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The MBA Program at Metropolitan College of New York

The Unique Metropolitan College of New York Model: Purpose-Centered Education for the 21st Century

The unique model of the College fuses liberal arts with professional managerial studies. It assists students in blending managerial theory and practice while assessing students on the basis of positive results they achieve in real world situations.

The General Management MBA program applies our purpose-centered, action-oriented system of education to the complexities of twenty-first century management, preparing students to be socially sensitive and responsible entrepreneurs and intrapreneurs, effective decision makers, innovators, leaders and active participants in their respective enterprises. Students are required to complete three Purposes or semesters of integrated full-time study, research, and planned and documented actual practice and service in their selected area of specialization.

Each semester of study and action is focused on a specific and significant Purpose. These Purposes must be achieved in actual work settings related to management. The Purpose becomes the matrix around which each semester is structured. Our three Graduate Purposes: Research & Design, Intra and Entrepreneurship, and Managerial Practicum -- provide the elements essential for managerial success and organizational productivity and profit.

The Core MBA Program

The Core MBA program is specifically and uniquely designed to develop quality management practitioners capable of creating corporate cultures in which individual initiative, participation and autonomy will result in augmented job satisfaction and commitment, enhanced productivity, improved product quality and increased profitability. Students engage in three semesters of integrated study, implementation and assessment.

Thus, new managers receive an education in economics and finance, information science, administration, and marketing of traditional MBA's, but with greater systemic understanding and with more practiced skills in managing change and anticipating it. They learn to plan and implement goals. And their decisions, while focused on the bottom line, will be significantly informed by a sense of values and ethics.

Program Overview

One Year / 51 Credit MBA Program: General Management 17 Credits Per Semester

Dimension Classes: Credit Allocation

	Credits	CORE SEMESTER I	CORE SEMESTER II	SPECIALIZATION III
PURPOSE	1	RESEARCH & DESIGN	INTRA & ENTRE PRENEURSHIP	MANAGERIAL PRACTICUM
CONSTRUCTIVE ACTION (CA)	3	Business Research	Business Planning	Project Management & Evaluation
VALUES & ETHICS	2	Business Law & Ethics	International Business	Labor & Employment Law
SELF & OTHERS	2	Managerial Principles & Practices	Social & Organizational Psychology	Organizational Theory, Design & Development
SYSTEMS I	2	Business Research & Statistics	Marketing	Operations Management
SYSTEMS II	2	Managerial Economics	Managerial Finance	Human Resource Management
SKILLS	3	Principles of Financial Accounting	Principles of Managerial Accounting	The Digital Economy & E-Commerce
COMMUNICATIONS	2	MIS	Business Policy & Strategic Management	Conflict Negotiation & Resolution

Dimensions

Every semester, students learn to look at their Purpose from five perspectives called Dimensions[®] which, when taken together, provide students with a comprehensive way of looking at organizational situations and designing solutions to problems and challenges. These dimensions become classes around which academic content is organized. Every Purpose semester students in both their Dimension[®] classes and Purpose Class undertake various types of research and investigatory activities related to the goals and purposes of their Constructive Action performance area. All classes are designed to facilitate the achievement of the Purpose. The five organizing Dimensions of knowledge and action include: Purpose; Values and Ethics; Self and Others; Systems; and Skills.

The Constructive Action

The Constructive Action is a significant organizational or industry-related innovation or improvement systematically planned and carried out at the student's work site or selected internship. As a learning methodology, the Constructive Action process enables students to develop a body of living case studies, with each study focused on a key area of purposeful education and performance. The Constructive Action process carefully develops critical writing and communication skills. As a practice methodology, the Constructive Action helps students prepare realistic plans, and act on them effectively, becoming confident and competent problem solvers. As an assessment methodology, the Constructive Action provide students with the opportunity to evaluate what has been achieved and the extent to which they have become more competent in their selected areas of management expertise.

In order to earn the Master of Business Administration degree, each student must design, implement and document three interrelated Constructive Actions reflecting the three purposes mentioned, at a given work site or through their own independent entrepreneurial effort. The Constructive Actions will be planned, carried out and assessed under the guidance of a faculty member from the College and either a person in a supervisory capacity from the student's company or with an industry specialist serving as Management Mentor.

Purpose/Professional Seminar

Students meet in a small groups on a weekly basis with an appropriate member of the Master's faculty for supervised research and independent study, for discussion of their management related field experience, applicability of theory acquired in other Dimensions to their Constructive Action, and for guidance on their semester's Constructive Action goal, objectives and plan of action.

Values and Ethics

The aim of this sequence is to help students become aware of the kinds of ethical, moral and legal choices facing management professionals. Students will explore moral values and legal concerns related to ethical management and quality service. They will develop critical frameworks for analyzing and evaluating issues that arise in connection with personal and professional responsibility, accountability and job performance. They will develop their own framework for resolving ethical dilemmas and dealing with value conflicts.

Self and Others

The aim of this sequence is to help students deepen their understanding of the needs, problems and goals of individual participants in Management situations, including themselves, consumers, co-workers, and all levels of management in order to develop methods and systems that will promote beneficial and productive management and service. Students study theories in organizational design and behavior, psychological theories of learning and motivation, theories of cultural and cross-cultural behavior, communication and negotiation.

Systems

The aim of the Systems sequence is to help students understand and analyze the systemic nature of various industries, markets and structures within the context of historical, political, economic, and social forces that have and continue to affect our past industrial economy.

Skills

The aim of this sequence is to help students develop the research, technical and communicative skills for planning, production, and marketing and performance measurement. Students study methods of fiscal design; control and analysis; operations management; data processing and computer applications; market research; and effective and strategic management.



