

# Contents

	Program Overview	4
	Program Structure	5
PURPOSE	Managerial Practicum	8
VALUES & ETHICS	Labor and Employment Law	9
SELF & OTHERS DIMENSION	Organizational Theory Design and Development	11
SYSTEMS I	Operations Management	14
SYSTEMS II	Human Resource Management	17
SKILLS	The Digital Economy & E-Commerce	20
COMMUNICATIONS	Conflict Negotiations and Resolution	23
	Working Outline for Constructive Action	25
ACADEMIC CALENDAR		36

# The MBA Program at Metropolitan College of New York

## The Unique Metropolitan College of New York Model: Purpose-Centered Education for the 21<sup>st</sup> 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 Policy	Conflict Negotiation & Resolution

## **Dimensions**

Every semester, students learn to look at their Purpose from five perspectives called Dimensions<sup>®</sup> 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<sup>®</sup> 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 for 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: Managerial Practicum**

### **Purpose Seminar and Constructive Action: Business Plan or Project Implementation**

#### **The Specialization Semester:**

During the implementation-actualization phase, students are expected to set into motion their respective business plans. These plans relate directly to each students' area of interest and professional concern. Students enact strategies based on the goals and objectives of their plan of action. They monitor and evaluate the outcomes of implementation, revising, adding, deleting or adjusting strategies as needed. Students learn how to maintain a record of progress in the form of logs and process recordings. The critical logs assist students in evaluating their progress and in revising or creating new strategies when necessary. The student has the opportunity to experiment and apply concepts from Dimension classes to real world situations in a structured and mentored manner. Theoretical materials and skills covered in the Dimension seminars are reviewed for their application to the Constructive Action. By the end of the semester students will also assess the extent to which they were successful with their respective venture goals, and draft recommendations for the further action.

### **Abilities**

Students are expected to:

1. Set into motion their respective business plans or projects.
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.

# The Values and Ethics Dimension: Labor and Employment Law

## Overview

This course provides the legal framework for employer-employee relations and interactions. It begins with an overview of early labor and employment doctrines and their current application and then studies employee and employer relations characterized, circumscribed and safeguarded by the National Labor Relations Act; unfair employer practices; the regulation of union activities and the legality of strikes; dispute settlement law; the internal regulation of union conduct; public employment and labor law; occupational, safety and health law; discrimination laws- i.e., protected classes under Title VII and the Constitution, procedures, and remedies; issues of pay equity, age and disability discrimination; employment relationships as expounded in contractual and tort theories; employee privacy; wage and hour laws; and issues pertaining to foreign workers.

## Abilities

Students are expected to:

1. To understand the nature & scope of Labor and Employment Law.
2. To be able to assess company and employer duties and obligation in relation to labor laws and regulations.
3. To understand employee rights and remedies.
4. To understand and follow legal guidelines pertaining to their managerial implementation Constructive Action. e.g. re activities from designing hiring processes; creating employee handbooks and records; dealing with diversity in the workplace, etc.

## Topics

### Labor Relations Law

- The Development of American Labor Unions and Legal Responses
- The National Labor Relations Act
- Unfair Labor Practices by Employees & Unions
- Collective Bargaining
- Boycotts & Strikes: Legality of Pressure Tactics
- Public Sector Labor Relations

### Equal Employment Opportunity

- Title VII of the Civil Rights Act & Race Discrimination
- Equal Employment Legislation: Title 7 & Discrimination Based on Sex; Religion; Age; National Origin

### Employment Law Issues

- Occupational Safety & Health
- ERISA: Employee Retirement Income Security Act

Fair Labor Standards Act  
Employee Welfare Programs: Social Security;  
Workman's Compensation & Unemployment Compensation

## **Required Texts**

Cihon, Patrick and James Castagnera. *Employment and Labor Law*, 5<sup>th</sup> edition, West Publishing, 2004.

