNTING I

**SEMESTER:** FALL SEMESTER 1997

**INSTRUCTOR:** PROFESSOR RICHARD C. FAHRINGER, CPA, CMA, CIA

**COURSE DESCRIPTION:** THIS COURSE COMBINES A DETAILED EXAMINATION OF CURRENTLY ACCEPTED INTERNATIONAL ACCOUNTING STANDARDS AND PROCEDURES WITH AN INVESTIGATION OF THE ECONOMIC REASONS FOR (AND CONSEQUENCES OF) PARTICULAR ACCOUNTING TREATMENTS. TOPICS INCLUDE GENERALLY ACCEPTED INTERNATIONAL ACCOUNTING PRINCIPLES, ALTERNATIVE ACCOUNTING PRINCIPLES AND PROCEDURES, AND REFINEMENT OF SKILLS IN THE ANALYSIS OF COMPLEX TRANSACTIONS AND SOLUTIONS TO ACCOUNTING PROBLEMS IN FOREIGN ENVIRONMENTS.

**COURSE OBJECTIVES:** THE STUDENT WHO COMPLETES THIS COURSE, ALONG WITH INTERMEDIATE ACCOUNTING II, WILL BE ABLE TO INDEPENDENTLY PREPARE FINANCIAL STATEMENTS, DEVELOP CRITERIA FOR MAKING DECISIONS REGARDING COMPLEX ACCOUNTING TRANSACTIONS AND ASSIST IN FINANCIAL AND ACCOUNTING CONSULTING ASSIGNMENTS OF INTERNATIONAL AND INTERCULTURAL WORLDWIDE ENTERPRISES.

**PREREQUISITES:** FINANCIAL ACCOUNTING

**REQUIRED TEXT BOOK/**

**AND OTHER MATERIALS:** "INTERMEDIATE ACCOUNTING I" PREPARED BY PROFESSOR RICHARD C. FAHRINGER AND TRANSLATED INTO KHMER BY MR. SIEM MONILEAK

**METHOD OF EVALUATION:** TWO EXAMS DURING THE SEMESTER WHICH COUNT (Grading system) FOR 40%, HAND-IN ASSIGNMENTS WHICH COUNT FOR 10% AND A FINAL EXAM WHICH COUNTS FOR THE REMAINING 50%

**COURSE OUTLINE:**

- I. REVENUE RECOGNITION
  - A. POINT OF SALE
  - B. PRIOR TO DELIVERY
  - C. AFTER DELIVERY
  - D. PRIOR TO RECOGNITION OF REVENUE
- II. CASH, CURRENT RECEIVABLES & LIABILITIES & CONTINGENCIES
  - A. CASH
  - B. RECEIVABLES
  - C. LIABILITIES AND THEIR VALUATIONS
  - D. CONTINGENCIES
- III. INVENTORY VALUATIONS: COST AND COST FLOW ASSUMPTIONS
  - A. PERIODIC
  - B. PERPETUAL
  - C. INVENTORY ITEMS
  - D. INVENTORY ERRORS
  - E. COST OF INVENTORY
  - F. COST FLOWS AND ASSUMPTIONS

- IV. INVENTORY VALUATIONS: NON-HISTORICAL COST AND ESTIMATES
  - A. NON-HISTORICAL COSTS
  - B. ESTIMATES
  - C. FOREIGN CURRENCY INVENTORY TRANSACTIONS
- V. PLANT ASSETS AND INTANGIBLES: ACQUISITION & SUBSEQUENT EXPENDITURES
  - A. CHARACTERISTICS
  - B. VALUATION
  - C. EXPENDITURES AFTER ACQUISITION
  - D. PLANT ASSETS AND INTANGIBLES: DEPRECIATION, DEPLETION, AMORTIZATION AND DISPOSITION
  - E. NATURE
  - F. DEPRECIATION METHODS
  - G. PARTIAL YEAR DEPRECIATION
  - H. DEPLETION OF NATURAL RESOURCES
  - I. AMORTIZATION OF INTANGIBLE ASSETS
  - J. IMPAIRMENT OF LONG LIVED ASSETS
  - K. RETIREMENTS OF PLANT ASSETS, NATURAL RESOURCES AND INTANGIBLE ASSETS

## FACULTY OF BUSINESS

**COURSE TITLE:** Contract Laws of ASEAN Countries

**SEMESTER:** February, 1997

**INSTRUCTORS:** USFCambodia Academic Staff

### **COURSE DESCRIPTION:**

This course is a one semester advanced course in which students will learn to compare the requirements for a valid contract in selected ASEAN countries with the requirements under current Cambodian law, including legal defenses against contracts and the types of remedies available for breach of contract.

The students will read portions of laws of the selected ASEAN countries and be given hypothetical situations to develop their ability to apply the law to these hypothetical cases. Important goals of the course are to give students the knowledge and confidence to be able to analyze contracts in real business life, to draft contracts which protect their interests and to enforce contracts which they make, and to improve their English language skills.

**COURSE OBJECTIVES:** By the end of the semester course, the students will be expected to:

1. have a basic knowledge of the principle similarities and differences in the contract laws in use in the ASEAN countries;
2. be able to analyze contract provisions by applying the appropriate laws and legal principles; and
3. have improved the development of their English language skills to a level of ability to read and comprehend ASEAN contract laws written in English.

**PREREQUISITES:** Introduction to Contract Law (basic contract law course)

### **REQUIRED TEXTBOOK/OTHER MATERIALS:**

USF text on Contract laws of ASEAN Countries; Decree 38; Cambodia draft Contract Law; selected articles and laws related to contract laws of the ASEAN countries.

### **METHOD OF EVALUATION:**

Assessment of in-class activities, quizzes, homework and the mid-term exam grade are included in the "mid term grade" due one week prior to the end of the semester according to FOB regulations. This total counts for 50% of the semester grade. The Final Exam is 50%.

### **COURSE OUTLINE:**

## FACULTY OF BUSINESS

**COURSE TITLE:** Cambodian Land Law

**SEMESTER:**

January, 1997 to June, 1997

**INSTRUCTORS:** USFCambodia law instructors

**COURSE DESCRIPTION:** This one semester course is designed to acquaint students with basic land law concepts critical to defining property rights as Cambodia seeks to establish the rule of law. overall, the course examines the theories of property ownership, definitions of property, rights of possessors, the right of adverse possession, transfers of ownership, the requirements of land sales contracts, landlord-tenant relationships and government regulation of property.

the course will focus on Cambodian law, including the SOC land law and Decree 38 (to the extent that it is relevant to rights of land owners and possessors). In addition, comparative laws of the civil law and common law traditions and laws of ASEAN countries will be studied where relevant. The course will include practical exercises for students wherever feasible.

**COURSE OBJECTIVES:** By the end of this course students should:

1. have an understanding of the basic theories and principles of real property and land law;
2. to understand the history, general legal theories, and issues relevant to Cambodian real property and land law;
3. to be familiar with English language use of terms and definitions and basic principles of real property and land law.

**PREREQUISITES:** Basic contract law

**REQUIRED TEXTBOOK/ AND OTHER MATERIALS:** USF Cambodian Land Law text; relevant Cambodian regulations and laws; Cambodia draft Land Law (a July, 1996 requirement of ADB loan), as it is drafted and becomes available; reference materials related to comparative models of real property and land law.

**METHOD OF EVALUATION:** Assessment of in-class activities, quizzes, homework and the mid-term exam grade are included in the "mid term grade" due one week prior to the end of the semester according to FOB regulations. This total counts for 50% of the semester grade . The Final Exam is 50%.