Study Abroad Component

For individuals to work effectively in the new and rapidly developing global information society, they need to understand and experience the interdependencies of politics, economics, culture and service in both a national and international context. As part of the General Management program's focus on the international business, students will engage in comparative management studies in London, England and Paris, France for two weeks. The Study Abroad component strives to develop each student as an "intercultural person," that is, an individual capable of understanding, appreciating and negotiating cultural diversity and understanding, at first hand, the goals, systems and skills which comprise the conduct of international business in world markets. Our intercultural exchange is intended to benefit not only our students, but also those who come in contact with them and grow to know them as business professionals and representatives of Metropolitan College of New York Graduate School for Business.

Purpose Overview: Intra & Entrepreneurship

Purpose Seminar and Constructive Action: Business Planning

The entrepreneurial process involves finding, evaluating and developing opportunities for creating beneficial and profitable new ventures. This Constructive Action guides students through sample entrepreneurial or intrapreneurial (corporate venturing) plans, training students to assess competitive environments and future performance prospects. Students learn the essential ingredients of a comprehensive business plan. A good business plan is not only important in developing an entrepreneurial or intrapreneurial opportunity, but essential in determining resources, obtaining those resources and in successfully managing the resulting venture.

Abilities

Students are expected to:

1. Devise a business plan for their venture to meet the needs of a specific industry; including objectives and realistic strategies.
2. Maintain a record of all progress in the form of logs, detailed with an evaluation of each recorded event to facilitate revision of the plan as necessary.
3. Explain how they are using knowledge and ideas to achieve the Purpose.
4. Analyze the effectiveness of their plans, drawing on feedback from mentors, supervisors, and other significant participants as well as from knowledge acquired from each Dimension class.

Topics

Personal Skills Assessment
Professional Skills Assessment
Researching Internal or External Opportunities
Evaluating Internal or External Opportunities
Profitability
Utilizing Forecasts and Projections
Designing Organizational Strategies and Structures
Assessing and Acquiring Necessary Resources
Designing Financial Control Systems
Designing Administrative Control Systems
Designing Evaluation Systems
Marketing Organization & Administrative Components
Financial Organization & Administrative Components
Legal Organization & Administrative Components

Recommended Text

Hisrich, Robert & Peters, Michael. *Entrepreneurship*. 6th Edition. IL: McGraw-Hill, 2005.

Selected Bibliography

- Aaker, David A. *Developing Business Strategies*, New York : Wiley, 1998.
1998.
- Allen, Kathleen R. *Launching New Ventures : An Entrepreneurial Approach*. Chicago, Ill. : Upstart Pub. Co., 1995.
- Arkebauer, James B. *The McGraw-Hill Guide to Writing a High-Impact Business Plan: A Proven Blueprint for Entrepreneurs*, New York : McGraw-Hill, 1995.
- Biehl, Bob. *Masterplanning: The Complete Guide for Building a Strategic Plan for Your Business, Church, or Organization*, Nashville, Tenn. : Broadman & Holman Publishers, 1997.
- Bhide, Amar. *The Origin and Evolution of New Businesses*. Oxford University Press 2000.
- Brown, Shona L. *Competing on the Edge : Strategy as Structured Chaos*. Boston, Mass.: Harvard Business School Press, 1998.
- Bryson, John M. *Creating and Implementing Your Strategic Plan: A Workbook for Public and Nonprofit Organizations*. San Francisco : Jossey-Bass Publishers, 1996.
- Burkhart, Patrick J. *Successful Strategic Planning: A Guide for Nonprofit Agencies and Organizations*. Newbury Park, CA. : Sage Pubs., 1993.
- Bygrave, William D. *The Portable MBA in Entrepreneurship*. New York : Wiley, 1994.
- Covello, Joseph A. *Your First Business Plan*. Naperville, Ill. : Sourcebooks, 1998.
- Guth, William D. *Business Strategy and Policy : Readings and Cases*. Action, MA : Copley Publishing Group, 1993.
- Lesonsky, Rieva. *Entrepreneur Magazine's Start Your Own Business: The Start-up Book You'll Ever Need*. Irvine, CA: Entrepreneur Media, 1998.
- Murphy, Brian E. *Strategic Management : Bridging Strategy and Performance*. New York : The Conference Board, 1994.
- Naftali, Joel. *Generation E <entrepreneur>: The Do-It-Yourself Business Guide for Twentysomethings and Other Non-corporate Types*. Berkeley, Calif. : Ten Speed Press, 1997.
- Pearce, John A. *Formulation, Implementation, and Control of Competitive Strategy*. Chicago : Irwin, 1997.
- Pinson, Linda. *Anatomy of a Business Plan: A Step-by-Step Guide to Start Smart, Building the Business and Securing Your Company's Future*. Chicago: Dearborn, 1993.
- Sanno Management Development Research Center. *Vision Management: Translating Strategy into Action*. Cambridge, Mass.: Productivity Press, 1992.
- Schendel, David J. Teece. *Fundamental Issues in Strategy: A Research Agenda*. Boston, Mass.: Harvard Business School Press, 1995.
- Thompson, Arthur A. *Crafting and Implementing Strategy: Text and Readings*, Boston : Irwin/McGraw-Hill, c1998.

The Values and Ethics Dimension: International Business

Overview

This course is an introduction to international business practices, and the geographic, demographic, technological, political, economic and sociocultural forces that impact upon the conduct of management from a national-international perspective. This course has a built-in, field-site component. The Study Abroad component seeks to prepare students to become professionals capable of negotiating cultural diversity and understanding, at first hand, the purposes, systems and skills, which comprise the conduct of international business and world markets.

Abilities

1. To understand the nature & scope of international business and the 3 environments in which international business managers must operate: the domestic, international (i.e. business whose activities involve crossing of national borders) and foreign (i.e. domestic operations within a foreign country).
2. To be able to engage in cross-cultural analyses and comparisons of business organizations and ventures and be able to identify potential markets, alliances and opportunities.
3. To attain a cross-cultural understanding of the meaning of work, leadership, group management and decision making, in order to manage for cross-cultural and multi-ethnic effectiveness both at home and abroad.

