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Overview of the Purpose: Development of a Business Plan

The Constructive Action

As a capstone initiative, students are required to develop a strategic plan. They design the plan, do research and forecasting, identify sources for support of the plan, and negotiate the plan with management.

Dimensions

In the Values and Ethics Dimension, you will cover the approaches for analyzing and resolving senior management problems and formulating and implementing corporate objectives and strategies. The course integrates the major functions and disciplines of business.

Self and Others Dimension students will learn how to run and manage businesses overseas. Students will also learn to negotiate the demand of personal and professional goals in an international setting.

In the Systems Dimension, students will learn the theories and concepts influencing consumers, households, firms, and the dynamics of prices and market structure.

The Skills Dimension:

The Communications Dimension: Students will survey world civilizations from 1500 to the present and become familiar with major events that shape contemporary world affairs.

The Purpose Dimension

Overview

This weekly seminar serves as the work group for the Constructive Action. Classes and individual sessions with the students concentrate on the techniques of developing a strategic plan.

More specifically, the Constructive Action for Purpose VIII is to develop a strategic plan which includes designing the plan, external research and forecasting, identifying organizational resources and constraints, a financial plan and operational budget, and presenting the plan to management.

Assessment

Students will be assessed on their use of the Objectives in a well-planned and executed Constructive Action to achieve the Purpose. Special attention will be given to the following:

1. The integration of theory in the Constructive Action.
This is part of describing how you are using knowledge.
2. The quality of the written document.
This is part of communicating effectively.
3. Timely submission of work to permit monitoring and supervision.
This is part of monitoring your progress.
4. Class attendance.
This is part of building effective relationships.

Planning Phase

a. Explore opportunities to improve the world.

Research the needs of potential consumers in the community to specify the goals and services which could be fulfilled through a business plan.

These are some of the questions you should address:

- How can I identify the social, natural, and technological systems that I will incorporate in my business plan? How can I describe the social, natural and technological factors which may impinge on my business plan?
- How can I establish and maintain affective relationships that are necessary to achieving my

Purpose?

- How can I describe my values as they pertain to the development of new products and services for the community? How can I outline and describe the values and attitudes of people in the community towards new products and service development? How can I provide a historical context for the analysis?
- How can I apply mathematical principles and skills to insure the positive outcome of my Constructive Action? How can I conduct on-site inspections of property, plant and equipment which are involved in my business plan? How can I present the business plan to interested individuals and consumer and document its effectiveness?
- How can I research the needs of potential consumers in the community to specify the goals and services which could be fulfilled through the business plan?

Maintain a record of your activities. Evaluate developments. Change the plan if required. Explain how your newly acquired knowledge is being used to achieve the Purpose.

b. Choose the best goal.

Use your analysis of the research you have conducted to identify the specific product or service development that you want to address.

- Taking into consideration possible outcomes, time frame, resources, risks, constraints, and my own learning and career needs, which of the possibilities I have reviewed provides the best opportunity for a Constructive Action?
- What long-term goal am I working towards in creating a business plan?
- What are my short-term goals in creating a business plan?
- What is my short-term goal for myself?
- What further information do I need in order to make my plan of action?
- What theories do I intend to use to support my plan and actions?
- What do I need to learn in order to create a business plan?

Maintain a record of your progress with an evaluation of each critical event to facilitate revision of the plan when necessary. Explain how you are using knowledge to achieve your Purpose.

c. Agree on a plan.

Based on your study of market conditions, devise a plan to meet your goals. The plan should include clear objectives, realistic strategies, and an evaluation scheme.

1. Objectives: Break your short-term goal into specific measurable objectives.

It may be helpful to write objectives for each Dimension, depending on your goals.

2. **Strategies/Actions:** List the actions you will take to reach your objectives for the Purpose.

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.

Analyze resources and constraints relevant to the accomplishment of each strategy.