**COURSE OUTLINE:**

- I. Property ownership theories

- II. Definitions of kinds of property
- III. Overview of Cambodian land tenure and land law
- IV. Adverse and Temporary possession
- V. Rights of possession
- VI. Voluntary transfers of ownership
- VII. Freehold estates
- VIII. Future interests
- IX.. Concurrent ownership
- X. Inheritance and succession
- XI. Landlord-tenant
- XII. Surveys and descriptions
- XIII. Lands sales contracts
- XIV. Secured real property transactions
- XV. Title security
- XVI. Non-possessory interests in land
- XVII. Nuisance
- XVIII. Government regulation, taking, land management and concessions
- XIX. Public Trust Doctrine
- XX. Rights of tribal minorities, IDP's and returnees
- XXI. Land dispute resolution processes

- I. Overview of the social, political and legal history of ASEAN countries leading to organization of ASEAN
- II. Comparison of the laws of ASEAN countries and Cambodia for formation of valid contracts
- III. Comparison of the laws of ASEAN countries and Cambodia for remedies for breach of contract
- IV. Dispute resolution processes in ASEAN countries: judicial and alternative dispute resolution

## ***FACULTY OF BUSINESS***

**COURSE TITLE :** PERSONNEL MANAGEMENT & HUMAN RESOURCES

**SEMESTER :** FALL

**INSTRUCTOR :** NOP VANTHARO

**COURSE DESCRIPTION:** THIS COURSE PROVIDE THE STUDENT KNOW HOW TO MANAGE IN ORGANIZATION AND RECEIVED PRODUCTIVITIES OUTPUT ,PROFIT, QUALITY OF WORKS, ACHIEVED THE GOALS...

**COURSE OBJECTIVES:** BY THE END OF THIS COURSE THE

STUDENT SHOULD HAVE AND UNDERSTANDING OF THE VARIOUS USED TO MANAGE THE ORGANIZATION OR SMALL BUSINESS ,LARGE BUSINESS, INTERNATIONAL BUSINESS,

**RREREQUISITES:** INTRODUCTION TO

BUSINESS,MACROECONOMICS,PRODUCTION MANAGEMENT, ORGANIZATION BEHAVIOR,

**REQUIRED TEXT BOOK /AND OTHER MATERIALS:** PERSONNEL MANAGEMENT,HUMAN RESOURCES

**METHOD OF EVALUATION :** (GRADING SYSTEM) THE STUDENT WILL BE EVALUATED BASED UPON QUIZ 10%,MID -TERM 40%, FINAL EXAM50%.

**COURSE OUTLINE :** HISTORY OF MANAGEMENT  
MOTIVATION. ENVIRONMENT. FINDING. HIRING. CHOSING.LEADING.  
COMMUNICATION. EVALUATION. DISCIPLINE. MANAGERIAL POSITION IN BUSINESS,TQM,

**C. SCHEDULE OF ADMINISTRATIVE AND STAFF SALARIES**

1691

**ADMINISTRATIVE AND ACADEMIC STAFF SALARIES  
OCTOBER, 1996  
(RIEL)**

#	Classification	No of Staff	23,500	22,000	21,500	21,200	Total
1	AII	1	-	1	-	-	22,000
2	BI	41	-	32	4	5	896,000
3	BII	5	-	-	4	1	107,200
4	BIII	4	-	-	-	4	84,800
5	BIV	3	-	-	-	3	63,600
	<b>Total</b>	54	-	33	8	13	1,173,600

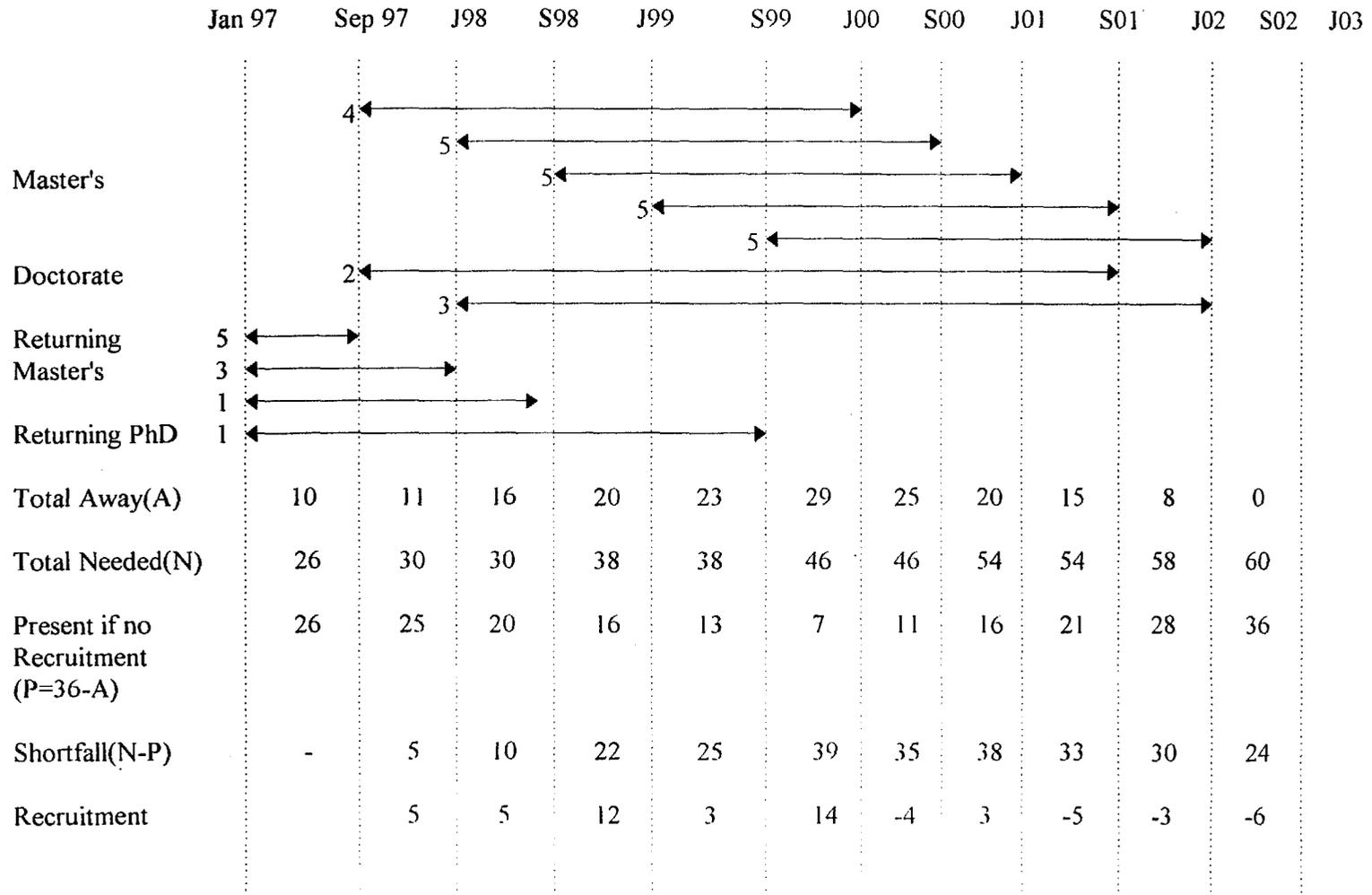
**Source: Faculty of Business Office of Administration**

**Note: This schedule includes all staff; 1\$/US Equals 2600 Riel. Therefore, the basic average salary for all staff is approximately \$8.36 per month. This figure is supplemented by other Government supports and FOB supplements. An approximation of average monthly salary is \$35.**