Topics

The Foreign Environment: Financial Forces; Economic & Socioeconomic Forces; Physical Forces; Socio-cultural Forces; Political Forces; Legal Forces; Labor Forces; Competitive & Distributive Forces
Theories of International Trade and Economic Development
International Monetary Systems and Foreign Investment
Comparative Management and Labor Relations
Strategies and Functions in Managing International Ventures
Managing Across Cultures and Within Any Given Cultural Context
Market Assessment & Analysis
Export/Import Practices
Strategic Planning & Organization Design for International
and Global Organizations and Ventures
Trends & New Directions

Required Texts

Ball, Don & McCulloch, Wendell. *International Business: The Challenge of Global Competition*. 10th Edition. IL: McGraw-Hill, 2005.

Also Recommended

Hodgetts, Richard & Fred Luthans. *International Management*, 2nd ed. NY: McGraw-Hill, 1994.
Mead, Richard. *International Management: Cross-Cultural Dimensions*. MA: Blackwell, 1994.

Journals

Journal of International Business Studies

Selected Bibliography

- Adler, Nancy. *International Dimensions of Organizational Behavior*, 2nd ed. CA: Wadsworth, 1991.
Baker, James, et al eds. *International Business Classics*. MA: Lexington Books, 1989.
Carbaugh, Donal, ed. *Cultural Communications and Intercultural Contact*. NJ: Lawrence Erlbaum Associates, 1990.
Cateora, Philip. *International Marketing*, 8th ed. IL: Irwin, 1993.
Cavaleri, Steven and K. Obloj. *Management Systems: A Global Perspective*. CA: Wadsworth, 1993.
Daniels, John. *International Dimensions of Contemporary Business*. MA: PWS-Kent, 1993.
Deans, R. and M. Kane. *International Dimensions of Information Systems & Technology*. CA: Wadsworth, 1992.
DeMooij, Marieke. *Advertising Worldwide*, 2nd ed. NJ: Prentice Hall, 1994.
Donaldson, Thomas. *The Ethics of International Business*. NY: Oxford University Press, 1989.
Douglas, Susan and C. Craig. *Global Marketing Strategy*. NY: McGraw-Hill, 1995.
Folks, William and Raj Aggarwal. *International Dimensions of Financial Management*. CA: Wadsworth, 1988.
Frederick, Howard. *Global Communications & International Relations*. CA: Wadsworth, 1993.
Frieden, Jeffrey & David Lake. *International Political Economy*, 3rd ed. NY: St. Martins Press, 1995.
Guirdham, Maureen. *Communicating across Cultures*. NY: Macmillan, 1999.
Guy, Vincent and Mattock, John. *The International Business Book*. IL: NTC/Contemporary, 1994.
Hendon, Donald. *World Class Negotiating: Dealmaking in the Global Marketplace*. NY: Wiley, 1990.
Hill, Charles. *International Business: Competing in the Global Marketplace*. IL: Irwin, 1994.
Hodgetts, Richard and Fred Luthans. *International Management*, 2nd ed. NY: McGraw-Hill, 1994.
James, Harvey. *When Businesses Cross International Borders: Strategic Alliances and Their Alternatives*. CT: Praeger, 1993.
Kantor, Moss. *Global Strategies: Insights from the World's Leading Thinkers*. MA: Harvard Business School Press, 1994.
Kaynak, Erdener. *The Management of International Advertising*. CT: Praeger, 1989.
Keegan, Warren. *Global Marketing Management*, 5th ed.. NJ: Prentice Hall, 1995.
Krugman, Paul and Maurice Obstfeld. *International Economics: Theory and Practice*. NY: HarperCollins, 1994.
Litka, Michael. *International Dimensions of the Legal Environment of Business*, 2nd ed.

- CA: Wadsworth, 1991.
- McCall, J. *Marketing by Agreement: A Cross-Cultural Approach to Business Negotiations*. NY: Wiley, 1984.
- Melvin, Michael. *International Money and Finance*. NY: HarperCollins, 1992.
- Ohmae, Kenichi. *The Borderless World: Power and Strategy in the Interlinked Economy*. NY: HarperCollins, 1993.
- Parter, Alan. *Going Local: How Global Companies Become Market Insiders*. London: Economist Intelligence Unit, 1993.
- Punnett, Betty. *Experiencing International Management*. CA: Wadsworth, 1989.
- Robock, S. & K. Simmonds. *International Business and Multinational Enterprise*, 4th ed. II: Irwin, 1989.
- Scott, D. *How Wall Street Works*, 2nd ed. IA: McGraw-Hill, 1999.
- Sklair, Leslie. *Sociology of the Global System*. Baltimore: John Hopkins University Press, 1991.
- Terpstra, Vern. *International Dimensions of Marketing*. CA: Wadsworth, 1988.
- Usunier, Jean-Claude. *International Marketing, A Cultural Approach*. NJ: Prentice Hall, 1993.
- Yip, George. *Total Global Strategy: Managing for World Wide Competitive Advantage*. NJ: Prentice Hall, 1995.

The Self and Others Dimension: Social & Organizational Psychology

Overview

This course stresses both conceptual and experiential approaches to the study of organizations by first looking at the characteristics and issues of corporate culture, organizational structure, and human behavior in organizational contexts and then applying the study of management principles and organizational analysis to various industries and organizations. A broad spectrum of actual management case studies will be used to demonstrate effective approaches and strategies for dealing with organizational problems and opportunities.

Abilities

Students are expected to:

1. Understand the complexities of today's corporate systems and identify different types of business organizations.
2. Understand a variety of corporate cultures and organizational models.
3. Understand human behavior in a corporate organizational structure.
4. Recognize organizational problems and opportunities and deal with them accordingly.
5. To understand how to direct and inspire people to attain organizational goals.

Required Text

Robbins, Stephen. *Essentials of Organizational Behavior*. 8th Ed.. Prentice Hall PTR: 2004.