## **Selected Bibliography**

- Anderson, Ronald et al. *Business Law and the Legal Environment*. OH: West Educational Publishing, 1999.
- Belton, Robert & Dianne Avery. *Employment Discrimination Law: Cases and Materials on Equality in the Workplace*. MN: West Publishing Company, 1998.
- Bennett-Alexander, Dawn D. & Laura P. Hartman. *Employment Law for Business*. MA: McGraw-Hill Higher Education, 2000.
- Cope, Thom K. *Executive Guide to Employment Practices*. NE: Dageforde Publishing, 1999.
- Cox, Archibald S., Matthew W. Finkin, Derek Bok & Robert Gorman. *Labor Law*. CA: Foundation Press, Inc., 2001.
- Feldacker, Bruce S. *Labor Guide to Labor Law*. NJ: Prentice Hall PTR, 1999.
- Fick, Barbara. *The American Bar Association Guide to Workplace Law: Everything You Need to Know About Your Rights as an Employee or Employer*. NY: Random House, 1997.
- Fried, Gil & Lori Miller. *Employment Law: A Guide for Sport, Recreation, and Fitness Industries*. NC: Carolina Academic Press, 1998.
- Gelhaus, Robert J. & James C. Oldham. *Labor Law*. CO: Harcourt Legal & Professional, 1996.
- Lipsky, David B. & Clifford B. Donn. *Collective Bargaining in American Industry: Contemporary Perspectives and Future Directions*. MA: Lexington Books, 1987.
- Reynolds, Lloyd G., Stanley H. Masters & Colletta H. Moser. *Labor Economics and Labor Relations*. NJ: Prentice Hall PTR, 1997.
- Sovereign, Kenneth L. *Personnel Law*. NJ: Prentice Hall PTR, 1998.

# **The Self and Others Dimension: Organizational Theory, Design and Development**

## **Overview**

This is an advanced course in organizational theory and behavior dealing with organizational structure, development, change, conflict, culture, productivity, growth, power and politics. Students will study relevant concepts regarding organization effectiveness as a function of structure and context, degrees of formality/informality; specialization; standardization; hierarchies and leadership; organizational complexity; company size and position in the firm's projected life cycle; issues of centralization; professionalism; personnel; organizational technology; quality of work life; interdepartmental relations and conflict; decision making processes; internal and external means of communications. Students will also learn techniques for designing and developing a highly productive, effective and socially responsive workplace. Using case studies, students will engage in qualitative and quantitative research for assessing organizational problems and try to find solutions best suited to each respective circumstance.

## **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.

## **Topics**

Organizational Purpose, Effectiveness, and Outcomes

Dimensions of Organizational Structure

Organizational Design Options:

    Functional, Divisional & Geographical Designs

    Matrix, Horizontal & Hybrid Structures

Leadership, Power and Control

Organizational Size, Life Cycle & Control

Classical and Contemporary Social Theory and Organizational Analysis

    Definitions and Elements of Organization

    Major Theorists: (including but not limited to)

    Marx, Durkheim, Weber; Frederick Taylor; Henri Fayol; Ralph Davis

Elton Mayo; Chester Barnard; Douglas McGregor; Herbert Simon; March & Simon; Katz & Kahn

Schools of Thought: Structural Functionalism; Conflict Theory; Symbolic Interactionism

Organizations as Systems

Contrasting Organizational Theory and Organizational Behavior

Formalization

Centralization

Contemporary Strategy-Structure Theory

Bureaucracy, Rationalization and Organizational Theory

Adhocracies;

Structure and Power;

Managing Organizational Conflict, Change and Culture

The environment and the Organization

Technology and Organizational Transformation

Interorganizational Dynamics: Markets, Hierarchies and Networks

Modern and Postmodern Approach to Organizational Design & Development

## REQUIRED TEXTS

Robins, Stephen N. *Organizational Theory: A Strategic Approach*, 6th Ed. NJ: Prentice Hall, 2003.

French, Wendell, L. French, Cecil H. Bell Jr., & Robert A. Zawack. *Organization Development & Transformation: Managing Effective Change*, 6<sup>th</sup> Ed. NY: McGraw-Hill, 2005.

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Belmont, Steven. *Classics of Organization Theory*. CA: Wadsworth Publishing, 1996.

