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## Overview of the Purpose: Building Professional Relationships

Having been introduced to the basics of business and management in Purpose I, you are now directed toward the development of professional relationships with a view toward improving communications and productivity and continuing in the development of your career as a professional.

### **The Constructive Action**

Students are required to make a plan for developing effective professional relationships, implement the plan, and evaluate the results.

### **Dimensions**

In the Values and Ethics Dimension, students will learn about the application of concepts and philosophical systems introduced in the first semester to specific areas in business, especially as these ideas relate to professions and professionalism in business and the needs to balance conflicting responsibilities to the firm, its customers, society and oneself.

In the Self and Others Dimension, students will be introduced to concepts in pure science. The subjects covered include: the taxonomy of science; the scientific method; a brief history of science; scientific research; the laboratory; scientific discoveries and inventions in agriculture, health, communications, defense, energy, transportation, entertainment, the office, and the home, and their commercial implications.

The Systems Dimension is an introduction to management data processing and systems, including computer hardware and software, telecommunications, database management and the Internet and e-commerce.

The Skills Dimension: A survey of the fundamental quantitative concepts needed in business. Topics include ratios, annuities, present value, compound interest, graphing, equations, insurance, taxation, and investments.

The Communications Dimension: An expansion of the first semester materials, introducing additional applied forms of business writing.

# The Purpose Dimension

## Overview

This weekly seminar serves as the work group for the Constructive Action. Classes and individual sessions with students center around discussions of the processes and materials necessary to accomplish the Purpose of the semester.

The other Dimension seminars: Values and Ethics, Self and Others, Systems, Skills, and Communications, provide an additional framework for analyzing the dynamics of the relationships and situations in which you are involved. The Constructive Action for Purpose II focuses on the development and improvement of your professional relationships, that is, building appropriate and effective relationships on the job, especially as they relate to your own productivity and effectiveness and that of your department.

## 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.

## Using the Dimensions in Your Constructive Action

Given your overall Purpose, consider the following issues as you plan, carry out, and assess your Constructive Action:

### Purpose

Purpose and Values and Ethics are closely tied together as aspects of the commitment to action. The Purpose Dimension calls us to action. It requires us to be aware of our intentions, to choose them consciously, to make plans around them and persist in achieving them.

**Values and Ethics**

The Values and Ethics Dimension requires us to weigh our choices, to take care that they are based on judgments that reflect our profound convictions. The Values and Ethics Dimension reminds us to look critically at the judgments we are inclined to make, to consider and reconsider our convictions. It suggests that we study and test our own ideas and frames of reference in a historical context, in order that we can make choices with wisdom, and take the fullest responsibility for our choices. Ask yourself what values and ethical issues, both organizational and personal are important to the situation. Is there a relevant conflict of values?

**The Self and Others and Systems**

The Self and Others and Systems are the Dimensions that help us to understand rather than simply to know. Thus we emphasize a working understanding of the subject matter, a readiness not simply to describe and discuss it, but to apply it, thoughtfully and appropriately, adapting it to one's purposes.

Who are the others involved in the development of your plan? What are the roles, needs, and feelings of these individuals or groups? How do you see yourself relating to them? What systems—large or small—are involved in this relationship? How?

**Skills**

Of all the Dimensions, Skills is the most directly concerned with doing. The Skills Dimension deals with the capabilities necessary to our actions. Skills are only seen in action.

No more than any other Dimension, the Skills Dimension should not confine us to the narrowly behavioral aspects of action. Skills must not be thought of simply as the mechanical component of action. Skills are only acceptable when they are appropriate to our purposes and expressive of our values. Skills must be chosen wisely and used well. We are not interested in skills in and of themselves, apart from purposes and values. They must always be seen in the context of the real situation in which they are to be used.

Skills enable us to translate understanding into action. We need a multitude of interpersonal skills to work with people, to elicit their trust and engage them in action. We need technical skills to communicate in spoken and written languages, in the language of accounting, the language of statistics, the language of maps and charts and graphs.

In what way is resolving the situation a question of skills (i.e. papers, reports, research, items)? What material will you include that originated and was developed in each Dimension, and provide evidence that you have successfully developed the Abilities?