Ciulla, Joanne B. *The Working Life: The Promise and Betrayal of Modern Work*.
Crown Publishing Group: 2001.

Topics

Organizational Design & Structure
 Quantitative and Qualitative Research Techniques
 Organizational Behavior
 Management Practice
 Motivation
 Perception
 Learning
 Negotiation and Conflict Resolution
 Planning and Control
 Leadership and Managerial Styles
 Job Design
 Performance Assessment
 Feedback and Rewards
 Group and Intergroup Dynamics
 Organizational Power & Politics
 Various Case Studies

Selected Bibliography

- Adams, Scott. *The Dilbert Principle : Acubicle's-Eye View of Bosses, Meetings, Management Fads & Other Workplace Afflictions*. New York : Harper Business, 1996.
- Barnard, Chester Irving. *The Functions of the Executive*. 30th Anniversary Edition. Harvard University Press.
- Begin, James P. *Dynamic Human Resource Systems: Cross-National Comparisons*. Berlin; New York: Walter de Gruyter, 1997
- Belmont, Steven. *Classics of Organization Theory*. Wadsworth Pub. Co., 1996.
- Brake, Terence. *Doing Business Internationally: The Guide to Cross-Cultural Success : Based on Training Management Corporation's Global Management Seminars*. Princeton, NJ : Training Management Corporation, 1995.
- Byars, Lloyd L. *Human Resource Management*.
- Carroll, Barbara Wake. *The Biases of Management*. New York : Routledge, 1993.
- Cavaleri, Steven. *Management Systems: A Global Perspective*. Belmont, Calif. : Wadsworth, 1993.
- Daft, Richard L. *Organization Theory and Design*.
- Eccles, Robert G. *Beyond the Hype: Rediscovering the Essence of Management*. Boston, MA : Harvard Business School Press, 1992.
- Handy, Charles B. *Gods of Management: The Changing Work of Organizations*. New York : Oxford University Press, 1995.
- Krassas Rodgers, Jackie. *Temps: The Many Faces of the Changing Workplace*. Cornell University Press.
- Milakovich, Michael E. *Improving Service Quality : Achieving High Performance in the Public and Private Sectors*. Delray Beach, Fla. : St. Lucie Press, 1995.
- Morgan, Gareth. *Images of the Organization*. Sage Publications.
- Neuhauser, Peg. *Culture.com: Building Corporate Culture in the Connected Workplace*. John Wiley & Sons.
- Peters, Lawrence H. *The Blackwell Encyclopedic Dictionary of Human Resource Management*. Malden, Ma. : Blackwell Business, 1998.
- Phillips, Jack J. *Accountability in Human Resource Management*. Houston, Tex : Gulf Publ., 1996.
- Singh, Jitendra V. *Evolutionary Dynamics of Organizations*. New York: Oxford University Press, 1994.

- Schwerin, David A. *Conscious Capitalism: Principles for Prosperity*. Boston : Butterworth-Heinemann, 1998.
- Smilor, Raymond W. *Leadership and Entrepreneurship: Personal and Organizational Development in Entrepreneurial Ventures*. Westport, Conn. : Quorum, 1996.
- Turkel, Studs. *Working: People Talk About What They Do All Day and How They Feel About What They Do*. New Press.
- Zawacki, Robert A. *Organization Development and Transformation: Managing Effective Change*. Burr Ridge, IL : Irwin, 1994.

The Systems I Dimension: Marketing

Overview

Over the past 20 years, our understanding of the notion of marketing has evolved significantly. No longer is marketing considered a specialized function within an organization, separate from day-to-day operations. Today, we understand that marketing is fundamental to all aspects of the organization, from product development to sales to customer service. This course will examine the central role of marketing within the modern corporation, and the continuing quest to integrate marketing sensibilities into all areas of business.

Abilities

Students are expected to:

1. Understand the process of marketing management within companies and organizations.
2. Apply basic mathematical analysis to developing a marketing program.
3. Develop the tools needed to create a complete marketing campaign, from implementation to evaluation.
4. Understand how the Internet and other interactive media is changing the marketing process.

Topics

Defining Marketing for the 21st Century
Adapting Marketing to the New Economy
Building Customer Satisfaction, Value & Retention
Winning Markets Through Market-Oriented Strategic Planning
Gathering Information & Measuring Market Demand
Scanning the Marketing Environment
Analyzing Consumer Markets & Buyer Behavior
Analyzing Business Markets & Business Buying Behavior
Dealing with Competition
Identifying Market Segments & Selecting Target Markets
Positioning and Differentiating the Market Offering Through the Product Life Cycle
Developing New Market Offerings
Designing Global Market Offerings
Setting the Product & Branding Strategy
Designing and Managing Services
Developing Price Strategies and Programs
Designing and Managing Value Networks & Marketing Channels
Managing Retailing, Wholesaling, & Market Logistics
Managing Integrated Marketing Communications

Managing Advertising, Sales Promotion, Public Relations & Direct Marketing
Managing the Sales Force
Managing the Total Marketing Effort

Required Texts

Kotler, Philip and Kevin Keller. *Marketing Management*. 12st Ed. NJ: Prentice Hall, 2005.