3. **Evaluation Plan**

Describe the criteria or benchmarks to be used to monitor progress toward achieving the Constructive Action goal and objectives. That is, how exactly you will know whether or not your strategies have helped you to meet your objectives.

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 each strategy. Measures should be both quantitative and qualitative. Evaluation criteria may be altered during the implementation phase.

Implementation Phase

d. Carry out the plan. Monitor progress and use of knowledge. Change plan as needed.

Maintain a record of your activities. Evaluate developments. Change the plan as required.

Explain how your newly acquired knowledge is being used to achieve the Purpose.

Assessment Phase

- e. Assess results and plan next steps. Review and evaluate your accomplishments in relation to the goals that you have established and its accompanying plan of action. Support the conclusion that you have drawn about your achievement of the Purpose with input from your colleagues. Apply information acquired through the Constructive Action to formulate long-range plans for other products and services required by community members.**

Questions to be answered in this section include:

1. Did you achieve your task objective? If not, how far did you progress?
2. Were you successful in your task, action, participation, learning, etc?
3. What objectives were realistic? Were some abandoned? Redefined?
4. What strategies worked? Would you use them again? Which did not work?

5. What are your next steps in the creation of a business plan?
6. By creating a business plan, what did you learn about yourself and the process?
7. Overall, how do you assess your ability to create a business plan?
8. What series of materials were most helpful/least helpful and why?

Formatting the Constructive Action Document

General Format: Typed, double-spaced, 1-inch margin on all sides, Times New Roman, 12 font.

When you have completed the Constructive Action, assemble the document.

At the beginning include:

- Title Page
- Table of Contents
- Abstract

At the end add:

- Appendices

The Values and Ethics Dimension: Entrepreneurship and Strategic Management

Overview

This course enables students to determine the feasibility of starting a new business by examining such relevant factors as the market description and analysis, industry trends, and existing and potential competition.

Objectives

By the end of this semester, students are expected to develop a business plan, which includes:

1. Assumptions regarding environmental and societal change;
2. Economic and financial projections; and
3. Factors affecting the formulation of business policy.

Assessment

1. Attendance;
2. Participation;
3. Exams and assignments on class content and its integration into the Objectives.

Topics

Strategic planning — what it is and how it benefits the organization
The planning process — outline of key steps
Mission statements and objective setting criteria
Links between planning, budgeting and control
Competition and positioning factors
Deregulation, diversification and decentralization
Key strategic variables that indicate performance
Political/Economic environment
Marketing and financial projection methodologies
Situational analysis — internal and external factors
Strategy formulation — synergistic strategies
Construction of key strategic components of the business plan

Required Text

Bangs, Jr., David. *The Business Planning Guide*, 9th ed., NH: Upstart, 2002.
(Also to be used in Financial Planning and Management dimension.)

Scarborough, Norman M. & Zimmerer, Thomas W. *Effective Small Business Management: An Entrepreneurial Approach*, 8th ed. Upper Saddle River, NJ: Prentice Hall, 2005.

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- David, Fred R. *Concepts of Strategic Management*. Englewood Cliffs, NJ: Prentice Hall, 1997.
- Dobson, Paul and Ken Starkey. *The Strategic Management Blueprint*. Cambridge, MA: Blackwell Business, 1993.
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- Hax, Arnaldo C. (ed.) *Planning Strategies That Work*. New York: Oxford University Press, 1987.
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- Makridakis, Spyros G. *Forecasting, Planning and Strategy for the 21st Century*. New York: Free Press, 1990.
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- Pfeiffer, J. William. (ed.) *Strategic Planning: Selected Readings*. San Diego: Pfeiffer, 1991.
- Schwartz, Peter. *The Art of the Long View: Planning for the Future in an Uncertain World*. New York: Doubleday, 1996.
- Steiner, George Albert. *Strategic Planning: What Every Manager Must Know*. New York: Free Press, 1997.
- Tryfos, Peter. *Methods for Business Analysis and Forecasting: Text and Cases*. New York: John Wiley, 1997.
- Wright, Peter, et al. *Strategic Management: Text and Cases*. 2nd ed. Boston: Allyn and Bacon,

The Self and Others Dimension: International Business II—The Business Environment

Overview

This course will explore issues related to managing international businesses overseas. Topics covered include planning, establishing and managing an overseas operation; working with host governments; managing political and economic risk environments; and negotiating personal and professional career objectives within the international business environment.