**D. PROPOSED TIMELINE FOR LONG-TERM STAFF DEVELOPMENT**

29/1

**PROPOSED TIMELINE FOR FOB TEACHERS STUDYING ABROAD**



**E. COST ESTIMATES FOR SELECTED RECOMMENDATIONS**

MUCIA  
 Staff Development at Faculty of Business  
 Summary Cost Estimate  
 As at December 3, 1996

	<u>FTE</u>	<u>Days/ Months/ Trips/ Units</u>	<u>Unit Cost</u>	<u>Amount</u>	<u>Item Amount</u>
<b>1. <u>Degree Training</u></b>					
Masters Degree (See attached Schedule A)		5	66,107	826,605.00	
Doctoral Degree (See attached Schedule B)		5	100,148	<u>500,740.00</u>	
Subtotal Degree Training					\$1,327,345.00
<b>2. <u>Academic Management System</u></b>					
Salary & Fringe Benefits	1.0	9	7,893	71,037.00	
Airfare		1	2,000	2,000.00	
Housing		9	1,000	9,000.00	
Excess Baggage		1	300	300.00	
Air Freight & Insurance		1	1,000	1,000.00	
Innoculations/Visa/Misc.		1	500	500.00	
Communication / Supplies		9	200	1,800.00	
Local Transportation		9	100	900.00	
Medivac Insurance		1	175	175.00	
General & Administrative Expense at 11.66%		1		<u>10,111.00</u>	
Subtotal Academic Management System					96,823.00
<b>3. <u>Short Term Training for Senior Administrative Staff</u></b>					
	1.0	9	13,070	<u>117,630.00</u>	117,630.00
Sub-total short term training					
<b>4. <u>Consultant Librarian</u></b>					
Salary & Fringe Benefits	1.0	9	4,228	38,052.00	
Airfare		1	2,000	2,000.00	
Housing		9	1,000	9,000.00	
Excess Baggage		1	300	300.00	
Air Freight & Insurance		1	1,000	1,000.00	
Innoculations/visa/misc.		1	500	500.00	
Communications/supplies		9	200	1,800.00	
Local transportation		9	100	900.00	
Medivac Insurance		1	175	175.00	
General & Administrative Expenses at 11.66%		1		<u>6,285.00</u>	
Subtotal Consultant librarian					59,992.00
<b>5. <u>English as a Foreign Language</u></b>					
Salary & Fringe Benefits	5.0	12	4,228	253,680.00	
Airfare		5	2,000	10,000.00	
Housing		60	1,000	60,000.00	
Excess baggage		5	300	1,500.00	
Air Freight & Insurance		5	1,000	5,000.00	
Innoculation/visa/misc.		5	500	2,500.00	
Communications/supplies		60	200	12,000.00	
Local Transportation		60	100	6,000.00	
Medivac insurance		5	175	875.00	

MUCIA  
 Staff Development at Faculty of Business  
 Summary Cost Estimate  
 As at December 3, 1996

General & Administrative Expense at 11.66%	1		<u>40,991.00</u>	
Subtotal EFL				392,546.00
6. <u>MUCIA Site Visit to Phnom Penh</u>				
Salary & Fringe Benefits	2.0	0.5	NA	0.00
Airfare		2	2,000	4,000.00
Per Diem (food & lodging)		30	200	6,000.00
Innoculations/V/sa/Miac.		2	250	500.00
Communications		1	100	100.00
Local Transportation		1	100	100.00
General & Administrative Expense at 11.66%		1		<u>1,248.00</u>
Subtotal MUCIA Site Visit				<u>11,948.00</u>
Total Summary Coat Estimate				<u>\$2,006,284.00</u>

Assumptions

1. Items 1 and 3 provide degree training and non-degree training, respectively. Costs for these components are itemized using USAID guidelines in separate training Cost Analyses which follow the Summary Cost Estimate. Actual length of time required to obtain Masters or Doctorate may vary.
2. Airfare for items 2, 4, 5, and 6 is based upon lowest cost airfare from the Midwest U.S. to Phnom Penh, Cambodia, using U. S. flag air carrier, airfare for items 1 and 3 is based upon lowest cost airfare from Phnom Penh, Cambodia to the Midwest U. S. using U. S. flag air carriers.
3. All costs are stated in 1995 dollars. Costs are subject to inflation and/or changes in USAID guidelines.

MUCIA  
 Staff Development at Faculty of Business  
 Summary Cost Estimate  
 As at December 3, 1996

OTO Support Office  
 Budget Estimate Worksheet for Short Term Participants  
 Prepared: 25 November, 1996 By: J. Dury

No. Participants: 15 Description: Faculty of Business  
 Group Description: Faculty of Business

Program Name: AID Proposal for Staff Development (Masters)

Date of Program to

Sponsor: USAID/Cambodia

Program Categories/ Training Activities	Number of Units	Unit Price	Sub total	No. Part.	Total
A. Training Costs					
1. Tuition/Fees	1.00	\$ 12,500.00	\$ 12,500.00	15	\$1,87,500.00
2. Package Program Costs					\$1,87,500.00
3. Other					
B. Allowances					<u>\$411,655.00</u>
1. Maintenance Advance	1.00	\$1,350.00	\$ 1,350.00	15	\$20,250.00
2. Stipend	24.00	\$948.00	\$22,752.00	15	\$341,280.00
3. Per Diem Less Advance					
Reduced Per diem			\$0.00		
4. Room only					
5. Meals only Less Adv.					
6. Books / Equipment	2.00	\$950.00	\$1,900.00	15	\$28,500.00
7. Prof. Membership	1.00	\$375.00	\$375.00	15	\$5,625.00
8. Shipping	1.00	\$180.00	\$180.00	15	\$2,700.00
9. Other	1.00	\$900.00	\$900.00	15	\$13,500.00
C. Travel					<u>\$70,500.00</u>
1. International	1.00	\$3,100.00	\$3,100.00	15	\$46,500.00
2. Local	2.00	\$800.00	\$1,600.00	15	\$24,000.00
3. Other					
D. Insurance					<u>\$37,500.00</u>
1. HAC	1.00	\$2,500.00	\$2,500.00	15	\$37,500.00
2. Reg'd by Institution					
E. Supplemental Activities					
1. WIC Orientation					
2. Interpreters/Escorts					
3. Other					
F. Administrative Costs					<u>\$11,9,250.00</u>
1. Support Office Fee	1.00	\$7,950.00	\$7,950.00	15	\$1,19,250.00
2. Other					
Total Participant Costs				15	\$826,605.00
(A+B+C+D+E+F) /15 Parts				avg.	\$55,107.00
(A+B+C+D+E) / 15 Parts				avg.	\$47,157.00

MUCIA  
Staff Development at Faculty of Business  
Summary Cost Estimate  
As at December 3, 1996

OTO Support Office  
Budget Estimate Worksheet for Short Term Participants  
Prepared: 25 November, 1996 By: J. Dury

No. Participants: 15 Description: Faculty of Business  
Group Description: Faculty of Business

Program Name: AID Proposal for Staff Development (Masters)

Date of Program to

PDMS Attached Participant Names

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- Notes:
- A1. University tuition and fees calculated at yearly average of MUCIA universities.
  - B1. Advance maintenance calculated at per diem rate of \$ 100.00 for ten days plus \$350.00
  - B2. Monthly stipend calculated at average of stipend rates at locations of MUCIA universities.
  - B6. Book allowance paid at \$750.00 / academic year plus \$ 200.00/summer.
  - B7. Professional association memberships or professional journal subscriptions while student at \$75.00 year times two years. Memberships/ Subscriptions after completion of degree at \$225.00
  - B8. Shipping allowance calculated at rate of \$30.00 for each four month period in U.S. ( $2\frac{1}{4} = 6 \times \$30.00$ )
  - B9. Typing / Copying allowance at \$250.00 / year times two years. Research allowance at \$400.00 for Master's.
  - C2. Two professional trips at maximum \$ 800.00 each.
  - D1. HAC coverage paid at cost of \$200.00 for first and last month of program and \$100.00 for each intervening month.
  - F1. Placement fee of \$ 750.00 plus \$300.00 / month monitoring fee.