Journals

Strategy & Business (Booz Allen's Management Journal)
McKinsley Quarterly
Ad Week
Brand Week
E-Marketing News

Selected Bibliography

- Aaker, David A. *Strategic Market Management*. New York : John Wiley, 1998.
- Cespedes, Frank V. *Concurrent Marketing: Integrating Product, Sales, and Service*, Boston, Mass.: Harvard Business School Press, 1995.
- Cox, Michael. *Marketing Classics: A Selection of Influential Articles*. Englewood Cliffs, N.J.: Prentice Hall, 1995.
- Garone, Stephen. *Marketing's New Strategic Direction*. New York: The Conference Board, 1995.
- Gladwell, Malcolm. *The Tipping Point: How Little Things Can Make a Big Difference*. New York: Little, Brown, 2000.
- Jones, John Philip. *How Advertising Works: The Role of Research*. Thousand Oaks, Calif.: Sage Publications, 1998. Keller, Maryann. *Rude Awakening: The Rise, Fall, and Struggle for Recovery of General Motors*. New York: HarperCollins, 1990.
- Kotler, Philip. *Kotler on Marketing: How to Create, Win, and Dominate Markets*. New York: Free Press, 1999.
- Kotler, Philip. *Principles of Marketing*, 1996.
- Kuo, David J. *dot.bomb: My Days and Nights at an Internet Goliath*. New York: Little, Brown, 2001.
- McDonald, Malcolm. *Marketing Plans that Work: Targeting Growth and Profitability*. Boston : Butterworth-Heinemann, 1997.
- Magrath, Allan J. *Marketing Strategies for Growth in Uncertain Times* Lincolnwood, Ill. : NTC Business Books ; Chicago, Ill. : American Marketing Association, 1995.
- Porter, Michael E. *Competitive Advantage: Creating and Sustaining Superior Performance*. New York: Free Press, 1985.
- Rados, David L. *Marketing for Nonprofit Organizations*. Westport, Conn. ; London : Auburn House, 1996.
- Rapp, Stan. *Beyond MaxiMarketing: The New Power of Caring and Daring*. New York: McGraw-Hill, 1994.
- Rapp, Stan. *The New Maximarketing*.
- Schoell, William F. *Marketing : Contemporary Concepts and Practices*. Englewood Cliffs, N.J. : Prentice Hall, 1993.
- Stobart, Paul. *Brand Power*. Washington Square, N.Y.: New York University Press, 1994.
- Trout, Jack. *Positioning: The Battle for Your Mind*. NY: McGraw-Hill, 1986.

The Systems II Dimension:

Managerial Finance

Overview

This course covers the fundamentals of finance that affect all businesses. Basic principles and techniques of financial and investment analysis applicable to sound business decision-making are studied, emphasizing important financial concepts such as net present value, internal rates of return, opportunity costs and the firm's cost of capital. This course will look at how financial decisions are made within the context of the overall financial system (i.e. financial markets, instruments, institutions and intermediaries) so that students can work with the fundamental economic considerations necessary to put together viable financing packages for their respective business activities and ventures. The course will cover debt and equity market structure, budgeting, the construction of cash flow projections, financial statement analysis, taxation issues, basic risk and return concepts, security pricing and analysis, capital budgeting; capital asset pricing models, strategic planning and investment decisions.

Abilities

Students are expected to:

1. Learn the principles of sound investment analysis, and be able to evaluate and select capital projects based on the assessment of relative risks and returns.
2. Understand the dynamics of making sound financing decisions, and be able to navigate the economic benefits and costs inherent in the debt and equity markets.
3. Develop sound techniques of financial planning and forecasting to assist in evaluating options and making appropriate resource allocation decisions.

Topics

Understanding value, time and uncertainty
Present value/Net present value
Discounted cash flow
Payback rule
Perpetuities and annuities
Compound interest
Opportunity cost
Stocks, bonds and options
Risk and returns
Portfolio risk
Capital asset pricing model
Betas
Capital budgeting
Corporate financing and market efficiency
Dividend policy and capital structure
Financial planning
Pro forma financial statements
Credit and cash management
Mergers and acquisitions

Required Text

Ross, Stephen et al. *Essentials of Corporate Finance*, 5th Ed. NY: McGraw Hill, 2005.

Selected Bibliography

- Besley, Scott, Eugene F. Brigham, *Essentials of Managerial Finance*, Thomson Learning, January 2000
- Brealey, Richard A. *Principles of Corporate Finance*. New York : McGraw-Hill, 1996. Chew, Donald H, *The New Corporate Finance, 3rd edition*, McGraw-Hill Higher Education: August 2000
- Brigham, Eugene. *Fundamentals of Financial Management*.
- Donnahoe, Alan S. *What Every Manager Should Know About Financial Analysis*. New York : Simon and Schuster, 1989
- Damoradan, Aswath, *Corporate Finance, Theory and Practice*, Wiley, John & Sons, Incorporated, January 2001.
- Day, Alastair, *Mastering Financial Modeling: A Practitioner's Guide to Applied Corporate Finance*, Financial Times/Prentice Hall, September 2001
- Eiteman, David K., Michael H. Moffett, Arthur I. Stonehill, *Multinational Business Finance*, Addison Wesley Longman, Inc., July 2000
- Gates, Stephen. *CFO 2000 : The Global CFO as Strategic Business Partner*. New York : Conference Board, 1997.
- Gitman, Lawrence J., *Principles of Managerial Finance, 9th edition*, Addison-Wesley Educational Publishers, Inc., August 1999.
- Harrington, Diana R. *Corporate Financial Analysis: In a Global Environment*. : Cincinnati, Ohio: South-Western College Pub., 1998.
- Hawawini, Gabriel, Claude Viallet, *Finance for Executives: Managing for Value Creation, 2nd edition*, South-Western Thomson Learning, July 2001
- Helfert, Erich A. *Techniques of Financial Analysis : A Modern Approach* .Chicago : Irwin Professional Pub., 1997.
- Jackson, Mary, Mike Staunton, *Advanced Modeling in Finance*, Wiley, John & Sons, Incorporated, July 2001.
- Keown, Arthur J., William J. Petty, John D. Martin, David F. Scott, *Foundations of Finance: The Logic and Practice of Financial Management*, March 2001
- Kester, Carl, Thomas Piper, William Fruhan Jr., Richard Ruback, William E. Fruhan, Jr. ,Scott Mason, *Case Problems in Finance, 2nd edition*, McGraw-Hill Professional Publishing, January 1997.
- Klein, William A, John C. Coffee, Jr., *Business Organization and Finance: Legal and Economic Principles, 7th edition*, Foundation Press, Incorporated, April 2000
- Pitts, Claud, Larry Gonzales, George K. Sharghi, *Accounting and Finance for Managers, 2nd edition*, Pearson Custom Publishing, March 2000
- Ross, Stephen A., Randolph W. Westerfield, Bradford Jordan, *Corporate Finance, 6th edition*, McGraw-Hill Education Group, June 2001
- Shapiro, Alan C., Sheldon D. Balbirer, *Modern Corporate Finance: An Interdisciplinary Approach to Value Creation*, Prentice Hall PTR, August 1999
- Smith, Richard L., Janet Kiholm Smith, *Entrepreneurial Finance*, Wiley, John & Sons, Incorporated, January 2000.
- Weston, J. Fred. *Essentials of Managerial Finance*. Fort Worth : Dryden Press, 1996.