Equally important are the skills involved in gaining the understanding that underlies our actions. We need skills to find information, recognize it, decipher it, and evaluate it. We must develop our ability to observe and interpret the world around us using a variety of frameworks. We must learn to "read" the observations and interpretations of others. These reading skills (in the broadest sense) include the ability to read many special languages and formats, such as journals and diaries, historical analyses, fiction, autobiography, scientific description, scientific explanation, poetry, the language of painting, sculpture, and music.

## Planning Phase

### a. Explore opportunities to improve the world.

Research the needs of your organization, which can be met by building or strengthening professional relationships.

These are some of the questions you should address:

- How can identify and describe the bureaucratic features of my work site using an organizational chart? How can I describe the social, natural, and technological factors at my work site which may help me develop professional relationships
- How can I established and maintain professional relationships with others at my work site that are necessary to achieve my Purpose?
- How are my own values and ethics of professionalism related to those of the organization in which I am working? How can I analyze the interdependence of the various internal and external constituencies of my organization in terms of formal and informal codes of conduct?
- How can I apply mathematical principles and skills to basic level accounting, including: accrual vs. cash accounting measurement and alternative methods of depreciation? How can I describe the perceptual demands of modern accounting methods, which require large blocks of time at video terminals, and suggest ways to reduce this source of stress? How can I identify the essentials of accounting concepts including allocating transactions into appropriate accounting categories and developing accounting reports?
- How can I research the needs of my organization, which can be met by building or strengthening professional relationships?

During the process of exploration, examine your progress in achieving your objectives, and modify your strategies as required.

### b. Choose the best goal.

Based on your analysis of various opportunities, choose the short- and long-term goals that will be best to build professional relationships.

- 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 my development of professional relationships?
- What are my short-term goals in my development of professional relationships?
- 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 develop future professional relationships?

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.

**c. Agree on a plan.**

Based on your study develop 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 developing professional relationships. Determine how you will use your knowledge in developing your future professional work.**

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 your development of professional relationships?
6. By developing professional relationships, what did you learn about yourself and the process?
7. Overall, how do you assess your ability to develop professional relationships?
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: Business Values

## Overview

Continuing to explore the ethical foundations of business practices and behavior in society, this semester we will focus on professional ethics in business. This course will focus on the societal, institutional, corporate and personal ethical issues, which can enhance or impede business relationships with supervisors, co-workers, customers and multiple constituencies. While exploring such topics as codes of ethics and professionalism; ethics and corporate performance, leadership and ethics; public confidence in corporations; etc., students will develop skills in practical decision making and the skills needed to evaluate the soundness of decisions in a business setting. Special consideration will be given the role of personal values and the different criteria that emerge for judging decisions. Through class discussions and projects, students gain experience in conflict negotiation, critical thinking, and problem resolution.

## Objectives

By the end of Purpose II, students are expected:

1. To analyze the relationship of their own values and ethics of professionalism and those of the organization for which they are working.
2. To analyze the interdependence and relationships between the various internal and external constituencies of their organization in terms of codes of conduct, both formal and informal.
3. To articulate and demonstrate the ability to explore and assess value conflicts reflecting the values of individuals and groups at the work site.
4. To develop and use strategies for dealing with value issues that affect their work.

## Assessment

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

Evidence to be included in the Constructive Action Document:

Essay defining professionalism and business as a profession.

## Topics

Values and ethics of free enterprise  
 Critics of free enterprise  
 Codes of ethics and professionalism  
 Historical roots of business values  
 Business as a profession  
 Ethics and corporate performance: evaluations of stakeholders:  
 Stockholders/workers/customers/suppliers/public/government  
 An organization's formative influences  
 Ethical decision making in business  
 Leadership and ethics  
 The value of a mentorship  
 Ecological ethics and social ethics  
 Recognizing and resolving ethical dilemmas  
 Developing social responsibility  
 Public confidence in corporations

## Required Texts

Cavanagh, Gerald F. *American Business Values*, 5th ed. NY: Prentice Hall, 2005.