MUCIA  
 Staff Development at Faculty of Business  
 Summary Cost Estimate  
 As at December 3, 1996

OTO Support Office  
 Budget Estimate Worksheet for Short Term Participants  
 Prepared: 2 December, 1996 By: J. Dury

No. Participants: 5 Description: Faculty of Business  
 Group Description: Faculty of Business

Program Name: Proposal for AID Staff Development (Ph.D)

Date of Program to

Sponsor: USAID / Cambodia

Program Categories/ Training Activities	Number of Units	Unit Price	Sub total	No. Part.	Total
A. Training Costs					
1. Tuition/Fees	3.00	\$ 12,500.00	\$ 12,500.00	5	<u>\$1,87,500.00</u>
2. Package Program Costs					\$1,87,500.00
3. Other.					
B. Allowances					<u>\$208,990.00</u>
1. Maintenance Advance	1.00	\$1,350.00	\$ 1,350.00	5	\$6,750.00
2. Stipend	36.00	\$948.00	\$34,128.00	5	\$1,70,640.00
3. Per Diem Less Advance Reduced Per diem			\$0.00		
4. Room only					
5. Meals only Less Adv.					
6. Books/ Equipment	3.00	\$950.00	\$2,850.00	5	\$14,250.00
7. Prof. Membership	1.00	\$450.00	\$450.00	5	\$2,250.00
8. Shipping	1.00	\$270.00	\$270.00	5	\$1,350.00
9. Other	1.00	\$2,750.00	\$2,750.00	5	\$13,750.00
C. Travel					<u>\$27,500.00</u>
1. International	1.00	\$3,100.00	\$3,100.00	5	\$15,500.00
2. Local	3.00	\$800.00	\$2,400.00	5	\$12,000.00
3. Other					
D. Insurance					<u>\$19,000.00</u>
1. HAC	1.00	\$3,800.00	\$3,800.00	5	\$19,000.00
2. Reg'd by Institution					
E. Supplemental Activities					
1. WIC Orientation					
2. Interpreters/Escorts					
3. Other					
F. Administrative Costs					<u>\$57,750.00</u>
1. Support Office Fee	1.00	\$11,550.00	\$11,550.00	5	\$57,750.00
2. Other					
Total Participant Costs				5	\$500,740.00
(A+B+C+D+E+F) / 5 Parts				avg.	\$100,148.00
(A+B+C+D+E) / 5 Parts				avg.	\$88,598.00

MUCIA  
Staff Development at Faculty of Business  
Summary Cost Estimate  
As at December 3, 1996

OTO Support Office  
Budget Estimate Worksheet for Short Term Participants  
Prepared: 2 December, 1996 By: J. Dury

No. Participants: 5 Description: Faculty of Business  
Group Description: Faculty of Business

Program Name: Proposal for AID Staff Development (Ph.D)

Date of Program to

PDMS Attached Participant Names

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Notes: A1. University tuition and fees calculated at yearly average of MUCIA universities.

B1. Advance maintenance calculated at per diem rate of \$100.00 for ten days plus \$350.00

B2. Monthly stipend calculated at average of stipend rates at locations of MUCIA universities.

B6. Book allowance paid at \$750.00 / academic year plus \$ 200.00/summer.

B7. Professional association memberships or professional journal subscriptions while student at \$75.00/year times two years. Memberships / Subscriptions after completion of degree at \$225.00

B8. Shipping allowance calculated at rate of \$30.00 for each four month period in U.S. ( $36/4 = 9 \times \$30.00$ )

B9. Typing / Copying allowance at \$250.00 / year times two years. Research allowance at \$2,000.00 for Ph.D.

C2. Two professional trips at maximum \$ 800.00 each.

D1. HAC coverage paid at cost of \$200.00 for first and last month of program and \$100.00 for each intervening month.

F1. Placement fee of \$ 750.00 plus \$300.00 / month monitoring fee.

MUCIA  
 Staff Development at Faculty of Business  
 Summary Cost Estimate  
 As at December 3, 1996

OTO Support Office  
 Budget Estimate Worksheet for Short Term Participants  
 Prepared: 3 December, 1996 By: J. Dury

No. Participants: 9 Description: Faculty of Business / Non-Degree  
 Group Description: Faculty of Business/Non-Degree

Program Name: Non-Degree Training for Senior Staff Proposal for AID

Date of Program to

Sponsor: USAID / Cambodia

Program Categories/ Training Activities	Number of Units	Unit Price	Sub total	No. Part.	Total
A. Training Costs					
1. Tuition/Fees	1.00	\$ 6,000.00	\$ 6,000.00	9	<u>\$54,000.00</u>
2. Package Program Costs					\$54,000.00
3. Other.					
B. Allowances					<u>\$30,330.00</u>
1. Maintanance Advance	1.00	\$250.00	\$ 250.00	9	\$2,250.00
2. Stipend					
3. Per Diem Less Advance	30.00	\$100.00	\$3,000.00	9	\$27,000.00
Reduced Per dien			\$0.00		
4. Room only					
5. Meals only Less Adv.					
6. Books / Equipment	1.00	\$60.00	\$60.00	9	\$540.00
7. Prof. Memberahip					
8. Shipping	1.00	\$60.00	\$60.00	9	\$540.00
9. Other					
C. Travel					<u>\$28,800.00</u>
1. International	1.00	\$3,100.00	\$3,100.00	9	\$27,900.00
2. Local	1.00	\$100.00	\$100.00	9	\$900.00
3. Other					
D. Insurance					<u>\$1,800.00</u>
1. HAC	1.00	\$200.00	\$200.00	9	\$1,800.00
2. Reg'd by Institution					
E. Supplemental Activities					
1. WIC Orientation					
2. Interpretors/Escorts					
3. Other					
F. Administrative Costs					<u>\$2,700.00</u>
1. Support Office Fee	1.00	\$300.00	\$300.00	9	\$2,700.00
2. Other					
Total Participant Costs				9	\$117,630.00
(A+B+C+D+E+F) /9 Parts				avg.	\$13,070.00
(A+B+C+D+E) / 9 Parts				avg.	\$12,770.00

MUCIA  
Staff Development at Faculty of Business  
Summary Cost Estimate  
As at December 3, 1996

OTO Support Office  
Budget Estimate Worksheet for Short Term Participants  
Prepared: 3 December, 1996 By: J. Dury

No. Participants: 9 Description: Faculty of Business / Non-Degree  
Group Description: Faculty of Business/Non-Degree

Program Name: Non-Degree Training for Senior Staff Proposal for AID

Date of Program to

PDMS Attached Participant Names

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Notes: A1 Tuition calculated as average of past similar non-degree programs.  
C2 Local travel calculated at cost of travel to/from Columbus airport and local bus pass.