The Skills Dimension: Principles of Managerial Accounting

Overview

Financial Accounting data is presented in a fairly standardized an objective manner rather than interpreted, especially for internal purposes. For the manager to use this data it must be analyzed against standards, alternative conditions and over time. Costs especially must be viewed outside of the format used for external reporting and tax considerations. This course is designed to give the student professional the tools and framework which will unlock the reality of efficiency, profitability and potential. It will take the student inside the numbers and outside them as well, presenting a picture of relative performance, alternative scenarios and informed choices. A key to success can be found in this ability to take accounting data and ask "what if?" questions about potential decision options. The result is possibility of reduced costs and greater profits, always a business imperative especially in today's super competitive global marketplace.

Objectives

1. To gain an understanding of the process of assigning values to tangible & intangible assets and use these to make valuation decisions on various classes of assets
2. To become skilled in the analysis of various classes of costs with regard to business volume and the determination of profit and loss associated with incremental changes in this volume
3. To understand the various methods of assigning costs and learn to make suitable allocation decisions by selecting and applying them
4. To become proficient in scrutinizing costs through variance analysis and identifying efficiencies and inefficiencies in relation to standards and projections
5. To use the knowledge and skills developed in this course to analyze and access business practice and make quality management decisions

Topics

Cost Volume Profit Analysis and Decision Making
Profit Planning
Cost Analysis
Activity Based Cost and Management
Short Term Decisions and Accounting Information
Budgeting
Operational and Financial Budgeting
Capital Budgeting Decisions
Control and Performance Evaluation
Responsibility Accounting

Divisional Performance Measurement
Control and Evaluation of Cost Centers
Product Costing
Standard Costing, Variable Costing and Throughput Costing
Process Costing and the Cost Accounting Cycle

Required Texts

Louderback, Joseph G. and Jay S. Holmen. *Managerial Accounting*. 10th Ed. NJ: South West, 2002.

Journals

Wall Street Journal
New York Times

Selected Bibliography

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The Communications Dimension: Business Policies and Strategic Management

Overview

Strategic management is the means by a corporate entity builds a comprehensive framework for assessing its strategic competitive position and improving future performance. This course explores the roles and functions of general managers with multi-functional responsibility for overall company performance. Students learn to identify, analyze, and evaluate corporate, functional and marketing objectives and strategies in order to select, develop and deploy resources to improve the organization's competitive position vis-a-vis its products, services, financing, technology, personnel, and markets (national and international as applicable). By reviewing, revising and changing corporate policies and strategies, businesses are repositioned for improved growth and profit.

Abilities

Students are expected to

1. Be able to frame problems, design analytic methodologies and present solutions.
2. Be able to select and apply strategies assure sustained growth in addition to those that assure the greatest growth in profitability.
3. Capture and manage knowledge in any organization to maximize its value and communicate fact-based solutions to all pertinent decision makers.

Topics

Strategic Formulation:

Policy Setting: Defining a Company's Mission & Social Responsibility

Understanding the difference between Company Vision and Mission

Internal and External Company Assessments

Environmental Forecasting

The Global Environment: Strategic Considerations for Multinationals

Short & Long term Strategies

Types of Strategies: Management, Marketing; Finance, R&D, etc.

Strategic Implementation

Strategy Review, Evaluation and Control.

Required Texts

David, Fred. *Strategic Management: Concepts and Cases, 10th edition*, Prentice Hall, 2004

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Working Outline:

Constructive Action Documentation

Overview

Producing a written documentation of your Constructive Action is a separate endeavor from carrying out the Constructive Action itself. The process of Constructive Action is described in the earlier sections: "Constructive Action: An Overview" and "Purpose." This section provides you with specific guidelines for the documentation of your efforts. This documentation covers:

1. Presentation of the Abstract
2. Exploratory Phase
3. Planning Phase
4. Background Research
5. Implementation Phase
6. Final Assessment Phase
7. Formatting Your Constructive Action Document

1. Presentation of the Abstract

Although this section appears first; it is completed at the **END** of your Constructive Action. It includes a brief overview of the Purpose, your own objectives and why chosen, and what you learned and accomplished.

The Final Abstract (1 page, typed, single-spaced) is composed of three parts:

*Part I—	Purpose:	What is the Constructive Action and how does it relate to the Purpose of this Semester?
	Background:	What was the need for the Constructive Action?
Part II—	Objectives and Methodology:	What was the goal? What were the objectives? What were the methods and strategies employed?
Part III—	Conclusions:	Assessment of the outcomes. What will be the follow-up?

- * Begin with a topic statement: A one paragraph summary of the who, what, when, where, why of the Constructive Action. This statement will eventually become the first paragraph of your abstract. Formulate or state your short-term goal.

2. Statement of short and long-term goals.

- A. Your short-term goal is what you hope to achieve by the end of the semester.
- B. Long Term Goal – State the Length of Time.

3. Exploratory Phase

After you have written your topic statement, proceed to your Work Setting, Situation and Needs Analyses.

A. Analysis of Work setting as it relates to this specific Purpose Semester

An analysis of the work setting takes these factors into account:

- 1) design of your current area;
- 2) how design promotes or impedes communications, workflow, and morale;
- 3) how design reflects promotes or impedes productivity.
- 4) Design of future work for setting for intra or entrepreneurial plan.