## Required Reading

Selected essays on definitions of professions and professionalism:

Callahan, Joan, ed. *Ethical Issues in Professional Life*. NY: Oxford University Press, 1st ed., 1988.  
 Daniel Defoe. *Robinson Crusoe* (novel)  
 F. Scott Fitzgerald. *The Great Gatsby* (novel)

## Bibliography

Albrow, Martin. *Do Organizations Have Feelings?* New York: Routledge, 1997.  
 Aguilar, Francis J. *Managing Corporate Ethics: Learning from America's Ethical Companies: How to Supercharge Business Performance*. New York: Oxford University Press, 1994.  
 Aristotle. *Nicomachean Ethics* (Books II and VI).  
 Beauchamp, Tom L. and Norman E. Bowie. *Ethical Theory and Business*. 3<sup>rd</sup> ed. Englewood Cliffs, NJ: Prentice Hall, 1988.  
 Cavanagh, Gerald F. *American Business Values*. 3<sup>rd</sup> ed. Englewood Cliffs, NJ: Prentice Hall, 1990.  
 Certo, Samuel C. *Modern Management: Diversity, Quality, Ethics, and the Global Environment*. 7<sup>th</sup> ed. Upper Saddle River, NJ: Prentice Hall, 1997.  
 Drucker, Peter F. *Managing in a Time of Great Change*. New York: Truman Talley Books/Dutton, 1995.  
 Erikson, Erik. "The Golden Rule in the Light of New Insight" in *Insight and Responsibility*.  
 Estes, Ralph. *Tyranny of the Bottom Line: Why Corporations Make Good People Do Bad Things*. San Francisco: Berrett-Koehler Publishers, 1996.  
 Galbraith, John. *Economics and the Public Purpose*.  
 Graham, Pauline. (ed.) *Mary Parker Follett – Prophet of Management: A Celebration of Writings from*

- the 1920s*. Boston: Harvard Business School Press, 1995.
- Herman, Roger E. *Lean & Meaningful: A New Culture for Corporate America*. Greensboro, NC: Oakhill Press, 1998.
- Hitt, William D. *Ethics and Leadership: Putting Theory Into Practice*. Columbus, OH: Battelle Press, 1990.
- Hoover, Judith D., et al. *Corporate Advocacy: Rhetoric in the Information Age*. Westport, CT: Quorum Books, 1997.
- Jackson, John H. *Business and Society Today: Managing Social Issues*. Pacific Grove, CA: West Pub. Co., 1997.
- Law on Human Rights*, May 1972.
- Manley II, Walter W. *Executive's Handbook of Model Business Conduct Codes*. Englewood Cliffs, NJ: Prentice Hall, 1991.
- Mill, John Stuart. *On Liberty* (excerpt).
- Newton, Lisa H. (ed.) *Taking Sides: Clashing Views on Controversial Issues in Business Ethics and Society*. 5<sup>th</sup> ed. Guilford, CT: Dushkin/McGraw-Hill, 1998.
- Norman, Richard. *The Moral Philosophers: An Introduction to Ethics*. NY: Oxford Univ. Press, 1988.
- Phillips, Michael. *Gods of Commerce: How Business Really Works*. San Francisco: Clear Glass Press, 1997.
- Ritvo, Roger A., et al. (eds.) *Managing in the Age of Change*. Burr Ridge, IL: Irwin Professional Pub., 1995.
- Sartre Jean-Paul. "Freedom and Responsibility."
- Sheikh, Saleem. *Corporate Social Responsibilities: Law and Practice*. London: Cavendish, 1996.
- Sonnenberg, Frank K. *Managing with a Conscience: How to Improve Performance Through Integrity, Trust, and Commitment*. New York: McGraw-Hill, 1993.
- Spinoza, Benedict de *Ethics* (Books IV and V).
- Symposium on Crime and Punishment in the United States. (2<sup>nd</sup>:1995:Washington, D.C.) *Corporate Crime in America: Strengthening the "Good Citizen" Corporation: Proceedings of the Second Symposium on Crime and Punishment in the United States: September 7-8, 1995*. Washington, DC: 1995-96.
- Wilson, James Q. *The Moral Sense*. New York: Free Press, 1993.
- Winkler, Earl R. and Jerrold R. Coombs. (eds.) *Applied Ethics: A Reader*. Cambridge, MA: Blackwell, 1993.
- Zadek, Simon, et al. (eds.) *Building Corporate Accountability: Emerging Practices in Social and Ethical Accounting, Auditing and Reporting*. London: Earthscan, 1997.