**F. PART-TIME TRAINING NEEDS SURVEY**

PART-TIME TRAINING NEEDS SURVEY OF NGO'S IN CAMBODIA

The Faculty of Business (FOB) is considering the potential of expanding its part-time programs. This brief survey is designed to help us estimate demand for course offerings among the NGO community. Could you please answer the following question:

Name of NGO: \_\_\_\_\_ Country of Origin: \_\_\_\_\_

Number of employees in Cambodia: \_\_\_\_\_ Number of Khmer Employees: \_\_\_\_\_

Expected number of Khmer employees in the year 2002? \_\_\_\_\_

Does your NGO have an need for part-time training? Yes: \_\_\_\_\_ No: \_\_\_\_\_

Would your NGO be willing to pay for part-time training? Yes: \_\_\_\_\_ No: \_\_\_\_\_

Which of the following subjects would be helpful to your NGO?  
(Please indicate priority with 1 indicating top priority and 10 the least priority)

- |                            |                                       |
|----------------------------|---------------------------------------|
| ____ Office Management     | Business English _____                |
| ____ General Management    | Computer Skills _____                 |
| ____ Managerial Accounting | Business Mathematics _____            |
| ____ Bookeeping            | Money and Banking _____               |
| ____ Marketing             | Business Plan/ Proposal Writing _____ |
|                            | Other(Please specify) _____           |

Please indicate where you would refer training to take place:

Phnom Penh: \_\_\_\_\_ Battambang: \_\_\_\_\_ Sihaknoukvill: \_\_\_\_\_

Kompong Cham: \_\_\_\_\_ Other location: \_\_\_\_\_

Which of the following course options in most appropriate to your operations?

- Program duration of one month or less \_\_\_\_\_
- Program duration of at least one month but less than 3 months \_\_\_\_\_
- Program duration of three months but less than 6 months \_\_\_\_\_
- Program duration of up to two years(if leading to Associate degree) \_\_\_\_\_

How much would your NGO be willing to pay per course?(a course is defined as 60 hours of instruction) \$50 up to 75\$ \_\_\_\_\_ \$75 up to \$100 \_\_\_\_\_ \$100 up to \$125 \_\_\_\_\_ \$125+ \_\_\_\_\_

THANK YOU FOR YOU HELP. PLEASE RETURN FORM TO THE FACULTY OF BUSINESS BY OCTOBER 3,1996 AT FAX: 427105 Address: 92 Khan Daun Penh, Phnom Penh.

**G. CURRICULA VITAE OF SENIOR STAFF**

## **BIODATA SUMMARY**

Name: Iv Thong  
Address: Faculty of Business  
          Phnom Penh, Cambodia  
Date of Birth: [REDACTED]  
Place of Birth: Takeo Province, Cambodia

### **EDUCATION:**

- i) Bachelor of Arts, Phnom Penh University - 1974
- ii) Master of Education, Hanoi University - 1982

Also: - Former student of Ecole Normal Superior (ENS) (1974-75)  
      - Former student of Faculty of Law and Economic Science (1973-75)  
      - Stage de Gestion - Chambre de Commerce d'industrie de Paris (CCIP)  
          1 month - 1990  
      - Certificate of Management - Washington State University  
          - 3 months 1993

### **WORK EXPERIENCE**

- i) Director of the Institute of Economic Science 1984 to 1994
- ii) Director of the Faculty of Business, Phnom Penh, 1994 to the Present

## BIODATA SUMMARY

**1. Name:** *Mr. Lor Socheat*

**2. Date of Birth:** [REDACTED]

**3. Nationality:** Cambodian

**4. Education:**

Bachelor of Economic Geography, 1987  
Phnom Penh University, Phnom Penh, Cambodia

**5. Other Training:**

- 1) Economic Educator Training ,1996 at Thammasat University Bangkok Thailand
- 2) *San Francisco University Workshop on University Curriculum Development at San Francisco University ( U S A ), 1994.*

**6. Language and Degree of Proficiency:**

English (fluent), Vietnamese (fluent),

**7. Membership in Professional Societies:**

Vice-Director, responsible for Academic Affairs and Research at  
the Faculty of Business, Phnom Penh, Cambodia

**8. Employment Record:**

1996, Vice-Director, responsible for Academic Affairs and Research at  
the Faculty of Business, Phnom Penh, Cambodia.

1994, Chief of Academic Affairs and Research at the Faculty of Business.

1987-1994, lecturer of the Faculty of Business, teaching Economic Geography

1979-1983, Principal of Secondary High School at Prey Veng Province.

## BIODATA SUMMARY

1. **Name:** Iv Sokun
2. **Date of Birth:** [REDACTED]
3. **Nationality:** Cambodian
4. **Education:**  
Bachelor of Economics, 1989  
Economic Science Institute, Phnom Penh, Cambodia
5. **Other Training:** Short-course training program, 1992  
Université Lumiere Lyon II, France
6. **Language and Degree of proficiency:** English (Good), French (Good),  
Vietnamese (Good)
7. **Membership in Professional Societies:** Member of Academic Committee of FOB
8. **Employment Record:**  
1995-96 Vice Director of Faculty of Business, Phnom Penh, Cambodia  
1984-94 Chief of Accounting office at Faculty of Business, Phnom Penh, Cambodia  
1992- Lecturer of Faculty of Business, Phnom Penh, Cambodia

## BIODATA SUMMARY

1. **Name:** Man Monden
2. **Date of Birth:** [REDACTED]
3. **Nationality:** Cambodian
4. **Education:**  
  
Diploma in Vietnamese Language, 1983  
Phnom Penh University, Phnom Penh, Cambodia
5. **Other Training:**  
  
New Information Technology and Computerised Library Service, 1992  
AIT, Bangkok, Thailand  
  
Public Relationship, 1996  
CANDO, Phnom Penh, Cambodia
6. **Language and Degree of proficiency:** English (Fair), Vietnamese (Fluent),  
French (Good)
7. **Membership in Professional Societies:**
8. **Employment Record:**  
  
1986-96 Library Supervisor of Faculty of Business  
1990-92 Lecturer of French Language of Faculty of Business

## BIODATA SUMMARY

1. **Name:** Bonara, Var
2. **Date of Birth:** [REDACTED]
3. **Nationality:** Cambodian
4. **Education:**  
  
Master of Economics, 1996  
Humboldt University Berlin, Germany
5. **Other Training:** General Accounting, 1992  
Institute d'Administration de l'Entreprise, Paris, France  
  
Professional Education and Continued Education in Economics and  
Finance, 1988, Justus-Liebig-University Giessen, Germany  
  
Mannheim Banking Training, 1987, Germany
6. **Language and Degree of proficiency:** English (Fair), German(Fluent), French (Fair)
7. **Membership in Professional Societies:** Vice Teamleader of Teacher Group
8. **Employment Record:**  
  
1988-96 Lecturer of Faculty of Business, Phnom Penh, Cambodia

## BIODATA SUMMARY

1. Name: Sim Sovicha
2. Date of Birth: [REDACTED]
3. Nationality: Cambodian
4. Education: Bachelor of Economics, 1994  
Faculty of Business
5. Other Training: Financial Accounting  
Financial Management  
Computers
6. Language and Degree of Proficiency: French(good), English(fair), Vietnamese(fair)
7. Membership in Professional Societies: None
8. Employment Record: Faculty of Business, teacher, 1994-present

## BIODATA SUMMARY

1. **Name:** Ker Channarin
2. **Date of Birth:** [REDACTED]
3. **Nationality:** Cambodian
4. **Education:**  
Bachelor of Economics, 1990  
Economic Science Institute, Phnom Penh, Cambodia.
5. **Other Training:** Small Business Management, 1992  
Economic Science Institute, Sponsored By Georgetown  
  
Certificate of AIT-Sida Faculty Development Program for  
Cambodia Educational Institutions, AIT, Bangkok, Thailand, 1994.  
  