Banner, David K. & T. Elaine Gagne. *Designing Effective Organizations: Traditional & Transformational Views*. CA: Sage Publications, 1994.

Boje, David M., Robert P. Gephart & Tojo Joseph Thatchenkery. *Postmodern Management and Organization Theory*. CA: Sage Publications, 1995.

Carroll, Barbara Wake. *The Biases of Management*. NY: Routledge, 1993.

Cavaleri, Steven. *Management Systems: A Global Perspective*. CA: Wadsworth Publishing, 1993.

Daft, Richard L. *Organization Theory and Design*. OH: South-Western Thomson Learning, 2000.

Earley, P. Christopher. *Face, Harmony and Social Structure: An Analysis of Organizational Behavior Across Cultures*. NY: Oxford University Press, 1997.

Eccles, Robert G. *Beyond the Hype: Rediscovering the Essence of Management*. MA: Harvard Business School Press, 1992.

Gibson, James L. John M. Ivancevich & James H. Donnelly, Jr. *Organizations: Behavior, Structure, Processes*. MA: McGraw-Hill, 2001.

Greenberg, Jerald & Robert A. Baron. *Behavior in Organizations: Understanding and Managing the Human Side of Work*. NJ: Prentice Hall PTR, 1999.

Guillen, Mauro F. *Models of Management: Work, Authority, and Organization in a Comparative Perspective*. IL: University of Chicago Press, 1994.

Hall, Richard H. *Organizations: Structures, Processes, and Outcomes*. NJ: Prentice Hall PTR, 2001.

Handy, Charles B. *Gods of Management: The Changing Work of Organizations*. NY: Oxford University Press, 1995.

Hatch, Mary Jo. *Organization Theory: Modern, Symbolic, and Postmodern Perspectives*. NY: Oxford University Press, 1997.

Ivancevich, John M. & Michael T. Matteson. *Management and Organizational Behavior Classics*. MA: Irwin/McGraw-Hill, 1999.

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- Janov, Jill. *The Inventive Organization: Hope and Daring at Work*. CA: Jossey-Bass Inc., 1994.
- Marcic, Dorothy, Peter Vaill & Joe Seltzer. *Organizational Behavior: Experiences and Cases*. OH: South-Western Thomson Learning, 2000.
- McClelland, Samuel B. *Organizational Needs Assessments: Design, Facilitation, and Analysis*. CT: Greenwood Publishing Group, 1995.
- Meyer, John P. & Natalie J. Allen. *Commitment in the Workplace: Theory, Research, and Application*. CA: Sage Publications, 2001.
- Milakovich, Michael E. *Improving Service Quality: Achieving High Performance in the Public and Private Sectors*. FL: Saint Lucie Press, 1995.
- Morgan, Gareth. *Images of Organization*. CA: Sage Publications, 1996.
- Morgan, Gareth. *Imagination: New Mindsets of Seeing, Organizing and Managing*. CA: Berrett-Koehler Publishers, 1997.
- Oden, Howard W. *Managing Corporate Culture, Innovation, and Intrapreneurship*. CT: Greenwood Publishing Group, 1997.
- Pfeffer, Jeffrey. *New Directions for Organization Theory: Persistent Problems and the Future of the Field*. NY: Oxford University Press, 1997.
- Pinchot, Gifford & Elizabeth. *The End of Bureaucracy & the Rise of the Intelligent Organization*. CA: Berrett-Koehler Publishers, 1994.
- Schermerhorn, John R., James G. Hunt & Richard N. Osborn. *Organizational Behavior*. NY: John Wiley & Sons, 2001.
- Scott, W. Richard. *Institutions and Organizations*. CA: Sage Publications, 2000.
- Singh, Jitendra V & Joel A.C. Baum. *Evolutionary Dynamics of Organizations*. NY: Oxford University Press, 1994.
- Smilor, Raymond W. *Leadership and Entrepreneurship: Personal and Organizational Development in Entrepreneurial Ventures*. CT: Quorum, 1996.
- Zawacki, Robert A. *Organization Development and Transformation: Managing Effective Change*. IL: Irwin, 1994.
- Zell, Deone. *Changing by Design: Organizational Innovation at Hewlett-Packard*. NY: Cornell University Press, 1997.