B. Analysis of the Situation or Problem Description

An analysis of the situation takes these factors into account:

- | | |
|-----------|---|
| Part I: | 1) How different macro environments affect your venture: economic, legal, or socio-cultural |
| | 2) a description of the industry in which your company operates or venture takes place |
| | 3) an overview of your company, its products, services, structure, philosophy, and goals; |
| Part II: | 4) competitive analysis |
| | 5) demographics |
| | 6) psychographics |
| | 7) SWOT analysis |
| Part III: | Management Structure & Personnel |

Setting and situation provide the relevant ground-rules and opportunities for your plan, and the factors, which may constrain your actions (i.e. limiting factors or variables).

C. Need or Opportunity: Solution Statement

This section contains the rationale and structure of a solution to be undertaken as related to the Purpose to be achieved – in this case, the construction of a business plan.

This need also should apply to your own professional development. Resolving the need should benefit yourself and significant others and contribute to productivity on the job.

The Need, Opportunity or Solution Analysis should include (but need not be limited to):

1. a description of the solution you will be undertaking;
2. a rationale for why this solution at this time.
3. a narrative description of objectives and strategies to be undertaken.

4. Planning Phase

A. The Plan of Action consists of a four section chart:

- 1) the goal(s) of the Constructive Action (short term—by the end of this term; long term—the next goal to follow from the short-term goal);
- 2) proposed objectives (mini-goals);
- 3) strategies (how to get there);
- 4) evaluation criteria (how will you know you got there).

A blank chart is included at the end of this outline.

Goals

- Your goals should be appropriate to the Purpose performance area.
- The Short Term Goal: what you hope to have achieved by the end of the Semester.
- The Long Term Goal: the goal to follow from your short-term goal. Set a realistic time frame as part of your long-term goal statement.

Objectives

In this section, you write the specific, short- term objectives, which you hope to accomplish during this Semester. These objectives should be as specific as possible in terms of obviously measurable changes.

The objectives should be related to:

- the Purpose to be achieved,
- the analysis of the needs and setting in which you currently work, and
- the support of your long-term development.

Strategies/Actions

These are concrete, real life actions you will take to achieve each individual objective:

1. List each action you will take. There should be at least one strategy for each objective. These actions should be as concrete and practical as possible. You may also suggest alternative strategies or multiple strategies for any one objective.
2. Analyze resources and constraints relevant to the accomplishment of each strategy. Decide whether you want to include organizational or external resources. Do you want to include your self-assessment of skills and abilities? Areas for development? Other?
3. After you are at your midpoint assessment phase, ask yourself if you want to change any strategies and implement new ones.

Evaluation Plan

Describe the criteria or benchmarks to be used to monitor progress toward achieving goals and objectives during the Semester; that is, how exactly you will know a) whether or not your strategies have succeeded and b) if these strategies will help you meet your objectives. Also describe the methods to be used for determining whether these criteria have been met.

There should be at least one measure for each objective and strategy. Measures should be both quantitative and qualitative. Evaluation criteria are part of the plan of action and are set out before you begin to implement your plan. They may be altered if the reality of a critical incident so demands. Assessment of learning (Part III) is done after implementation.

5. Background Research

Here is your opportunity to explicitly demonstrate the theoretical or conceptual underpinnings of your Constructive Action—the ways in which you have drawn upon theoretical sources and corroborative references.

In applying class content to the Constructive Action process, you will have to sift and filter facts, data, theories, and hypotheses. Decide which sources, illustrations or pieces of evidence are useful towards the conceptualization, implementation and assessment of your specific Constructive Action.

You may choose to write a background essay or a review of the literature on a selected topic or create an annotated bibliography of sources consulted. Targeted sources should be referenced in your document to help you:

- clarify terminology and theories,
- suggest problem solving approaches, and
- enhance analysis of learning.

You must provide footnotes/endnotes and bibliographies for each research paper or project submitted.

6. Implementation Phase

In this section of the document you will record the actual step-by-step implementing of your Constructive Action.

Recording Critical Incidents

In recording critical incidents, you are asked to describe specific occurrences or interactions based on the implementation of strategies, which pertain to your Constructive Action. This written "log" or summary tells: what happened, how you dealt with it, and how you felt and reacted. You can analyze the challenges you encountered, and whether or not you have succeeded. A critical incident report briefly details the following information:

- a. When and where did it happen?
- b. What happened? (What did you see and hear?)
- c. What did you say? Do?
- d. Who else was involved? How did they affect the way the situation went or how you responded?
- e. How did you feel? (Be specific—don't just say "good" or "bad".)
- f. How did it turn out? Why?

When you describe what happened, be sure to give specific behaviors. Include non-verbal action(s) as well as quotations from you and any other person(s) involved. Provide sufficient information so that another reader has a clear picture of the situation or so that the situation can be role-played. You must give careful thought to what information is relevant. Select and focus on what is significant. Each specific situation is different, so no absolute rules can be given.

When you reflect on your personal analysis of the incident, give your inferences, interpretations, feelings, and assumptions about the interaction. You must then state what strategic decision you made to move the interaction along while trying to achieve your purpose.

For your Constructive Action, monitor those incidents, which involve the issues and/or relationships, which are the focus of the Constructive Action. In addition, each incident should illustrate either progress or lack of progress toward the goal(s) you are working to achieve.

Logging or written monitoring is the process by which you record the development of your Constructive Action. It cannot be rushed in the last few weeks; it must be developed over the course of the semester. The material in the recordings, when appropriately detailed, becomes a major part of your analysis. It demonstrates how well you planned and implemented your Constructive Action, and how well you were able to integrate academic learning into "live" situations.

A chart for recording critical incidents is included at the end of this section.