Computer, CDRI, 1992.
6. **Language and Degree of proficiency:** English (Fair), Vietnamese(Fluent),
7. **Membership in Professional Societies:**
8. **Employment Record:**  
1990-96 Lecturer of Faculty of Business, Phnom Penh, Cambodia

## BIODATA SUMMARY

1. Name: *Mrs. Cheas Vandoeun*
2. Date of Birth: [REDACTED]
3. Nationality: Cambodian
4. Education:  
Bachelor of Economics,  
Economic University, Hochi Minh City, Vietnam.
5. Other Training:  
Production Management and Business Communication at ( FOB ).
6. Language and Degree of Proficiency:  
English (fair), Vietnamese (fluent),
7. Membership in Professional Societies:  
Khmer Teacher Association
8. Employment Record:  
Teaching Principles of Management

## BIODATA SUMMARY

**1. Name:** Mr. Ngeou Sophal

**2. Date of Birth:** [REDACTED] [REDACTED]

**3. Nationality:** Cambodian

**4. Education:**

Bachelor in Economics, 1990. The Economic Science Institute,  
Phnom Penh, Cambodia.

**5. Other Training:** Certificate of Economics from the College de Bois-de-  
Boulogn(Montreal  
Quebec Canada), 1995

**6. Language and Degree of proficiency:** English (Fluent), Vietnamese(Fluent)

**7. Membership in Professional Societies:** Teaching staff of the Faculty of Business,  
Phnom Penh.

**8. Employment Record:**

1996 - Lecturer of the Faculty of Business, Phnom Penh, Cambodia, teaching Business-  
Mathematics.

1994-96 - Lecturer of GBTP, teaching Business-Mathematics, and Translator/ Interpreter  
for Small Business Development.



## BIODATA SUMMARY

1. **Name:** Seng Sochinda
2. **Date of Birth:** [REDACTED]
3. **Nationality:** Cambodian
4. **Education:**
  - Master of Political Economics, 1992  
State University of Moscow "Lomonosov", Moscow, Russia
  - Diploma of Construction, 1984  
Polytechnic Institute, Zaporozhye, Ukraine
5. **Other Training:** Family Law, 1996, Faculty of Business, Phnom Penh, Cambodia
  - Certificate of AIT-Sida Faculty Development Program for  
Cambodia Educational Institutions, AIT, Bangkok, Thailand, 1996.
  - Contract Law, 1995. Asia Foundation, Phnom Penh, Cambodia
  - Macroeconomics, 1993. CDRI, Phnom Penh, Cambodia
  - Computer, 1993, Faculty of Business, Phnom Penh, Cambodia
6. **Language and Degree of proficiency:** English (Good), Russian (Fluent),
7. **Membership in Professional Societies:** Member of Academic Committee of FOB
8. **Employment Record:**
  - 1993-96 Lecturer of Faculty of Business. Phnom Penh, Cambodia

## BIODATA SUMMARY

**1. Name:** Mr. Sovannara Kang

**2. Date of Birth:** [REDACTED]

**3. Nationality:** Cambodian

**4. Education:**

M.B.A., International Business, 1996  
School of Management, Asian Institute of Technology, Bangkok, Thailand  
B.A. Economics, 1990  
Economic Science Institute, Phnom Penh, Cambodia

**5. Other Training:**

*Small Business Management*, 1993 by Georgetown University Small Business Training Program in Cambodia.

**6. Language and Degree of Proficiency:** English (fluent), Vietnamese (fluent), Thai(fair), French(fair)

**7. Membership in Professional Societies:**

Lecturer of Marketing and Management  
Faculty of Business, Phnom Penh, Cambodia

**8. Employment Record:**

1996, Lecturer of the Faculty of Business, Provincial Coordinator of Georgetown University Small Business Training Program in Cambodia.  
Teaching International Trade, Marketing and Management, and preparing Business Plan for the Provincial students.

1994-1996, M.B.A. student, Asian Institute of Technology(AIT), research study on "*Issues in Establishing Joint Ventures in Cambodia*".

1993-1994, lecturer of the Faculty of Business, teaching Principles of Management

1990-1993, lecturer of the Economic Science Institute, teaching Statistics of Agriculture and Forestry Economics.

## BIODATA SUMMARY

1. Name: *Mrs. Ith Chenda*
2. Date of Birth: [REDACTED]
3. Nationality: Cambodian
4. Education:  
  
Bachelor of Business Administration, 1996  
Faculty of Business, Phnom Penh, Cambodia.
5. Other Training:  
1996, Computer Training Program at AIT, Bangkok, Thailand.
6. Language and Degree of Proficiency:  
English (fair) and Russian ( fair ).
7. Membership in Professional Societies:  
New Khmer Teacher Association
8. Employment Record:  
No

## Biodata Summary

- 1- Name : Mr. CHEY - SOVANNRITH
- 2- Date of Birth: XXXXXXXXXX
- 3- Nationality : Cambodian
- 4- Education : B.A. Economics , 1990  
Economics Science Institute, Phnom- Penh, Cambodia.
- 5- Other training : -AIT-SIDA Faculty Development Program for Cambodia  
Education Institute, AIT, Bangkok, Thailand, 1996  
( The subject trained : Marketing Managerment & Computer and  
Managerment Information System.).
- Workshop on developing University Capacity in Continuing  
Education at Phnom Penh, Cambodia, 1994.
- Small Business Management, by Georgetown University Small  
Business Training Program in Cambodia, 1993.
- Workshop on Mobilization of Revenue and Fiscal Policy at  
Phnom-Penh, Cambodia( 25th November to 5th December, 1991).
- 6- Language and Degree of Proficiency :  
-English ( good ).  
-Vietnamese ( good ).
- 7- Membership in Professional Sociaties :  
-Lecturer ( Marketing and Accouting subject ) of the Faculty of  
Business, Phnom Penh, Cambodia.
- 8- Work Experience :  
-1996: Coodinator of GBTP and teaching Managerial Accounting  
& Marketing for Small Business Program at Battombong.
- 1993-1995 :  
◆ Taught Marketing & Cost Accounting for FOB.  
◆ Taught Marketing & Managerial Accounting for GBTP.  
◆ Asistant of GBTP from 17 Feb to 17 Jun, 1994.
- 1990-1992 : Translator Vietnamese for Faculty of Economic

## BIODATA SUMMARY

1. **Name:** Muth Buntha
2. **Date of Birth:**
3. **Nationality:** Cambodian
4. **Education:**  
B.A. in Economics 1990  
Faculty of Business, Phnom Penh, Cambodia
5. **Other Training:** Short course Training, AIT, Bangkok, Thailand, 1995
6. **Language and Degree of proficiency:** English (Fluent). Vietnamese(Good)
7. **Membership in Professional Societies:** GBTP at Kompongcham Province.
8. **Employment Record:**  
1990-Present      Lecturer of Faculty of Business, Phnom Penh, Cambodia

## BIODATA SUMMARY

1. **Name:** Heng Sopheap
2. **Date of Birth:** [REDACTED]
3. **Nationality:** Cambodian
4. **Education:**
  - M.B.A., "International Business", 1996  
Asian Institute of Technology (A.I.T.), Bangkok, Thailand
  - B.A., "Commerce", 1989  
Economic Science Institute, Phnom Penh, Cambodia
5. **Other Training:** Development Economics, 1991  
Economic Science Institute. Sponsored By UNDP.
6. **Language and Degree of proficiency:** English (Fluent), Vietnamese (fluent).
7. **Membership in Professional Societies:** Member of Consultancy group to the  
Director of the Faculty of Business.
8. **Employment Record:**
  - 1996- Senior instructor of Marketing and Strategy, Faculty of Business, Phnom  
Penh, Cambodia.  
  
Teamleader of Inspection group to new instructors and curriculum  
Development.  
  