## Filmography

- Silkwood* (1983) dir. Mike Nichols, 128 min.
- Roger and Me* by Michael Moore.

# The Self and Others Dimension: Science and the World of Business

## Overview

This course is an introduction to science. It examines the basic content, historical development and principal figures in the fields of biology, chemistry, physics, anatomy, physiology, genetics, nutrition, astronomy, and earth science.

## Objectives

At the conclusion of this course, you should be able to demonstrate an ability to:

1. To understand and be able to explain the difference between pure and applied science. To relate the advances in technology to basic scientific discoveries.
2. To understand the interrelationship between the different sciences and to be able to explain the evolution of such fields as biochemistry and astrophysics.
3. To develop an appreciation for the role which science plays in 21<sup>st</sup> century America.
4. To understand and illustrate various technological improvements in modern times.
5. To become familiar with the timetables of scientific development.
6. To know and be able to identify the principal players in ancient and modern scientific thought.

## Assessment

1. Final Examination
2. Quizzes
3. Research Assignments (Including Internet)
4. Attendance, punctuality and class participation

## Topics

Assembly Line  
Robot Manufacturing  
Taylorism  
The Research Laboratory  
Nylon  
Synthetic Rubber  
Bakelite  
Xerox  
Triode  
Transistor  
ENIAC

Supercomputers  
Microchip  
Thinking Machines  
Satellites  
Electric Car  
Interstate Highways  
Transatlantic Cable  
Cellular Phone  
Fiber-Optic Cable  
Panama Canal  
Chunnel  
Jet Engine  
Stealth  
Radar  
Sputnik  
Moon Landing  
Mars Probes  
Hydrogen Bomb  
Three Mile Island  
Hoover Dam  
Atom Bomb  
Solar Cells  
Windmills  
Oil Refining  
Offshore Drilling  
V-2 Rocket  
Laser  
Accelerator  
Television  
Radio Broadcasting  
Victrola  
Sound and Color Movies  
Microwave Oven  
Refrigerator  
VCR  
Walkman  
Video Games  
Personal Computer  
World Wide Web  
Zipper  
Tape  
Polaroid  
Polio Vaccine  
Penicillin  
X-Ray Tube  
Chemotherapy  
Heart Transplant  
Birth Control Pill  
In Vitro Fertilization  
Genetic Engineering

Modified Crops  
Cloning  
Frozen Foods  
Pesticides  
The Human Genome Project  
Fax Machine  
Air Conditioning  
Compact Disc  
Antibiotics  
Body Imaging

## Required Text

Trefil, Hazen. *The Sciences: An Integrated Approach*, 5th. Edition. Wiley, 2007.

## Bibliography

Amato, Ivan, editor. *Science: Pathways of Discovery*. New York: John Wiley & Sons, Inc., 2002.

Burke, James. *Circles: 50 Round Trips through History, Technology, Science, Culture*. New York: Simon & Schuster, 2000.

\_\_\_\_\_. *The Knowledge Web*. New York: Simon & Schuster, 1999.

Cardwell, Donald. *The Norton History of Technology*. New York: W.W. Norton & Company, 1995.

Carey, John, editor. *Eyewitness to Science*. Cambridge: Harvard University Press, 1995.

Easton, Thomas A. *Taking Sides: Clashing Views on Controversial Issues in Science, Technology and Society*. Fifth Edition. New York: McGraw-Hill, Inc., 2002.

Headrick, Daniel R. *The Tools of Empire: Technology and European Imperialism in the Nineteenth Century*. New York: Oxford University Press, 1981.

Hellman, Hal. *Great Feuds in Science: Ten of the Liveliest Disputes Ever*. New York: John Wiley & Sons, Inc., 1998.