# The Systems I Dimension: Operations Management

## Overview

Operations Management is the design and control of systems responsible for the productive use of raw materials, human resources, equipment and facilities in the development of a product or service. This course will focus on project design and management; the planning, control and evaluation of operations; resource allocation; product development; individual and team job design and measurement; work scheduling; materials management and purchasing; capacity planning; facility layout; quality of the work environment; and technological change.

## Abilities

Students are expected to:

- 1) Demonstrate an understanding of all the activities associated with transforming inputs into useful outputs that create tangible/intangible products/services of value.
- 2) Be able to define, cost out and measure quality according to 11 dimensions: conformance to specifications; performance; quick response; quick change expertise; features; reliability; durability; serviceability; aesthetics; perceived value; customer service.
- 3) Be able to analyze and design transformation and inventory systems.
- 4) Demonstrate their capacity to manage projects and tasks

## Topics

Introduction to the Field  
Operations Strategy and Competitiveness  
Project Management  
Process Analysis  
Product Design and Process Selection – Manufacturing/Services  
Quality Management  
Supply Chain Strategy  
Strategic Capacity Management  
Just-in-Time and Lean Systems  
Forecasting  
Aggregate Planning  
Inventory Control  
Material Requirements Planning  
Operations Scheduling/Consulting and Reengineering  
Synchronous Manufacturing and Theory of Constraints

## Required Text

Krajewski, Lee J. and Larry P. Ritzman. *Operations Management: Processes and Value Chains*, 7<sup>th</sup> Edition. NJ: Prentice Hall, 2004.

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- Born, Gary. *Process Management to Quality Improvement: The Way to Design, Document and Re-engineer Business Systems*. NY: John Wiley & Sons, 1994.
- Burke, Rory. *Project Management: Planning and Control Techniques*, 3<sup>rd</sup> Ed. NY: John Wiley & Sons, 2001.
- Chopra, Sunil and Peter Meindl. *Supply Chain Management: Strategy, Planning and Operations*. NJ: Prentice Hall, 2000.
- Cleland, David I. And Lewis R. Ireland. *Project Management: Strategic Design and Implementation*, 4<sup>th</sup> Ed. NY: McGraw Hill, 2002.
- Cohen, Dennis J. and Robert J. Graham. *The Project Manager's MBA: How to Translate Project Decisions into Business Success*. NY: Jossey-Bass, 2000.
- Davis, , Mark, Nicholas Aquilano and Richard Chase. *Fundamentals of Operations Management*. NY: McGraw Hill, 2003.
- Duggan, Kevin J. and Jeffrey K. Liker. *Creating Mixed Model Value Streams: Practical Lean Techniques for Building Demand*. CA: Productivity Press, 2003.
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- Hameroff, Eugene J. and Herbert S. Gardner, Jr. *The Advertising Agency Business: The Complete Manual for Management and Operation*, 3<sup>rd</sup> Ed. NY: McGraw Hill, 1998.
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- Hugos, Michael. *Essentials of Supply Chain Management*. NY: John Wiley & Sons, 2002.
- Krajewski, Lee J. and Larry P. Ritzman. *Operations Management: Strategy and Analysis*, 6<sup>th</sup> Edition. NJ: Prentice Hall, 2002.
- Lamarsh, Jeanenne. *Changing the Way We Change*. NJ: Prentice Hall, 1995.
- Lehmann, Donald R. and Russell S. Winer. *Product Management*, 3<sup>rd</sup> Ed. NY: McGraw Hill, 2001.
- Lewis, James P. *The Project Manager's Desk Reference*, 2<sup>nd</sup> Ed. NY: McGraw Hill, 1999.
- Lientz, Bennet P. and Kathryn P. Rea. *Project Management for the 21<sup>st</sup> Century*, 3<sup>rd</sup> Ed. NY: Academic Press, 2001.
- Mantel, Samuel J. et al. *Project Management in Practice*. NY: John Wiley & Sons, 2000.
- Meredith, Jack R. and Samuel J. Mantel. *Project Management: A Managerial Approach*, 5<sup>th</sup> Ed. NY: John Wiley & Sons, 2002.
- Meredith, Jack R. and Scott M. Shafer. *Operations Management for MBA's*, 2<sup>nd</sup> Edition. NY: John Wiley & Sons, 2002.
- Morton, Thomas E. *Production Operations Management*. NY: Southwestern, 1999.
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- Ould, Martyn A. *Business Processes: Modeling and Analysis for Re-engineering and Improvement*. NY: John Wiley & Sons, 1995.
- Pande, Peter S., Robert P. Neuman and Roland R. Cavanagh. *The Six Sigma Way Team Fieldbook: An Implementation Guide for Process Improvement Teams*. NY: McGraw Hill, 2001.
- Project Management Institute. *A Guide to the Project Management Body of Knowledge*. CA: Project Management Institute, 2000.
- Ptak, Carol A. *MRP and Beyond: A Toolbox for Integrating People and Systems*. NY: McGraw Hill, 1996.
- Ragsdale, Cliff T. *Spreadsheet Modeling and Decision Analysis*, 3<sup>rd</sup> Ed. NY: South-Western, 2000.
- Sandras, William A. *Just in Time : Making It Happen: Unleashing the Power of Continuous Improvement*. NY: John Wiley & Sons, 1995.
- Shapiro, Jeremy F. *Modeling the Supply Chain*. CA: Duxbury Press, 2000.
- Tapping, Don, Thomas, Tom Shuker and Don Shuker. *Value Stream Management for Lean Office*. CA: Productivity Press, 2002.