Course material consultancy and editing.
  - 1994-95 Lecturer of Faculty of Business, Phnom Penh, Cambodia  
  
Business plan and Internship supervisor for Georgetown Small  
Business Training Program in Cambodia.
  - 1989-94 Lecturer of Economic Science Institute, Phnom Penh.
9. **Detailed Tasks Assigned:** Marketing Research for Developing Marketing Strategy of  
Locally Undurable Products in Cambodia.

## BIODATA SUMMARY

1. Name: Nop Vantharo
2. Date of Birth: XXXXXXXXXX
3. Nationality: Cambodian
4. Education: B. A. Foreign Trade College, Hanoi, Vietnam
5. Other Training: Economic Development, Thammasat University, Bangkok
6. Language and Degree of Proficiency: Khmer, fluent  
English, fluent  
Vietnamese, fluent
7. Membership in Professional Societies: None
8. Work Experience: Consultant on Conference Management, Marketing Research Analysis and data collection

## BIODATA SUMMARY

1. **Name:** Ung Veasna
2. **Date of Birth:** [REDACTED]
3. **Nationality:** Cambodian
4. **Education:**  
Bachelor of Business Administration, 1995  
Faculty of Business, Phnom Penh, Cambodia
5. **Other Training:** Business Communication, 1996  
Faculty of Business, Phnom Penh, Cambodia
6. **Language and Degree of proficiency:** English (Good)
7. **Membership in Professional Societies:** Career Placement Centre of FOB
8. **Employment Record:**  
1996- Lecturer of Faculty of Business, Phnom Penh, Cambodia

## BIODATA SUMMARY

1. **Name:** Oung Vandalay
2. **Date of Birth:** [REDACTED]
3. **Nationality:** Cambodian
4. **Education:**

Master of Science in Economic, 1995  
Donetsk State University, Ukraine.
5. **Other Training:** Country Course on Practical Statistics Conducted Jointly by the Statistical Institute for Asia and Pacific and the Royal Government of Cambodia Under the Sponsorship of UNDP at Phnom Penh, 1995.

Basic Marketing, Faculty of Business, 1996.

Microsoft and Data Processing, Faculty of Business, 1996.
6. **Language and Degree of proficiency:** English (Slight), Russian (Fluent)
7. **Membership in Professional Societies:** Student affair office's staff
8. **Employment Record:**

1996- Lecturer of Faculty of Business, Phnom Penh, Cambodia

1985-89 Student affair office's staff

## **BIODATA SUMMARY**

**1. Name:** Mr. Chey Vong

**2. Date of Birth:** [REDACTED]

**3. Nationality:** Cambodian

**4. Education:**

B.A. Economics, 1989  
Economic Science Institute, Phnom Penh, Cambodia

**5. Other Training:**

Financial Management, in French, 1992.  
General Accounting, in Faculty of Business, Phnom Penh, 1993

**6. Language and Degree of Proficiency:** French (fluent), English (fluent),  
Vietnamese (fluent)

**7. Membership in Professional Societies:**

Lecturer of General Accounting,  
Faculty of Business, Phnom Penh, Cambodia

**8. Employment Record:**

**1993- Present:** Lecturer of the Faculty of Business,  
Teaching General Accounting.

**1989-1993** : Taught Financial Management and International Finance.

## BIODATA SUMMARY

1. **Name:** Sok Vanny
2. **Date of Birth:** [REDACTED]
3. **Nationality:** Cambodian
4. **Education:**
  - B.Sc. in Agronomy, 1996  
Royal University of Agriculture, Phnom Penh, Cambodia
  - BEd. (TESL), 1995  
Phnom Penh University, Phnom Penh, Cambodia
5. **Other Training:** Family Law, 1996  
Faculty of Business, Phnom Penh, Cambodia
6. **Language and Degree of proficiency:** English (Fluent), French (Good)
7. **Membership in Professional Societies:**
8. **Employment Record:**
  - 1996- Lecturer of Faculty of Business, Phnom Penh, Cambodia

## BIODATA SUMMARY

**1. Name:** Chea Senghour

**2. Date of Birth:** [REDACTED]

**3. Nationality:** Cambodian

**4. Education:**

BEd. (TESL), 1995  
Phnom Penh University, Phnom Penh, Cambodia

Ba (Honours), 1992, The Faculty of Russian Language  
Phnom Penh University, Phnom Penh, Cambodia

**5. Other Training:** Computer, 1995  
PTS, Phnom Penh, Cambodia

**6. Language and Degree of proficiency:** English (Fluent), Russian (Good)

**7. Membership in Professional Societies:** Lecturer of The FOB

**8. Employment Record:**

1996 - Lecturer of the Faculty of Business, Phnom Penh, Cambodia

1995-96 - Translator/ Interpreter for SCFA, Phnom Penh, Cambodia.

280

## BIODATA SUMMARY

1. **Name:** Khin Chantha
2. **Date of Birth:** [REDACTED]
3. **Nationality:** Cambodian
4. **Education:**  
Bachelor of Economics, 1989  
Donetsk State University, Ukraine.
5. **Other Training:** Small Business Management, 1994  
Economic Science Institute, Sponsored By Georgetown  
Microsoft and Data Processing, Faculty of Business, 1996.
6. **Language and Degree of proficiency:** English (Fair), Vietnamese(Fluent),  
Thai (Fair)
7. **Membership in Professional Societies:** Student affair office's staff
8. **Employment Record:**  
1995-96 Lecturer of Faculty of Business, Phnom Penh, Cambodia  
1989-94 Student affair office's staff

## BIODATA SUMMARY

1. **Name:** Hing Ratana

2. **Date of Birth:** [REDACTED]

3. **Nationality:** Cambodian

4. **Education**

M.Sc. in Mathematics, Physique and Computer Science, 1995  
Lipesk City, Institute of Pedagogy (L.P.U), Russian Federal.

5. **Other Training :**

English language. 1996  
Faculty of Business, Phnom Penh. Cambodia

6. **Language and Degree of proficiency:** Russia (Fluent), English (Good).

7. **Membership in Professional Societies:** Career Placement Center of FOB

8. **Employment Record:**

1996- Lecturer of Faculty of Business, Phnom Penh, Cambodia.

## BIODATA SUMMARY

**1. Name:** *Mr. Nhek Sokun*

**2. Date of Birth:** [REDACTED]

**3. Nationality:** Cambodian

**4. Education:**

B.A. Economics, 1990  
Economic Science Institute, Phnom Penh, Cambodia

**5. Other Training:**

- AIT-SIDA Faculty Development Program for Cambodian Education Institutes, AIT, Bangkok, Thailand, 1994
- Workshop on developing University Capacity in Continuing Education at Phnom Penh, Cambodia, 1994.
- Small Business Management, by Georgetown University Small Business Training Program in Cambodia, 1993.
- Small Business Management, by Asian Institute of Technology(AIT), Bangkok, Thailand, 1992.

**6. Language and Degree of Proficiency:** English (fluent), Vietnamese (fluent)

**7. Membership in Professional Societies:**

Lecturer of Marketing and Management  
Faculty of Business, Phnom Penh, Cambodia

**8. Employment Record:**

**1993-Present:** Lecturer of the Faculty of Business, Phnom Penh Coordinator of Georgetown University Small Business Training Program in Cambodia.  
Teaching Principles of Management, Introduction to Business, and Business English.

**1990-1993:** Taught Business English and Political Economy at the Economic Science Institute.

## BIODATA SUMMARY

**1. Name:** *Mr. Keo Sokun*

**2. Date of Birth:** [REDACTED]

**3. Nationality:** Cambodian

**4. Education:**

- Bachelor of Philosophy, 1981  
Phnom Penh University, Phnom Penh, Cambodia.
- Bachelor of Political Economics and Management, 1992 ( URSS ).