Kasson, John F. *Civilizing the Machine: Technology and Republican Values in America, 1776-1900*. New York: Penguin Books, 1977.

Levinson, Paul. *The Soft Edge: A Natural History and Future of the Information Revolution*. New York: Routledge, 1997.

Marcus, Alan I. And Segal, Howard P. *Technology in America: A Brief History. Second Edition.* New York: Harcourt Brace College Publishers, 1999.

National Geographic Society. *Inventors and Discoverers Changing Our World.* Washington, D.C.: National Geographic Society, 1988.

Petroski, Henry. *The Evolution of Useful Things.* New York: Vintage Books, 1992.

Platt, Richard. *Smithsonian Visual Timeline of Inventions.* New York: Dorling Kindersley, 1994.

Purcell, Carroll. *The Machine in America: A Social History of Technology.* Baltimore: The Johns Hopkins University Press, 1995.

Rhodes, Richard, editor. *Visions of Technology: A Century of Vital Debate About Machines, Systems and the Human World.* New York: Simon & Schuster Touchstone Books, 1999.

Scientific American. *Science Desk Reference.* New York: John Wiley & Sons, Inc., 1999.

Wagner, Joan and Fiero, Alan. *Intermediate Level Science: Big 8 Review.* Middleton, New York: N&N Publishing Company, Inc., 2001.

# The Systems Dimension: Introduction to Management Data Processing

## Overview

In the Systems Dimension of this Purpose, students work both in the classroom and in the microcomputer learning center to learn the basic concepts, terms, skills, rationale, and tools of information processing. The focus is on management decision-making, both in terms of systems planning as well as personal skill building in programming business applications.

## Objectives

By the end of this dimension, you should be able to:

1. Identify the multiple uses of management information systems;
2. Identify the basic types of computer hardware and programming systems available for data processing;
3. Describe data and information requirements of decision makers;
4. Use microcomputers to perform various computerized tasks relating to management (e.g. inventory, payroll, financial forecasting, etc.) and write programs using BASIC language.
5. Demonstrate the use of MIS as a management tool.
6. Demonstrate proficiency with file, directory and disc management through DOS.

## Assessment

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

## Topics

Introduction to the computer  
The concept of the techotronic (technological and electronic society)  
Information systems for operations management and strategic advantage

Processing data on a computer system; database management  
 Types of systems  
 Hardware: processing units, peripherals, linkages  
 Solving business problems with information systems  
 Telecommunications  
 Programming business applications  
 Transaction processing and information reporting  
 MIS and managerial decision-making and executive support  
 Information systems in marketing, manufacturing, human resource management, accounting and finance  
 The DOS interface  
 Hard and soft disc management through DOS  
 File management through DOS

## Required Text

O'Brien, James. *Management Information Systems: Managing Information Technology in the Internetworked Enterprise*, 8<sup>th</sup> ed. IL: Irwin, 2007.

## Required Literature (on reserve)

"How the World Was Saved" (short story) by Stanislaw Lem from *Cyber ad*.  
 "Sweet Dreams Melissa" (short story) by Stephen Golden.