Viale, David J. and Christopher Carrigan. *Basics of Inventory Management: From Warehouse to Distribution Center*. CA: Crisp Pub., 1997.

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# **The Systems II Dimension: Human Resource Management**

## **Overview**

There are five basic functions which all managers perform: planning, organizing, staffing, leading and controlling. This course looks at the HR-human resource or personnel management function, i.e., the day-to-day process of using people as organizational resources to achieve optimal productivity, satisfaction, retention and development. The course focuses on the policies and practices one needs to carry out such functions as conducting job analyses; planning labor needs; and recruiting personnel; orienting and training new employees; managing wages and salaries; controlling labor costs; providing benefits and incentives; providing leadership and empowerment that builds effective work teams; appraising performance; counseling and disciplining; building employee cooperation and commitment; insuring equal opportunity; creating a climate of respect and trust; protecting employees; health and physical conditions; dealing with employee grievances; and managing human resources in an international arena if applicable. The course also examines the way human resource management is involved in the formulation and implementation of a company's strategies given the need to galvanize employees into a competitive advantage.

## **Abilities**

Students are expected to:

1. Understand the principles and practices that constitute human resources management.
2. Understand how to recruit and interview employees, create job descriptions and design instruments for performance assessment.
3. Create program and incentives to optimize employee performance and facilitate employee career development

## **Topics**

The course focuses on to carry out such functions as  
Conducting job analyses;  
Planning labor needs and recruiting personnel;  
orienting and training new employees;  
managing wages and salaries;  
controlling labor costs;  
Employee benefits, and incentives;  
appraising performance;  
counseling and disciplining employees;  
building employee cooperation and commitment;  
insuring equal opportunity;  
creating personnel and policy manuals;

protecting employees' health and physical conditions;  
Handling Employee grievances;  
Ensuring safe work place;  
Handling Diversity  
Managing human resources in an international arena

## Required Text

Ferris, Gerald, M. Ronald Buckley & Donald B. Fedor. *Human Resources Management: Perspectives, Context, Functions, and Outcomes*, 4<sup>th</sup> edition, Prentice Hall, 2002.