7. Final Assessment Phase

The final phase of the Constructive Action process provides the last major section of the written report. That is, you have researched and planned your goals and objectives, your strategies and evaluation criteria (all in relation to your needs and your current position on the job) and you have spent several weeks acting on your plans (i.e., implementing them).

In the final weeks of the Semester, then, you reflect and assess what has happened, what worked and what didn't work and why, what you learned from your class readings and actions, and their applicability to the Constructive Action.

A. Assessment of Goals

1. Did you achieve your short-term goal?
2. Was your goal realistic? Explain.
3. Did you reach your objectives? How do you know?
4. Which objectives were redefined, if any. Explain why?

B. Assessment of Strategies

1. Which strategies worked? Why? Cite references to specific materials to support your discussion.
2. Which strategies did not work? If any, why not? Cite references to specific materials to support your discussion.
3. Would you use these strategies again in similar situations?

C. Assessment of Overall Learning

1. Explain what you learned from this experience. What do you know that you did not know before?
2. In what ways did the Dimension classes and their accompanying readings help you with you to achieve your goals? In what ways were they not helpful?

D. Conclusion

Write a statement of your plans for further action.

8. Formatting Your Constructive Action Document

General Format/Organization—Constructive Action Document

Typed, double-spaced
Margins: 1 - 1 1/2 inches all around
Parts of the Document
Title Page
Table of Contents
Abstract
Short and Long-term Goals

Exploration Phase

- 1) Setting Analysis
- 2) Situational Analysis
- 3) Need/Opportunity/Solution Analysis

Plan of Action

- 1) Plan of Action Chart

Background Research*

Research Essays including footnotes/endnotes, and bibliography for each essay

Implementation

Critical Logs
Minimum 5 logs with analysis by Dimension and Abilities.

Final Assessment

Appendices

Appendices and Other Supporting Documentation

These may include memos, letters, and/or reports relevant to the Constructive Action, as well as feedback from faculty, supervisor, peers, other company constituents, and personal assessment.

* At the discretion of the Purpose Instructor, this section may be placed before the plan of action or incorporated into other sections. Background research and evidence of theoretical groundwork must appear as part of the documentation.

Plan of Action

Name:	Purpose:
Date prepared:	Date revised:

Short-term Constructive Action Goal	Objectives	Strategies	Evaluation Plan
<p>CHECKLIST</p> <p>CA GOALS:</p> <ul style="list-style-type: none"> - appropriate to Purpose of the semester - addresses Needs Analysis; - represents a logical step toward long-range goal; - are challenging, doable. 	<p>OBJECTIVES:</p> <ul style="list-style-type: none"> -are mini-goals -are observable; -are realistic within given time frame; -are challenging. 	<p>STRATEGIES:</p> <ul style="list-style-type: none"> -what actual tactics will be used -define resources to be used, how and by whom; -describe how constraints will be handled; -are appropriate to Needs Analysis, long- and short-range goals. 	<p>EVALUATION PLAN:</p> <ul style="list-style-type: none"> -identifies evaluation of each strategy -identifies method; -is appropriate to Needs Analysis, long- and short-range goals.

Constructive Action: Record of Critical Incident

Date:	Time:
Place:	Persons Involved:
Strategy Implemented:	
Content—text	Interpretation—subtext
<p>On this side, summarize specific words, actions (verbal and non-verbal), and/or occurrences between participants.</p>	<p>On this side, record your thoughts, feelings inferences, strategies, assumptions. Also describe your strategic thinking regarding the situation and any strategic decisions you may have arrived at.</p>

Analysis by Dimension and Analysis by Dimension Abilities

In what ways were the Dimensions involved/exhibited in this incident? What specific theories, readings, or activities from the seminars help you to understand what happened? Also, describe what specific Dimensional Abilities were involved/demonstrated in each. Do any dimensional abilities need strengthening? Explain and propose a strategy for doing so.

Purpose

Values

Self & Others

Systems

Skills

Assessment/Summary of New Understanding

What do you know now that you would not have known if this incident had not taken place?

Indicate if you thought the situation went well or badly. Did it help you reach your goal or objective? Why or why not? (It went well because.../It would have gone better if...)

Next Steps

Academic Calendar for 2006**Spring Semester 2006 (January 9 through April 25)**

First day of classes	January 9
Martin Luther King Birthday (College closed)	January 16
President's Day (College closed)	February 20
College follows Monday schedule	February 21 (Tues)
Last day for student submit work from Fall 2005 incomplete*	February 28
*unless the work was requested earlier by the professor	
Last day for instructor to submit grade change for Fall 2005 error	February 28
Last day for instructor to submit grade change for Fall 2005 incomplete	March 21
Last day to withdraw for Spring 2006 semester	March 21
Easter (College closed)	April 16
Last day of classes	April 25

Summer Semester 2006 (May 3 through August 17)

First day of classes	May 3
Memorial Day (College closed)	May 29
College follows Monday schedule	May 31 (Wed)
Last day for student submit work from Spring 2006 incomplete	June 21
*unless the work was requested earlier by the professor	
Last day for instructor to submit grade change for Spring 2006 error	June 21
Independence Day (College closed)	July 4
College follows Monday schedule	July 6 (Thursday)
Last day for instructor to submit grade change for Spring 2006 incomplete	July 13
Last day to withdraw for Summer 2006 semester	July 13
Last day of classes	August 17

Fall Semester 2006 (September 5 through December 21)

First day of classes	September 5
Columbus Day	October 9
College follows Monday schedule	October 10 (Tues)
Last day for student to submit work for Summer 2006 incomplete	October 24
*unless the work was requested earlier by the professor	
Last day for instructor to submit grade change for Summer 2006 error	October 24
Last day for instructor to submit grade change for Summer 2006 incomplete	November 14
Last day to withdraw from Fall 2006 semester	November 14
Thanksgiving (College closed)	November 23- November 24
College reopens	November 25 (Sat)
College follows Friday schedule	November 29 (Wed)
Last day of classes	December 21
Christmas Break (College Closed)	December 23- January 1