Objectives

The objective of this course is for students to further advance their understanding as to how international business operates and to define what role he/she can create for him/her self within the organization, assessing personal attitudes and international business-organization objectives.

The specific objectives of this course are to:

1. Further explore the global context within which international business operates;
2. Provide an understanding of the factors, which must be addressed in establishing and implementing a plan to operate overseas;
3. Establish a method for the management of diverse aspects of international business: applying our attitudes, beliefs, values, personal strengths and creativity;
4. Identify a means to evaluate our own personal and professional futures within the context of the international organization as part of the global community in which we live.

Assessment

1. Attendance;
2. Participation;
3. Exams and assignments on class content and its integration into the Objectives.

Topics

Review of the global context of international business
Theories of international relations and political economy
International marketing management
International finance and trade
Corporatism and comparative politics
International business policy and decision making
Service firms, service sector analyses and global
Social change and economic development

Required Text

Daniels, D.J. et al. *International Business Environments and Operations*. 11th ed. NJ: Prentice Hall, 2006.

Bibliography

- Behrman, Jack N. and Robert E. Grosse. *International Business and Governments: Issues and Institutions*. Columbia, SC: University of South Carolina Press, 1990.
- Blaine, Michael James. *Co-operation in International Business: The Use of Limited Equity Arrangements*. Brookfield, VT: Averbury, 1994.
- Brigham, Eugene F. *Fundamentals of Financial Management*. 8th ed. Fort Worth, TX: Dryden Press, 1998.
- Copeland, Lennie and Lewis Griggs. *Going International: How to Make Friends and Deal Effectively in the Global Marketplace*. New York: Random House, 1985.
- Daniels, John D. and Lee H. Radebaugh. *International Business: Environments and Operations*. 7th ed. Reading, MA: Addison-Wesley, 1995.
- Daniels, John L. *Global Vision: Building New Models for the Corporation of the Future*. New York: McGraw-Hill, 1993.
- Dymsza, William A. and Robert G. Vambery. (eds.) *International Business Knowledge: Managing International Functions in the 1990s*. New York: Praeger, 1987.
- Ferguson, Henry. *Tomorrow's Global Executive*. Homewood, IL: Dow Jones-Irwin, 1988.
- Fifield, Paul. *International Marketing Strategy*. Boston: Butterworth-Heinemann, 1995.
- Foster, Joann McDonald. *The Communitarian Organization: Preserving Cultural Integrity in the Transnational Economy*. New York: Garland Pub., 1998.
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- Kanter, Rosabeth Moss. *Global Strategies: Insights From the World's Leading Thinkers*. Boston: Harvard Business School Press, 1994.
- Kaynak, Erdener and Kam-Hon Lee. (eds.) *Global Business: Asia-Pacific Dimensions*. New York: Routledge, 1989.
- Lamont, Douglas. *Winning Worldwide: Strategies for Dominating Global Markets*. Homewood, IL:

- Business One Irwin, 1991.
- Mahini, Amir. *Making Decisions in Multinational Corporations: Managing Relations With Sovereign Governments*. New York: John Wiley, 1988.
- Marcus, George E. (ed.) *Corporate Futures: The Diffusion of the Culturally Sensitive Corporate Firm*. Chicago: University of Chicago Press, 1998.
- Moran, Robert T., et al. (eds.) *Global Business Management in the 1900s*. Washington, D.C.: Beacham Pub., 1990.
- Rhinesmith, Stephen H. *A Manager's Guide to Globalization: Six Skills for Success in a Changing World*. 2nd ed. Chicago: Irwin Professional Pub., 1996.
- Ricks, David A. *Blunders in International Business*. Cambridge, MA: Blackwell Business, 1993.
- Robock, Stefan H. and Kenneth Simmonds. *International Business and Multinational Enterprises*. 4th ed. Homewood, IL: Irwin, 1989.
- Taylor, William C. and Alan M. Webber. *Going Global: Four Entrepreneurs Map the New World Marketplace*. New York: Viking, 1996.
- Terpstra, Vern and Kenneth David. *The Cultural Environment of International Business*. 3rd ed. Cincinnati, OH: South-Western Pub. Co., 1991.
- Valentine, Charles. *The Ernest & Young Guide to Expanding in the Global Market*, New York: John Wiley, 1991.
- Waterman, Peter. *Globalization, Social Movement and the New Internationalisms*. London: Mansell, 1998.
- Weaver, Gary R. (ed.) *Culture, Communication and Conflict: Readings in Intercultural Relations*. Needham Heights, MA: Simon & Schuster, 1998.
- Yoffie, David B. *Beyond Free Trade: Firms, Governments, and Global Competition*. Boston: Harvard Business School Press, 1993.
- Yoffie, David B. *International Trade and Competition: Cases and Notes in Strategy And Management*. 2nd ed. New York: McGraw-Hill, 1994.

The Systems Dimension

MicroEconomics

Overview

Students will examine the theories and concepts underlying individual areas of economic activity, such as consumers, households and firms, as well as the dynamics of prices and market structure and operations in individual businesses. Particular attention will be paid to the growth of the Service Sector and its impact on the economy.

Objectives

By the end of this semester, students are expected:

1. To understand the behavior of markets for particular goods or factor services.
2. To understand the role of competitive pricing.
3. Identify factors influencing consumer behavior.
4. Understand the relationship between supply and demand.

Assessment

1. Attendance;
2. Participation;
3. Exams and assignments on class content and its integration into the Objectives.

Topics

Economics and Economic Reasoning
Supply and Demand
The Economic Organization of Society
U.S. Economic Institutions
An Introduction to World Economy
Individual Choice and Demand
Supply, Production and Costs
Perfect Competition
Monopoly
Monopolistic Competition, Oligopoly and Strategic Planning

Competition in the Real World
 The Regulation of Markets: Antitrust and Industrial Policies
 Politics, Economics and Agricultural Markets
 Microeconomics, Social Policy, and Economic Reasoning
 The Role of Government in the Economy
 Economics and the Environment
 The Distribution of Income
 Work and the Labor Market
 Nonwage Income: Rents, Profits, and Interest
 International Trade
 International Finance
 Growth and the Economics of Developing Countries
 Socialist Economies in Transition

Required Text

Collander, David. *Microeconomics*, 6th ed. NY: Irwin/McGraw Hill 2005.

Bibliography

American Economic Review (periodical)

Blair, Roger D. and L. W. Kenny. *Microeconomics for Managerial Decision Making*. New York: McGraw-Hill, 1981.

Cameron, Beverly J. *Microeconomics in Action: An Applications Book*. New York: St. Martin's Press, 1984.

Econometrica (periodical)

Earl, Peter E. *Microeconomics for Business and Marketing: Lectures, Cases, and Worked Essays*. Brookfield, VT: E. Elgar, 1995.

Estrin, Saul, et al. *Introduction to Microeconomics*. 4th ed. New York: Harvester Wheatsheaf, 1995.

Fair, Ray, et al. *Principles of Microeconomics*. 5th ed. Upper Saddle River, NJ: Prentice Hall, 1998.

Hay, Frederick G., et al. *Intermediate Microeconomics: A Perspective on Price Theory*. New York: Manchester University Press, 1996.