## Bibliography

- Allen, Thomas J. and Michael S. Scott Morton. (eds.) *Information Technology and the Corporation of the 1990s: Research Studies*. NY: Oxford University Press, 1994.
- Applegate, Lynda M., et al. *Corporate Information Systems Management: The Issues Facing Senior Executives*, 4<sup>th</sup> ed. Chicago: Irwin, 1996.
- Boar, Bernard H. *Practical Steps for Aligning Information Technology with Business Strategies: How to Achieve a Competitive Advantage*. NY: John Wiley, 1994.
- Burger, Jeff. *Multimedia for Decision Makers: A Business Primer*. MA: Addison-Wesley, 1995.
- Campbell-Kelly, Martin and William Astray. *Computer: A History of the Information Machine*. NY: HarperCollins, 1997.
- Edwards, Chris, et al. *The Essence of Information Systems*. NJ: Prentice Hall, 1996.
- Englander, Irv. *The Architecture of Computer Hardware Systems Software: An Information Technology Approach*. NY: John Wiley, 1996.
- Glossbrenner, Alfred and John Rosenberg. *Online Resources for Business: Getting the Information Your Business Needs to Stay Competitive*, 2<sup>nd</sup> ed. NY: John Wiley, 1995.
- Hennessy, John L. *Computer Organization and Design: The Hardware/Software Interface*, 2<sup>nd</sup> ed. CA: Morgan Kaufmann Publishers, 1998.
- Hoffman, Gerald M. *The Technology Payoff: How to Profit with Empowered Workers in the Information Age*. IL: Irwin, 1994.
- Laudon, Kenneth C. and Jane Price Laudon. *Management Information Systems: New Approaches to Organization and Technology*, 5<sup>th</sup> ed. NJ: Prentice Hall, 1998.
- Lucas, Henry C., Jr. *Information Systems Concepts for Management*, 5<sup>th</sup> ed. NY: Mitchell

- McGraw-Hill, 1994.
- McLeod, Raymond, Jr. *Management Information Systems: A Study of Computer-based Information Systems*. 6<sup>th</sup> ed. NJ: Prentice Hall, 1995.
- Mockler, Robert J. *Knowledge-Based Systems for Management Decisions*. NJ: Prentice Hall, 1989.
- Morton, Michael S. Scott. (ed.) *The Corporation of the 1990s: Information Technology and Organizational Transformation*. NY: Oxford University Press, 1991.
- Mumford, L. *Technics and Civilization*. NY: Harcourt Brace, 1934.
- Pacey, Arnold. *The Culture of Technology*. Boston: MIT Press, 1985.
- Paller, Alan with Richard Laska. *The EIS Book: Information Systems for Top Managers*. IL: Dow Jones-Irwin, 1990.
- Revolution in Real Time: Managing Information Technology in the 1990*. Boston: Harvard Business School Pub., 1991.
- Rockart, John F. and David W. De Long. *Executive Support Systems: The Emergence of Top Management Computer Use*. IL: Dow Jones-Irwin, 1988.
- Senn, James A. *Information Systems in Management*, 4<sup>th</sup> ed. CA: Wadsworth Pub. Co., 1990.
- Shurkin, Joel N. *Engines of the mind: The Evolution of the Computer from Mainframes to Microprocessors*. NY: Norton, 1996.
- Tanenbaum, Andrew S. *Computer Networks*, 3<sup>rd</sup> ed. NJ: Prentice Hall, 1996.
- Turban, Efraim. *Decision Support and Expert Systems: Management Support Systems*, 4<sup>th</sup> ed. NJ: Prentice Hall, 1995.
- Watson, Hugh J., et al (eds.) *Executive Information Systems: Emergence, Development, Impact*. NY: John Wiley, 1992.

## Filmography

- Tron* (1982) dir. S. Lisberger. 96 min.
- War Games* (1983) dir. John Badham. 110 min.

## The Skills Dimension: Technical Quantitative Analysis for Business

### Overview

This course will enable students to develop an understanding of basic mathematical operations used to solve practical business problems. In addition, students will learn to use basic economic and financial measurements as quantitative tools that aid in the making of managerial decisions and that allow for the quantitative evaluation of business performance. Students will also be able to apply these quantitative techniques as tools to evaluate and enhance their own career options and preferences.

### Objectives

At the conclusion of this dimension, you should:

1. Understand the importance of quantitative measurement as a basic source of business information;
2. Be able to interpret graphical representations of indices and statistics used in business;
3. Know the key measures used and their relationships in analyzing different types of businesses;
4. Show increased competence in basic and intermediate arithmetical operations and in understanding mathematical concepts;
5. Be able to use knowledge from this Dimension to:
  - a. Support your self-analysis for the Constructive Action with quantitative data;
  - b. Assess your strengths and weaknesses in dealing with quantitative material.