**5. Other Training:**

- English Course Training at FOB in 1994 and CBFC in 1996.
- Legal Course at CBA in 1996 ( Summer Training ).
- Auditing Course Training at FOB in 1995.

**6. Language and Degree of Proficiency:**

English, French, Russian and Vietnamese ( good ).

**7. Membership in Professional Societies:**

Member of Academic Committee of FOB.

**8. Employment Record:**

- 1990, Lecturer of Philosophy at FOB.
- Translator for Georgetown University :
  - Personnel Management
  - Business in Society
  - Business and Society
  - Principles of Auditing
- Deputy of Administrative Office at FOB.

## BIODATA SUMMARY

1. **Name:** Ob Bunnan

2. **Date of Birth:** [REDACTED]

3. **Nationality:** Cambodian

4. **Education**

Bachelor of Mathematics Science, 1985  
Royal Phnom Penh University.

5. **Other Training :**

Business Cooperative. Moscow, 1988 ( Russian Federal )  
Macroeconomics. Montreal, 1994 (Canada )  
Financial Accounting, Business Statistics, Production Management, English  
Language. Sponsored by George Town University, 1996

6. **Language and Degree of proficiency:** French ( Fluent ), English ( Fluent ),

Vietnamese ( Fluent ).

7. **Membership in Professional Societies:** Chief of Personal Office and  
Teacher of Business Statistics.

8. **Countries of Work Experience:** Cambodia

9. **Employment Record:**

1985-96 Teacher of General Accounting, Faculty of Business, Phnom Penh,  
Cambodia.

1982 - 85 Student of Royal Phnom Penh University, Cambodia

1980 - 82 Staff of Technology Institute, Phnom Penh, Cambodia.

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## BIODATA SUMMARY

1. **Name:** Vann Sahak
2. **Date of Birth:** [REDACTED]
3. **Nationality:** Cambodian
4. **Education:**  
  
Bachelor of Mathematics, 1987  
Phnom Penh University, Phnom Penh, Cambodia
5. **Other Training:** Microeconomics, Macroeconomics and National Accounting, 1992  
Lyon II University, French  
  
Business Statistics, Production Management and Marketing  
Management, 1996  
Faculty of Business, Phnom Penh, Cambodia
6. **Language and Degree of proficiency:** English (Fair), Vietnam (Fluent),  
French (Good)
7. **Membership in Professional Societies:**
8. **Employment Record:**  
  
1994-96 Lecturer of Faculty of Business, Phnom Penh, Cambodia  
1987-96 Vice Chief of Academic Affair Office of FOB, Phnom Penh, Cambodia

## BIODATA SUMMARY

**1. Name:** *Mr. Koy Kosal*

**2. Date of Birth:** [REDACTED]

**3. Nationality:** Cambodian

**4. Education:**

Bachelor of Economics, 1995  
Faculty of Business, Phnom Penh, Cambodia.

**5. Other Training:**

Training the Course of Money and Banking and Financial Accounting at FOB.

**6. Language and Degree of Proficiency:**

English and Vietnamese ( fair) .

**7. Membership in Professional Societies:**

Khmer Teacher Association

**8. Employment Record:**

Teaching the Course of Money and Banking

## BIODATA SUMMARY

**1. Name:** *Mrs. Ouk Maly*

**2. Date of Birth:** [REDACTED]

**3. Nationality:** Cambodian

**4. Education:**

Bachelor of Philosophy, 1985  
Phnom Penh University, Phnom Penh, Cambodia.

**5. Other Training:**

1994, Small Business Training Program at ( FOB ).

**6. Language and Degree of Proficiency:**

English (fair), French ( fair ) and Vietnamese (fluent).

**7. Membership in Professional Societies:**

Khmer Teacher Association

**8. Employment Record:**

Teaching Principles of Management

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## BIODATA SUMMARY

1. **Name:** Prom Sophanna
2. **Date of Birth:** [REDACTED]
3. **Nationality:** Cambodian
4. **Education:**
  - Bachelor of Economics, 1992  
Economic Science Institute, Phnom Penh, Cambodia
5. **Other Training:** International Cooperation for Cambodia, 1995  
Kyushu International Cooperation Centre, Japan
  - International Accounting, 1996  
Faculty of Business, Phnom Penh, Cambodia
  - Intermediate Accounting, 1996  
Faculty of Business, Phnom Penh, Cambodia
6. **Language and Degree of proficiency:** English (Good), Vietnamese (Good),  
Japan (Fair)
7. **Membership in Professional Societies:** Accountant of Faculty of Business
8. **Employment Record:**
  - 1992-96 Lecturer of Faculty of Business, Phnom Penh, Cambodia

## BIODATA SUMMARY

1. **Name:** Srey Phanarin
2. **Date of Birth:** [REDACTED]
3. **Nationality:** Cambodian
4. **Education:**  
  
Bachelor of Philosophy and Eco-Politic, 1993  
Phnom Penh University, Phnom Penh, Cambodia
5. **Other Training:** Small Business Management, 1994  
Economic Science Institute, Sponsored By Georgetown  
  
General Accounting  
  
Computer
6. **Language and Degree of proficiency:** English (Fair), Vietnamese (Good).
7. **Membership in Professional Societies:** Student affair office's staff
8. **Employment Record:**  
  
1996- Lecturer of Faculty of Business, Phnom Penh, Cambodia  
  
1993-95 Research office's staff

## BIODATA SUMMARY

1. **Name:** Chun Ra
2. **Date of Birth:** [REDACTED]
3. **Nationality:** Cambodian
4. **Education:**  
  
B.A. in Financial Accounting, 1996  
Ho Chi Minh University, Ho Chi Minh City, Viet Nam  
  
**Other Training:** Economic Development
5. **Language and Degree of proficiency:** English (Good), Vietnamese (Good)
6. **Membership in Professional Societies:**
7. **Employment Record:**  
  
1996-Present      Lecturer of Faculty of Business, Phnom Penh, Cambodia

## BIODATA SUMMARY

1. **Name:** Sor Sophann
2. **Date of Birth:** [REDACTED]
3. **Nationality:** Cambodian
4. **Education:**  
  
Bachelor of Economics, 1989  
Economic Science Institute, Phnom Penh, Cambodia
5. **Other Training:** Free market Law and International Law, 1996  
Asia Foundation, Phnom Penh, Cambodia  
  
Economics of Enterprise, 1994, France  
  
Accounting, 1993  
Ministry of Economic and Finance, Phnom Penh, Cambodia
6. **Language and Degree of proficiency:** English (Fair), Vietnam (Fluent),  
French (Good)
7. **Membership in Professional Societies:** Member of Academic Committee of FOB
8. **Employment Record:**  
  
1994-96 Vice Chief of Academic office of Faculty of Business, Phnom Penh,  
Cambodia  
1992-94 Staff of Accounting office of Faculty of Business, Phnom Penh, Cambodia  
1979-92 Vice Director of Wood Sawing Factory, Ministry of Industry, Cambodia

## BIODATA SUMMARY

1. **Name:** Chea Sophorn
2. **Date of Birth:** [REDACTED]
3. **Nationality:** Cambodian
4. **Education:**  
  
Bachelor of Business Administration, 1994  
Faculty of Business, Phnom Penh, Cambodia
5. **Other Training:** Family Law, 1996  
Faculty of Business, Phnom Penh, Cambodia  
  
**Language and Degree of proficiency:** English (Fair), Vietnamese (Good)
6. **Membership in Professional Societies:** Accounting office staff of FOB
7. **Employment Record:**  
  
1994-96 Lecturer of Faculty of Business, Phnom Penh, Cambodia