Hey, John D. (ed.) *Current Issues in Microeconomics*. New York: St. Martin's Press, 1989.

Hirshleifer, Jack and David A. Hirshleifer. *Price Theory and Applications*. 6th ed. Upper Saddle River, NJ: Prentice Hall, 1997.

Jehle, Geoffrey Alexander. *Advanced Microeconomic Theory*. Reading, MA: Addison-Wesley, 1997.

Journal of Political Economy (periodical)

Kreps, David M. *A Course in Microeconomic Theory*. Princeton, NJ: Princeton University Press, 1990.

Leibenstein, Harvey. *Beyond Economic Man: A New Foundation for Microeconomics*. Reprint edition. Boston: Harvard University Press, 1980.

Lipsey, Richard G., et al. *Microeconomics*. 7th ed. New York: HarperCollins, 1991.

Mansfield, Edwin. *Applied Microeconomics*. New York: Norton, 1994.

Mansfield, Edwin. *Microeconomics: Theory/Applications*. 9th ed. New York: W. W. Norton, 1996.

Mansfield, Edwin. *Principles of Microeconomics*. 7th ed. New York: Norton, 1992.

Mas-Colell, Andreu, et al. *Microeconomic Theory*. New York: Oxford University Press, 1995.

Miller, Roger Leroy. *Economics Today: The Micro View*. 9th ed. Reading, MA: Addison-Wesley, 1996.

Schiller, Bradley R. *The Micro Economy Today*. 7th ed. New York: McGraw-Hill, 1996.

Schumacher, E. F. *Small is Beautiful: A Study of Economics as if People Mattered*. 2nd ed. Point Roberts, WA: Hartley & Marks, 1998.

Smith, Adam. *An Inquiry into the Matter and Causes of the Wealth of Nations*. New York: Modern Library, 1994.

Survey of Current Business (periodical)

Varian, Hal R. *Intermediate Microeconomics: A Modern Approach*. 4th ed. New York: W. W. Norton, 1996.

The Skills Dimension: Financial Analysis and Modeling

Overview

This course provides students with the additional tools, which they need to assess the implications of creating a new venture or evaluating an existing firm.

Objectives

By the end of this seminar, students are expected to:

1. be able to read and understand a company's financial statements
2. understand risk analysis versus profitability analysis
3. evaluate income versus cash flows

Assessment

1. Attendance;
2. Participation;
3. Exams and assignments on class content and its integration into the Objectives.

Topics

The Economic and Institutional Setting for Financial Reporting

Accrual Accounting and Income Determination

Structure of the Balance Sheet and Statement of Cash Flows

Essentials of Financial Statement Analysis

The Role of Financial Information in Valuation, Cash Flow Analysis and Credit Risk Assessment

The Role of Financial Information in Contracting

Receivables

Inventories

Long-Lived Assets and Depreciation

Financial Instruments as Liabilities

Financial Reporting Leases

Income Tax Reporting

Pensions and Postretirement Benefits

Financial Reporting for Owner's Equity

Intercorporate Equity Investments

Statement of Cash Flows

Overview of International Financial Reporting Differences and Inflation

Required Text

Revinse L. Collins et al. *Financial Reporting and Analysis*, 3rd ed. NJ: Prentice Hall, 2005.

Bibliography

- Benninga, Simon. *Financial Modeling*, 2nd Edition. MA: MIT Press, 2000)
- Damodaran, Aswath. *Investment Valuation: Tools and Techniques for Determining the Value of Any Asset*, 2nd Ed. NY: Wiley, 2002.
- Higgins, Robert C. *Analysis for Financial Management + Standard & Poor's Educational Version of Market Insight*, 7th edition. NY: McGraw Hill, 2003.
- Ho, Thomas S.Y., Sang Bin Lee and Sang-Bin Yi. *The Oxford Guide to Financial Modeling: Applications for Capital Markets, Corporate Finance, Risk Management and Financial Institutions*. MA: Oxford University Press, 2004.
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- Stanko, Brian and Thomas Zeller. *Understanding the Corporate Annual Report: A User's Guide*. NY: Wiley, 2002.
- Tjia, John. *Building Financial Models*. NY: McGraw Hill, 2004.
- Winston, Wayne L. *Microsoft Excel data Analysis and Business Modeling*. CA: Microsoft Press, 2000)

The Communications Dimension: Humanities V—World Civilizations II

Overview

This course will survey world civilizations from AD 1500 to the present. The purpose will be to familiarize students with major events that occurred during this period in world history. Emphasis will be placed on illustrating how these major events combine to create the base of political, economic, social and cultural trends that shape contemporary world affairs.

Objectives

At the conclusion of this Purpose, students should be able to:

1. Build a framework of world history.
2. Understand the relevance of history to contemporary events.
3. Understand the philosophical and cultural expression of Asia, Africa, and Europe.
4. Understand the factors that create a “civilization”.

Assessment

1. Attendance;
2. Participation;
3. Exams and assignments on class content and its integration into the Objectives.

Topics

Protestant Reformation
Catholic-Counter Reformation
Ming and Ching China
Tokugawa Japan
European State Building I(Stuart England) (France of Louis XIV)
Central and Eastern Europe (18th Century)
Old Regime-Intellectual History
European Imperialism (Africa)
Latin America (Colonial Period-Spain)
Europe-18th Century Wars and Continued Expansion
Islamic Empires I (Ottomans and Safavids) II (Mughals)

Central Asia, SE Asia
Scientific Revolution
Enlightenment
French Revolution
Napoleon
Congress of Vienna
Century of Independence- 19th Century Latin America
Europe 1820s-30s
Europe Mid- Century
Industrialization

Required Texts

Spodek, Howard. *The World's History*, 3rd Edition, Combined Volume. NJ: Prentice Hall, 2004.
Chapters 13-24

Bibliography

Adler, Philip J. *World Civilizations*, 3rd edition. MA: Wadsworth Publishing, 2002.
Braudel, Fernand and Sian Reynolds. *The Perspective of the World*. CA: University of California Press, 1992.
Brummett, Palmira et al. *Civilizations Past and Present*. NY: Longman, 2002.
Bulliet, Richard W. et al. *The Earth and Its Peoples: A Global History*, 3rd ed. NY: Houghton Mifflin, 2005.
Burenhult, Goran. *Old World Civilizations: The Rise of Cities and States*. NY: Harpercollins, 1994.
Corse, Theron. *World Civilizations: The Global Experience*, 4th edition. NY: Longman, 2004.
Craig, Albert M. *The Heritage of World Civilizations*, 6th edition. NY: Prentice Hall, 2001.
Langer, Erick et al. *Experiencing World History*. NY: New York University Press, 2000.
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McKay, John P. et al. *A History of World Societies*, 6th ed. NY: Houghton Mifflin, 2004.
Roberts, J. M. *The New History of the World*, 4th edition. MA: Oxford University Press, 2003.
Rogers, Perry M. *Aspects of World Civilization: Problems and Sources in History*. NY: Prentice Hall, 2002.
Sterns, Peter et al. *World Civilizations: The Global Experience*. CA: Longman, 2003.
Veldman, M. and Edward McNall Burns. *World Civilizations*, 9th edition MA: Norton & Company, 1999.
Winks, Robin W. *World Civilizations: A Brief History*, 2nd edition. MA: Rowman & Littlefield Publishers, 1993.

Definitions

Purpose

Every semester of your education at Audrey Cohen College is organized around a specific Purpose whose achievement benefits you (the professional-in-training) and those you work for and with. Each Purpose represents a particular way to help people become empowered and calls for particular kinds of knowledge and action.

Empowerment

Audrey Cohen College teaches that the empowerment of citizens should be the aim of all human service. By empowerment we mean the ability of people to act purposefully to manage their lives, meet their needs, and work with others in mutually empowering relationships to make a better world.