## Selected Bibliography

- Begin, James P. *Dynamic Human Resource Systems: Cross-National Comparisons*. Berlin; NY: Walter de Gruyter, 1997.
- Blank, Renee & Sandra Slipp. *Voices of Diversity: Real People Talk about Problems and Solutions in a Workplace Where Everyone Is Not Alike*. NY: AMACOM, 1994.
- Boyett, Joseph H. & Henry P. Conn. *Maximum Performance Management*. CA: Capstone Publishing Company, 1996.
- Byars, Lloyd & Leslie W. Rue. *Human Resource Management*. NY: McGraw-Hill Higher Education, 1999.
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- Fine, Marlene Gail. *Building Successful Multicultural Organizations: Challenges and Opportunities*. CT: Greenwood Publishing Group, 1995.
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- Greenberg, Jerald & Robert A. Baron. *Behavior in Organizations: Understanding and Managing the Human Side of Work*. NJ: Prentice Hall PTR, 2001.
- Harvey, Carol P. & M. June Allard. *Understanding Diversity: Readings, Cases, and Exercises*. NJ: Prentice Hall PTR, 2002
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- Schreyer, Ray & John McCarter. *The Best 100 Web Sites for HR Professionals*. VA: Impact Publications, 2000.
- Schuler, Randall S. *Managing Human Resources*. OH: South-Western Thomson Learning, 1998.
- Smith, Douglas K. *Taking Charge of Change: 10 Principles for Managing People and Performance*. MA: Perseus Publishing, 1997.
- Sovereign, Kenneth L. *Personnel Law*. NJ: Prentice Hall PTR, 1998.
- Tracey, William R. *The Human Resources Glossary: A Complete Desk Reference for HR Executives, Managers and Practitioners*. FL: Saint Lucie Press, 1997.
- Trotta, Marcia. *Successful Staff Development: A How-to-do Manual*. NY: Neal-Schuman Publishers, 1995.

# **The Skills Dimension: Digital Economy & E-Commerce**

## **Overview**

The course engages in an empirical and critical investigation of the new digital economy and the role of multimedia, the internet and e-commerce: from a communications perspective, electronic commerce is the delivery of information, products and services through the computer; from a business perspective it is the application of technology towards the automation of business transactions and work flows; from a service perspective it is a tool that addresses the needs of firms, customers and management to improve quality and speed of service delivery; and from an online perspective it provides a new buyer/seller paradigm for products and services.

This course will explore what exactly the “Digital Economy” is and what it means to governments, industry, workers, and society. Now that the "dot-com" frenzy that characterized the late 1990s, has subsided. But, this does not mean that e-business is dead. In fact, the power of the Internet and other information age technologies to transform how business is conducted has never been greater. This course will address issues related to developing and implementing technology strategies into both existing organizations and entrepreneurial ventures. The ways by which firms can gain competitive advantage or reduce their costs by using technology to deliver products or services or to support other activities in their value chain will be explored. The course includes investigations of changes and trends in Internet communications, providing general accounts of the role of the internet in society, accounts of the formative influence that shape the medium, the way the medium affects social behavior and belief systems, and how the ideology of a group is produced and reproduced in its cultural practices.

## **Abilities**

Students are expected to:

1. Understand how to define and evolve an e-business strategy, business model, and organization, and develop the capabilities required to ensure long-term success.
2. Understand the impact technology is having on business and critically evaluate the opportunities that are available as a result.
3. Understand how technological advancement has historically been viewed by society.
4. Manage the challenges and risks associated with incorporating technology into a business.
5. Use analytical and problem-solving tools to translate the insights gained in the classroom into real-world business settings.

## **Topics**

Introduction  
Internet Trends

Strategy & the Internet  
Internet & Market Power  
Analysis Techniques & Tools  
Internet & Technology Startup  
    Stages  
    Decisions  
Historical Acceptance of Technological Advancement  
The General Manager & the Internet  
Business to Business and Electronic Markets  
Globalization  
Business & Incorporating Technology  
Security & Internet Privacy  
Advertising & Targeting  
The Social Consequences of New Media Technology  
The Institutional & Cultural Consequences of New Media Technology  
The Future of E-Business

## Required Text

Mohammed, Rafia A. et al. *Internet Marketing: Building Advantage in a Networked Economy*, 2<sup>nd</sup> Ed. NY: McGraw Hill, 2003.

Musciano, Chuck and Bill Kennedy. *HTML & XHTML: The Definitive Guide*. 5<sup>th</sup> ed. IL: Oreilly, 2002.

Weinman, Lynda. *Designing Web Graphics* .4<sup>th</sup> ed. IL: Oreilly, 2002.

## Journals

New York Times  
Wall Street Journal  
Business Week

## Selected Bibliography

Ball, Donald. *International Business: Introduction & Essentials*, 8<sup>th</sup> ed. IL: Irwin, 2001.  
Brady, Neil. *Ethical Universals in International Business*. NY: Springer Publishing, 1996.  
Brynjolfsson, Erik and Kahin, Brian, *Understanding the Digital Economy*. MIT Press, 2000.  
Carroll, Stephen J. *Ethical Dimensions of International Management*. MA : Lexington Books, 1997.  
Castells, Manuel. *The Rise of the Network Society*. MA: Blackwell Publishers, 1996.  
Christensen, Clayton M., *The Innovator's Dilemma: Why New Technologies Cause Great Firms to Fail*  
Harvard Business School Press, 1997  
Davis, Stanley M. *Blur: The Speed of Change in the Connected Economy*. MA: Addison-Wesley, 1998.  
Dreifus, Shirley. *Business International's Global Management Desk Reference*.  
NY: McGraw Hill, 1992.  
Elderbrock, David. *Building Successful Internet Businesses*. MA: IDG Books Worldwide, 1996.  
Kalakota, Ravi. *E-business: Roadmap for Success*. MA: Addison Wesley, 1999.  
Martin, Shannon. *Bits, Bytes, and Big Brother: Federal Information Control in the Technological Age* .CT: Praeger, 1995.  
Martin, Chuck. *The Digital Estate: Strategies for Competing, Surviving, and Thriving in an Internetworked World*. NY: McGraw-Hill, 1997.

- Palframan, Diane. *Developing the Global Information Society*.  
NY: The Conference Board, 1995.
- Peterson, Robert. *Electronic Marketing and The Consumer*. CA : Sage Publications, 1997.
- Rayport, Jeffrey F. and Bernard J. Jaworski. *Introduction to E-Commerce*, 2<sup>nd</sup> Ed. NY: McGraw Hill, 2004.
- Ricks, David A. *Blunders in International Business*. MA: Blackwell Business, 1993.
- Sapronov, Walter. *Telecommunications: Law, Regulation, and Policy*.  
CT: Ablex Pub. Corp., 1998.
- Schwartz, Evan, *Webonomics: Nine Essential Principles*. NY: Broadway Books, 1997.
- Shapiro, Carl & Hal R. Varian, *Information Rules: A Strategic Guide to the Networked Economy*  
McGraw-Hill/Harvard Business School Press, CT: 1997.
- Siebel, Thomas M. *Cyber Rules*. NY: Currency/Doubleday, 1999.
- Siegal, David, *Futurize your Enterprise: Business Strategies in the Information Age*. Wiley, 1999.
- Smedinghoff, Thomas J. *The Software Publishers Association Legal Guide to  
Multimedia*. NY: Addison Wesley, 1985
- Utterback, J.M., *Mastering the Dynamics of Innovation*. Harvard Business School Press, CT: 1994.

# **The Communications Dimension: Conflict Negotiation and Resolution**

## **Overview**

This course will use a highly participatory approach in developing student negotiation skills for use in various business contexts. Students will learn important conflict management mechanisms. ADR (Alternative Dispute Resolution) mechanisms offer facilitative settlement processes structured to create negotiated outcomes. As these alternative systems operate within the rubric of constitutionally established constraints, doctrinal issues related to procedural and substantive due process and equal protection are presented via case method analysis. Students will learn pre-negotiation preparation techniques, choose between “slicing the pie” and “expanding the pie” negotiation approaches; how to develop a personal negotiations style; how to engage in cross-cultural negotiations; and how to develop trust and build beneficial professional relationships.