### Assessment

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

### Topics

Review of arithmetic operations  
Calculation techniques (electronic and manual)  
Estimation techniques  
Types of functional relationships (linear, non-linear, etc.)  
Interpretations of graph data  
Mark-up, discounts, and other merchandise arithmetic  
Basic economic and financial measurements  
The economic individual—people as producers, consumers and risk-takers  
Personal financial assessment and planning

## Required Texts

Cleaves, Cheryl and Margie Hobbs. *Business Math*, 8<sup>th</sup> ed. NJ: Prentice-Hall, 2008.

## Bibliography

- Anderson, David R., et al. *An Introduction to Management Science: Quantitative Approaches to Decision Making*, 8<sup>th</sup> ed. MN: West Pub. Co., 1996.
- Anderson, David R., et al. *Quantitative Methods for Business*, 7<sup>th</sup> ed. OH: South-Western Pub. Co., 1998.
- Bierman, Harold. *Quantitative Analysis for Business Decisions*, 9<sup>th</sup> ed. IL: Richard D. Irwin, 1997.
- Bowen, Earl K., et al. *Mathematics, With Applications in Management and Economics*, 6<sup>th</sup> ed. IL: Irwin, 1987.
- Clar, Lawrence M. and James A. Hart. *Mathematics for Business & Personal Finance*, 2<sup>nd</sup> ed. IO: Kendall/ Hunt Pub. Co., 1997.
- Garman, E. Thomas. *Personal Finance*, 5<sup>th</sup> ed. NY: Houghton Mifflin, 1996.
- Goodman, Jordan E. and Sonny Bloch. *Everyone's Money Book*. Chicago: Dearborn Financial Pub., 1994.
- Hallman, G. Victor and Jerry S. Rosebloom. *Personal Financial Planning*, 5<sup>th</sup> ed. NY: McGraw-Hill, 1993.
- Higgins, Robert C. *Analysis for Financial Management*, 5<sup>th</sup> ed. IL: Richard D. Irwin, 1997.
- Kaplan, Wilfred. *Advanced Calculus*, 4<sup>th</sup> ed. MA: Addison-Wesley, 1992.
- Kaufmann, Jerome E. *Elementary and Intermediate Algebra: A Combined Approach*, 2<sup>nd</sup> ed. CA: Brooks Cole Pub. Co., 1998.
- Lapin, Lawrence L. *Quantitative Methods for Business Decisions: With Cases*, 6<sup>th</sup> ed. CA: Wadsworth Pub. Co., 1996.
- Levin, Richard I., et al. *Quantitative Approaches to Management*, 8<sup>th</sup> ed. NY: McGraw-Hill, 1993.
- Patterson, Martha Priddy. *Working Woman's Guide to Financial Planning: Saving and Investing Now for a Secure Future*. NJ: Prentice Hall, 1993.
- Porter, Sylvia. *Sylvia Porter's Your Finances in the 1990s*. NY: Prentice Hall, 1990.
- Quinn, Jane Bryant. *Making the Most of Your Money: Smart Ways to Create Wealth and Plan Your Finances in the 90's*. NY: Simon & Schuster, 1991.
- Render, Barry and Ralph M. Stair, Jr. *Quantitative Analysis for Management*, 6<sup>th</sup> ed. NJ: Prentice Hall, 1996.
- Stillman, Richard J. *Guide to Personal Finance: A Lifetime Program of Money Management*, 5<sup>th</sup> ed. NJ: Prentice Hall, 1988.
- Wolf, Harold A. *Personal Financial Planning*, 8<sup>th</sup> ed. Boston: Allyn & Bacon, 1989.
- Wright, John W. *The American Almanac of Jobs and Salaries*. NY: Avon Books, 1996.

# The Skills Dimension: Communications

## Written and Oral Communications

### Overview

While refining the business writing and communication skills acquired in Purpose I, will help students develop the skills necessary for successful interactional communication (ie, meetings, conferences, oral presentations, essay structure) in a professional setting.

### Objectives

At the end of the course, students will be competent in the following areas:

1. The basic skills of developing and ordering thoughts in a logical sequence to serve a specific information purpose;
2. The ability to use library and research materials;
3. Facility with various forms of business writing.