Dimensions[®]

The five Dimensions are lenses for looking at knowledge and performance and for understanding people and the environment. In every semester, you have classes in all five Dimensions. You make use of knowledge from the five Dimensions in your Constructive Action[®]. The Dimensions provide broad guidelines for assessing your performance in the classroom and the field.

The Values and Ethics Dimension[®]

Values are the beliefs that guide people's decisions and actions. Ethics refers to the study and adoption of principles to govern one's conduct. Human service professionals need to be clear about their own values, respect the values of others, deal productively with ethical issues, and act ethically.

The Self and Others Dimension[®]

The Self and Others Dimension is concerned with people (including oneself), their individual identity and their relationships and interactions with others. It is also concerned with exploring the human condition.

The Systems Dimension[®]

A system is a group of interacting parts that forms an entity. Examples of systems that human service professionals need knowledge about are families, communities, the human body, human service agencies, political systems, the global economy. Systems often serve as resources.

The Skills Dimension[®]

A skill is a technique for doing something, and the ability to do it competently. Every Purpose requires its own particular kinds of skills. Communications, math, accounting, economics and finance are among the skills for which business professionals have a recurring need.

The Purpose Dimension®

The Purpose Dimension is concerned with bringing together knowledge from the five Dimensions in an organized and thoughtful way to achieve a given Purpose.

Constructive Action®

You achieve your Purpose by performing a Constructive Action to benefit yourself and others. You follow the Constructive Action Method, which is a thoughtful, systematic process of planning, carrying out, and assessing the effort to achieve the Purpose.

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 is your long-term 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: 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

The background for much of this part comes from:

- your own experience and knowledge;

- material covered in Dimension seminars;
- job-related sources;
- readings and discussions in Purpose class.

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 the work area;
2. how design promotes or impedes communications, work flow, and morale;
3. how design reflects promotes or impedes productivity.

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. a description of your department/function;
5. your formal job description and role in venture at hand.

Part III:

6. An extensive description of the problem or circumstances; use examples and illustrations which have motivated this undertaking.

The basic questions to be answered by A and B, then, are:

- What is the environment in which you work? What is its physical setting? What are its professional and psychological conditions?
- How does your environment and/or your position in it support or limit your purpose or opportunity to act and to develop professionally?
- What values are communicated through non-verbal channels (e.g. use of space, size and placement of objects, desks, etc.)?

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 analysis of a solution to be undertaken as related to the Purpose to be achieved.

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. 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).

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 - [In this semester you must do a major research paper. See [Purpose Overview](#)] 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 [NOTE EACH LOG MUST BE ACCOMPANIED BY AN ABILITIES ASSESSMENT PAGE AND A "NEXT STEPS I WILL" SECTION]

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 ground work must appear as part of the documentation.

Plan of Action

| | |
|----------------|---------------|
| Name: | Purpose: |
| Date Prepared: | Date revised: |

Long-term Goal:

| Short-term Constructive Action Goal | Objectives | Strategies | Evaluation Plan |
|-------------------------------------|------------|------------|-----------------|
| | | | |
| CHECKLIST | | | |

| CA GOALS: | OBJECTIVES: | STRATEGIES: | EVALUATION PLAN: |
|---|--|--|---|
| <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. | <ul style="list-style-type: none"> - are observable; - are realistic within given time frame; - Are challenging | <ul style="list-style-type: none"> - 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 | <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, record your thoughts, feelings inferences, strategies, assumptions, etc.</p> <p>I was really nervous. My tone of voice was apologetic, but I asked for help anyway.</p> <p>Made me angry at being paid attention to; but later I was making him nervous because he doesn't know how to deal with the change I'm proposing.</p> |

Analysis by Dimension®

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 whether 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:

I will:

Others (co-workers, supervisor, et al) will:

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 |