## **Abilities**

Students are expected to:

- 1) Demonstrate knowledge of alternative ADR Processes
- 2) Be able to conduct an effective negotiation towards a win-win situation and demonstrate mastery of the theory and skills involved in negotiated resolutions
- 3) Evaluate from a business perspective, which method of ADR is best suited to a given fact pattern
- 4) Identify and analyze legal and ethical issues involved in ADR

## **Topics**

Fundamentals of negotiation theory and tactics

Styles of persuasion

The interaction between power, persuasion and ethics;

the advantages and disadvantages of different negotiation styles and strategies;

The differences between position based, interest based and expectation based bargaining  
dispute prevention;

litigation versus alternative dispute resolution options;

mediation;

arbitration;

court systems and litigation;

trials and appeals involving individuals, multiple parties, coalitions or teams

## Required Text

Harvard. *Harvard Business Essentials Guide to Negotiation*. MA: Harvard Business School Press, 2003.

Ponte, Lucille. *Alternate Dispute Resolution in Business*. International Thomson Publishing, 1998.

## Selected Bibliography

Burgess, Heidi & Guy M. Burgess. *Encyclopedia of Conflict Resolution*. CA: ABC-CLIO, 1997.

Fisher, Roger, Elizabeth Kopelman & Andrea Kupfer Schneider. *Beyond Machiavelli: Tools for Coping with Conflict*. NY: Viking Penguin, 1995.

Fisher, Ury, et al. *Getting To Yes*, Houghton Mifflin, 1992 (2nd ed.)

Hall, Lavinia. *Negotiation: Strategies for Mutual Gain: The Basic Seminar of the Harvard Program on Negotiation*. CA: Sage Publishing, 1993.

Kressel, Kenneth, Dean G. Pruitt & Associates. *Mediation Research: the Process and Effectiveness of Third-Party Intervention*. NY: McGraw-Hill Higher Education, 1994.

Levine, Stewart. *Getting to Resolution: Turning Conflict Into Collaboration*. CA: Berrett-Koehler Publishers, 2000.

Mayer, Richard J. *Conflict Management: The Courage to Confront*. OH: Battelle Press, 1995.

Moore, Christopher W. *The Mediation Process: Practical Strategies for Resolving Conflict*. CA: Jossey-Bass Inc., 1996.

Murphy, Jim. *Managing Conflict at Work*. NY: McGraw-Hill Companies, 1993

Pascale, Richard T. *Managing on the Edge: How the Smartest Companies Use Conflict to Stay Ahead*. NY: Crown Publishing, 1990.

Rahim, M. Afzalur. *Managing Conflict in Organizations*. CT: Greenwood Publishing Group, 2001.

Rau, Alan Scott, Edward F. Sherman, Scott R. Pepper, *Processes of Dispute Resolution*, Foundation Press, 2002 (3rd ed.)

Schwarz, Roger M. *The Skilled Facilitator: Practical Wisdom for Developing Effective Groups*. CA: Jossey-Bass Inc., 1995.

Solomon, Muriel. *Working with Difficult People*. NJ: Prentice Hall Press, 2002.

Stone, Katherine V.W. *Private Justice: The Law of Alternative Dispute Resolution*, Foundation Press, 2000.

Tjosvald, Dean. *Learning to Manage Conflict: Getting People to Work Together Productively*. MA: Lexington Books, 2000.

Walton, Richard E. *Managing Conflict: Interpersonal Dialogue and Third-Party Roles*. MA: Addison Wesley Longman, 1987.

Weaver, Gary R. *Culture, Communication and Conflict: Readings in Intercultural Relations*. MA: Simon & Schuster, 1998.

Weeks, Dudley. *The Eight Essential Steps to Conflict Resolution: Preserving Relationships at Work, at Home, and in the Community*. NY: Putnam Publishing Group, 1993.

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

**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**

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### **Values**

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### **Self & Others**

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### **Systems**

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### **Skills**

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**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**

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**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