### Assessment

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

### Required Assignment

Take "Style of Thinking" Assessment test from Harrison and Bramson text. In paragraph one, state which style you are and explain the characteristics of that style. In second paragraph, state whether you agree or disagree with the assessment and why. Try to give the test to the person with whom you are developing your professional relationship.

Evidence to be included in the Constructive Action Document:

A minimum of two short research essays exploring any of the following topics in relation to their Constructive Action: \*

- A definition of professionalism
- Styles of thinking
- Cultural differences in communication styles
- Authority: uses and abuses
- Organizational behavior as it relates to the Constructive Action area

- Obstacles to successful communication
- Mentoring—what it is, how it works, how one finds/recognizes/negotiates a mentor
- Professional networks and alliances
- Coping with difficult people

\* You may negotiate an essay on a topic of your choice, provided you obtain the written approval of your Dimensions and Constructive Action instructors.

## Topics

Interactional communications:  
 Meetings and conference skills  
 Critical listening skills  
 Data development  
 Essay structure  
 Outlining  
 Research and library skills  
 Oral presentation

## Required Texts

Locker, Kitty. *Business and Administrative Communications*, 8<sup>th</sup> Ed. New York: Irwin/McGraw Hill, 2007.  
 Harrison, A. and R. Bramson. *The Art of Thinking*. NY: Berkeley, 1985.

## Supplemental Reading

Branson, R. *Coping with Difficult People*. NY: Ballantine, 1981.  
*The Inspector General* (play) by Nikolai Gogol.  
 "Cathedral" (short story) by Raymond Carver.

## Recommended Text

Hacker, Diane. *A Writer's Reference 4<sup>th</sup> edition*: St. Martin's, 2003

## Bibliography

- Bacon, Terry and Lawrence Freeman. *Business Writer's Quick Reference Guide*. New York: John Wiley, 1986.
- Bailey, Edward and Larry Bailey. *Plain English at Work: A Guide to Writing and Speaking*. New York: Oxford University Press, 1996.
- Bly, Robert. *The Elements of Business Writing (Elements of Series)*. New York: Macmillan General Reference, 1992.
- Booth, Wayne, et al. *The Craft of Research (Chicago Guides to Writing, Editing and Publishing)*. Chicago: University of Chicago Press, 1995.
- Brown, Leland. *Communicating Facts and Ideas in Business*. Englewood Cliffs, NJ: Prentice-Hall, 1982.
- Daniells, Lorna. *Business Information Sources*. Berkeley: University of California Press, 1993.

- Dumaine, Deborah. *Write to the Top: Writing for Corporate Success*. New York: Random House, 1983.
- Geffner, Andrea. *Business English: A Complete Guide to Developing an Effective Business Writing Style*. 3<sup>rd</sup> ed. Hauppauge, NY: Barron's Educational Series, 1998.
- Hubbuck, Susan. *Writing Research Papers Across the Curriculum*. Orlando, FL: HBJ College and School Division, 1995.
- Lester, James. *Writing Research Papers: A Complete Guide*. 8<sup>th</sup> ed. Reading, MA: Addison-Wesley, 1997.
- Ronstadt, Robert. *The Art of Case Analysis: A Guide to the Diagnosis of Business Situations*. 2<sup>nd</sup> ed. Dana Point, CA: Lord Publishing, 1993.
- Stilman, Anne. *Grammatically Correct: The Writer's Essential Guide to Punctuation, Spelling, and Style Usage and Grammar*. Cincinnati, OH: Writers Digest Books, 1997.
- Stuckey, Marty. *Basics of Business Writing (Worksmart Series)*. New York: AMACOM, 1992.

## 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<sup>®</sup>

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<sup>®</sup>. The Dimensions provide broad guidelines for assessing your performance in the classroom and the field.

### The Values and Ethics Dimension<sup>®</sup>

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<sup>®</sup>

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<sup>®</sup>

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, and the global economy. Systems often serve as resources.

### The Skills Dimension<sup>®</sup>

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 has 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
<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>	<ul style="list-style-type: none"> <li>- are observable;</li> <li>- are realistic within given time frame;</li> <li>- Are challenging</li> </ul>	<ul style="list-style-type: none"> <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>	<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, 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: