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Overview of the Purpose: Working In Groups

In Purpose I, the focus was on assessing yourself, your readiness for a career in business, and planning for your own development as a professional. In Purpose II, the focus was on professional relationships, primarily improving one-on-one relationships, as well as expanding basic functional business knowledge.

In Purpose III, you progress to the next important level of professional competence, working with groups. The overall aim of Purpose III, then, is to assist students in becoming effective and productive leaders and members of groups. Taken together, Purposes I, II, and III provide the core of knowledge and skills necessary for the understanding of and advancement to other performance areas of a more technical nature.

Despite the fact that in most instances people are evaluated on their individual performance, we actually accomplish the tasks of living as members of various groups: family, neighborhood, school, and friends, to name the obvious. The same holds true in the work setting where the accomplishment of tasks is carried out with and through the groups existing within the corporation and its environment. Internally, these groups are both formal and informal, including functional or departmental groups, hierarchical groups, and information groups, i.e. networks or the "grapevine."

The Constructive Action

For their Constructive Actions, students must work as a member of a group to set goals and carry out a significant task or course of action.

Dimensions

In the Values and Ethics Dimension class, will provide a comparative analysis of ethical issues and practices in different cultures and societies. The United States continues to be the "melting pot" for various groups. This may affect the marketing and human resource practice of many business organizations. The increasing internationalization of business has made it imperative to understand cultures and societies.

In the Self and Others Dimension, you will learn about group skills; group dynamics; leadership and the use of power; group goal setting; problem solving and decision making; cohesion; member need; trust and group norms.

The Systems Dimension class examines economic principles that influence the economy and the structure of our society.

The Skills Dimension: In Principles of Accounting, accounting is examined as a tool for organizing business information. Instruction makes use of microcomputers as an accounting tool.

The Communications Dimension: Students will learn about the preparation of strategic communications for practicing managers including memoranda, proposals, negotiations, and creative problem solving.

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 project for the Purpose.

The Constructive Action for Purpose III focuses on becoming effective group leaders and members through an understanding of group behavior at all levels.

Readings and materials are presented to supplement the other classes and clarify the performance area, with special emphasis on persuasion skills, group dynamics, and the influence of cultural variables.

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 group processes needs of my organization, which can benefit from the Constructive Action.

These are some of the questions you should address:

- How can I identify both the formal and informal structures within my group? How can I describe the social, natural, and technological factors, including management information systems, which will affect group dynamics?

- How can I establish and maintain an appropriate strategy for working in my group, especially as it relates to the Constructive Action?
- How can I describe my values as they pertain to the effectiveness of group process work? How can I outline and describe the values and attitudes of persons in my work site towards various racial and ethnic groups? How can I provide an historical context for the analysis?
- How can I apply mathematical principles and skills to intermediate accounting including: interpretation of financial statements and the impact of taxes on business decisions? How can I identify the body language of each group member and attempt to detect contradictory statements with movement or facial gestures? How can I describe the different financial approaches to partnerships and corporations?
- How can I research the group processes needs of my organization, which can benefit from the Constructive Action?

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 the group and needs analysis, identify goals for the uses of the group process milieu in my organization.

- 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 working with groups?
- What are my short-term goals in working with groups?
- 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 work with groups?

Maintain a record of all strategic progress with an evaluation of each recorded event to facilitate revision of the plan if necessary. Explain how your newly acquired knowledge is being used to achieve the Purpose.

c. Agree on a plan.

Based on your study of group processes develop a plan to meet your goals which includes 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 working with groups. Determine how you will use your knowledge in working with groups in the future.

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 working with groups?
6. By working with groups, what did you learn about yourself and the process?
7. Overall, how do you assess your ability to work with groups?
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: Cross Cultural Values and Ethics

Overview

The United States continues to be the "melting pot" for various groups of individuals. This may affect the marketing and human resource practices of many business organizations. The increasing internationalization of business has made it even more imperative to understand different cultures and societies. The Values and Ethics Dimension in this Purpose will undertake a comparative analysis of ethical issues and practices in different cultures and societies, and race and minority issues in the development of American society and social thought.

Objectives

By the end of the semester, students are expected to:

1. Understand the values and ethics of the diverse cultural groups in the U.S.A. and to be able to discuss issues of race, religion, ethnicity, social class and gender;
2. Understand the influence these values and ethics can have on family, employees and business activities;
3. Understand and be sensitive to the managerial, economic, and political ramifications of cultural differences in the values of different organizations and societies;
4. Gain sensitivity and awareness of cultural difference in order to diminish prejudice, hatred and racism;
5. Apply negotiation techniques to bring about cultural cooperation and synergy at work and in society at large.

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:

1. Complete Organization Test in *Managing Cultural Differences* (Appendix D, pp, 585-593).
2. Essay or report defining culture, corporate culture, one's own corporate culture and describing and analyzing the cultural diversity at one's own work place, noting strengths and weaknesses in work group interactions.

Topics

Intercultural communications: universals of communications and cultural variations
 Racial and ethnic relations; definitions of race; ethnicity; racism; prejudice; stereotypes; chauvinism; ethnocentrism
 Sociocultural, psychocultural and linguistic influences in intercultural interaction
 Cross-cultural comparisons of values and conceptual frameworks including socialization; social stratification; and self-definition
 Corporate culture and team culture; multicultural understanding and negotiation; cross-cultural learning and management; cultural differences and resources; Japanese vs. American management style
 Cultural differences in the meaning and value of work, leadership, group membership, styles of negotiating, conflict resolution, role relations, power perception, and corporate culture
 To understand the role of the manager as a creator of cultural collaboration, a leader of work and team cultures and a negotiator of cultural change
 The Immigrant Experience: marginality, adaptation and assimilation
 Race relations in the US: origin and characteristics of ethnic groups, including Native Americans, East and West Europeans, Asian Americans, Afro-Americans, Jewish Americans; the American Mosaic

Required Text

Knepler & Knepler. *Crossing Cultures: Readings for Composition*, 6th ed. Boston: Allyn & Bacon, 2003.
 Parrillo, Vincent. *Strangers to These Shores*, 9th ed. MA: Allyn & Bacon, 2008.

Required Readings (on reserve except for novel)

The Diary of Ann Frank (autobiography).
 "I Have a Dream" (speech) by Martin Luther King.
 "A Dream Deferred" (poem) by Langston Hughes.
 "White Man's Burden" (poem about imperialism) by Rudyard Kipling.
 "To Be Superior" (poem) by D. H. Lawrence.
 The Prologue to *The Invisible Man* (novel) by Ralph Ellison.

Required Filmography

A Class Divided, documentary, 1 hour.
Memory of the Camps, documentary, 1 hour.
Portraits in Black, dir. Giulio Pontecorvo, drama about imperialism, 1970, 112 minutes.
 Optional: *Burn*.

Supplemental Reading

- Harris, Philip and Moran, Robert. *Managing Cultural Differences: High Performance Strategies for Today's Global Manager*. 2nd ed. TX: Gulf Publishing Co., 1987.
- Horowitz, Donald. *Ethnic Groups in Conflict*. CA: University of California Press, 1985.
- Sowell, Thomas, *The Economics and Politics of Race: An International Perspective*. NY: Morrow, 1985.

Bibliography

- Barnet, Richard J. and John Cavanagh. *Global Dreams: Imperial Corporations and the New World Order*. NY: Simon & Schuster, 1994.
- Beauchamp, Tom L. (ed.) *Case Studies in Business, Society, and Ethics*, 4th ed. NJ: Prentice Hall, 1998.
- Brady, F. Neil. (ed.) *Ethical Universals in International Business*. NY: Springer, 1996.
- Brake, Terence, et al. *Doing Business Internationally: The Cross-Cultural Success*. NJ: Princeton Training Press, 1992.
- Bulmer, Martin & John Solomos. *Racism*.
- Chesnow, Neil. *The World-Class Executive: Everything You Needed to Know to Do Business Around the World*. NY: Bantam, 1985.
- Deepwell, Kathy. *Women Artists & Modernism*. Manchester: Manchester University Press, 1998.
- Donaldson, Thomas. *The Ethics of International Business*. NY: Oxford University Press, 1989
- Dunning, John H. *The Globalization of Business: The Challenge of the 1990s*. London: Routledge, 1993.
- Hoffman, W. Michael (ed.) *Emerging Global Business Ethics*. CT: Quorum Books, 1994.
- Howe, Irving. *World of Our Fathers*. NY: Bantam, 1980.
- Kane, Robert. *Through the Moral Maze: Searching for Absolute Values in a Pluralistic World*. NY: North Castle Books, 1996.
- O'Hara-Devereaux, Mary and Rober Johansen. *Globalwork: Bridging Distance, Culture, and Time*. CA: Jossey-Bass, 1994.
- Pedersen, Paul. *The Five Stages of Culture Shock: Critical Incidents Around the World*. CT: Greenwood Press, 1995.
- Poynter, James M. *Multicultural Multinational Adjustment & Readjustment*. IA: Kendall/Hunt Publishing Co., 1995.
- Shames, Germaine W. *Transcultural Odysseys: The Evolving Global Consciousness*. ME: Intercultural Press, 1997.
- Shaw, William H. *Moral Issues in Business*, 7th ed. CA: Wadsworth Publishing, 1998.
- Shepard, Steven. *Managing Cross-Cultural Transition: A Handbook for Corporations, Employees, and Their Families*. NY: Aletheia Publications, 1998.
- Solomon, Robert C. *The New World of Business: Ethics and Free Enterprise in the Global 1990s*. MD: Littlefield Adams Quality Paperbacks, 1994.
- Tichy, Noel M. and Andrew R. McGill. (eds.) *Corporate Global Citizenship: Doing Business in the Public Eye*. CA: New Lexington Press, 1997.
- Vickers, Geoffrey, Sir. *Value Systems and Social Process*. London: Tavistock Publications, 1968.
- Wendt, Henry. *Global Embrace: Corporate Challenges in a Transnational World*. NY: Harper Business, 1993.

Novels

Achebe, Chinua. *No Longer at Ease*. NY: Fawcett, 1960.

Ellison, R. *The Invisible Man*.

Forster, E.M. *Passage to India*.

Hughes, Langston. *The Ways of the White Folk*. NY: Hill & Wang, 1974.

Play

Genet, Jean. *The Blacks*. NY: Grove, 1970 (drama).

The Self and Others Dimension: Introduction to Sociology

Overview

The Self and Others Dimension of this Purpose will introduce students to the science of social relationships by applying the key concepts and leading theories of sociology to contemporary social issues and institutions. Students will study such areas as the work life, group dynamics, role behavior, and culture from various sociological perspectives. We will analyze the socialization process as it affects how we see each other and ourselves in relation to different groups. By applying sociological concepts to everyday issues, we will develop a "way of seeing" that clarifies the social world around us.

Objectives

1. To learn how to approach and analyze the collective behavior of organized groups of people—at work, at home and in society.
2. To learn how to apply sociological concepts in dealing with groups and institutions and learn how they affect a service oriented society.
3. To develop an appropriate strategy for participation in groups, especially in relation to the Constructive Action.
4. To learn and put into practice techniques of conflict resolution, negotiation and cooperation.

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:

A research essay, the topic of which is to be approved by the Dimension instructor and the Constructive Action instructor. For example, any of the following topics may be chosen:

1. A major social theorist, his/her theory and how it relates to the student's Constructive Action;
2. The social construction of reality;
3. Gender and race in organizations;
4. Social stratification or social class in America.

Topics

Major sociological and cultural concepts
The socialization process
Sociological theory and methods of sociological research
Defining culture and corporate culture
Society and its function; society and conflict
Social interaction in everyday life and group dynamics
Group think and group behavior
Interaction of the individual and the group
Leadership styles
Group membership styles
Group influence and group emotion
Problem solving, conflict resolution and decision making in groups
The economy and work
Social stratification
Social class in America and social morality
Collective behavior and social movements
Social change and modernity
The social significance of race and ethnicity; sex and gender
Aging and the elderly; the graying of American society

Required Text

Macionis, John. *Sociology*, 12th ed. NJ: Prentice Hall, 2007.

Required Readings (on reserve)

Ionesco, Eugene. *Rhinoceros* (play).
Jackson, Shirley. "The Lottery" (short story).

Required Filmography

28 UP, documentary by Michael Apted, 1984.
Blue Collar dir. Paul Schrader (race relations and worker/management relations in an auto plant).

Suggested Supplemental Reading

Watson, Tony. *Sociology, Work and Industry*. NY: Routledge, Chapman & Hall, 1980.

Bibliography

Argyris, Chris. *Integrating the Individual and the Organization*. NJ: Transaction Publishers, 1990.

- Babbie, Earl R. *The Practice of Social Research*, 8th ed. CA: Wadsworth, 1998.
- Bailey, Joe. *Ideas and Intervention: Social Theory for Practice*. London: Routledge & Kegan Paul, 1980.
- Bellamy, Edward. *Looking Backward*. (novel)
- Benjamin, Alfred. *Behavior in Small Groups*. NJ: Houghton Mifflin, 1978.
- Bennis, Warren G. *On Becoming a Leader*. MA: Addison-Wesley, 1994.
- Bradford, Leland. *Group Development*. 2nd ed. CA: University Associates Inc., 1978.
- Douglas, Tom. *Groups: Understanding People Gathered Together*. London: Tavistock Publications, 1983.
- Feigelman, William. (ed.) *Sociology Full Circle: Contemporary Reading on Society*, 6th ed. TX: Harcourt Brace Jovanovich, 1993.
- Fenton, Steve, et al. *Durkheim and Modern Sociology*. MA: Cambridge UP, 1984.
- Giddens, Anthony. *Modernity and Self-Identity: Self and Society in the Late Modern Age*. CA: Stanford University Press, 1991.
- Glass, Neil M. *Management Masterclass: A Practical Guide to the New Realities of Business*. London: Nicholas Brealey, 1997.
- Henslin, James M. *Sociology: A Down-To-Earth Approach*, 4th ed. Boston: Allyn and Bacon, 1998.
- Hodgetts, Richard M. *Modern Human Relations at Work*, 6th ed. TX: Dryden Press, 1996.
- Homans, George Caspar. *The Human Group*. NY: Harcourt Brace, 1950.
- Janis, Irving L. *Groupthink: Psychological Studies of Policy Decisions and Fiascoes*, 2nd ed. Boston: Houghton Mifflin, 1982
- Katzenbach, Jon R. and Douglas K. Smith. *The Wisdom of Teams: Creating the High-Performance Organization*. NY: HarperBusiness, 1994.
- Klopf, Donald W. *Interacting in Groups: Theory and Practice*, 4th ed. CO: Morton, 1994.
- Kouzes, James M. and Barry Z. Posner. *The Leadership Challenge: How to Keep Getting Extraordinary Things Done in Organizations*. CA: Jossey-Bass, 1997.
- Lewin, Kurt. *Resolving Social Conflicts; and, Field Theory in Social Science*. D.C.: American Psychological Assn., 1997.
- Madsen, Richard, et al. *The Good Society*. Reprint ed. NY: Vintage Books, 1992.
- Masterson, John T. and Steven A. Beebe. *Communicating In Small Groups: Principles and Practices*. MA: Addison-Wesley, 1996.
- Napier, Rodney and Matti K. Gershenfeld. *Groups: Theory and Experience*, 5th ed. Boston: Houghton Mifflin, 1993.
- Postman, Neil. *Technology: The Surrender of Culture to Technology*. NY: Vintage Books, 1993.
- Reece, B. and Rhonda Brandt. *Effective Human Relations in Organizations*, 6th ed. Boston: Houghton Mifflin, 1992.
- Veblen, Thorstein B. *The Theory of the Leisure Class*. NY: Prometheus Books, 1998. (Originally Published: McMillan Co., 1899).
- Wilson, James Q. *The Moral Sense*. Reprint edition. NY: Simon & Schuster, 1997.
- Zander, Alvin. *Making Groups Effective*, 2nd ed. CA: Jossey-Bass, 1994.
- Zander, Alvin. *Motives & Goals in Groups*. NJ: Transaction Publishers, 1996.

The Systems Dimension: Macroeconomics

Overview

This course will explore basic economics principles and concepts that influence the economy as a whole. Topics explored include business cycles, employment, unemployment, inflation and growth. We will also discuss economic institutions and explore economic approaches to social problems.

Objectives

1. To understand how economic institutions influence the economy.
2. To analyze the role of government and fiscal policies and their relation to economic stability or fluctuation.
3. To understand general levels of output, employment and prices in the economy as a whole.
4. To have an understanding of the underlying values and assumptions which guide economic behavior at the policy-making level.
5. To assess the role of money in determining levels of economic activity.
6. To understand the growing importance of the service sector to the economy of the U.S.

Assessment

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

Topics

Economic institutions
Economic policy
Economic growth
Business cycles
Unemployment
Inflation
Monetary policy
Productivity
Aggregate demand and supply: Keynesian vs. classical model
Deficits and debt
GNP concepts and measurements
Government's role in the economy
International policy

Required Text

Colander, David. *Macroeconomics*, 7th ed. Boston: McGraw-Hill, 2007.

Bibliography

- Bowden, Elbert V. *Economics: The Science of Common Sense*. 8th ed. Cincinnati, OH: South-Western Pub. Co., 1994.
- Buchanan, James M. *Ethics and Economic Progress*. Norman, OK: University of Oklahoma, 1994.
- Dornbusch, Rudiger, et al. *Macroeconomics*. 7th ed. Boston: McGraw-Hill/Irwin, 1998.
- Drucker, Peter F. *Post-capitalist Society*. New York: HarperBusiness, 1993.
- Eggert, James. *What is Economics?* 4th ed. Mountain View, CA: Mayfield Publishing, 1997.
- Eisner, Robert. *The Misunderstood Economy: What Counts and How to Count It*. Boston: Harvard Business School Press, 1994.
- Friedman, Milton. *Bright Promises, Dismal Performance: An Economist's Protest*. 3rd ed. Sun Lake, AZ: Thomas Horton & Daughters, 1983.
- Fuchs, Victor R. and Irving F. Leveson. *Service Economy*. New York: National Bureau of Economic Research, 1968.
- Galbraith, John Kenneth. *The Affluent Society*. New York: Houghton Mifflin, 1998.
- Galbraith, John Kenneth. *Almost Everyone's Guide to Economics*. Harmondsworth: Penguin, 1981.
- Galbraith, John Kenneth. *American Capitalism: The Concept of Countervailing Power*. New Brunswick, NJ: Transaction Publishers, 1993.
- Galbraith, John Kenneth. *Economics and the Public Purpose*. New York: New American Library, 1988.
- Galbraith, John Kenneth. *Economics in Perspective: A Critical History*. Boston: Houghton Mifflin, 1987.
- Galbraith, John Kenneth. *A Journey Through Economic Time: A Firsthand View*. Boston: Houghton Mifflin, 1994.
- Hatten, Mary Louise. *Macroeconomics for Management*. 2nd ed. Englewood Cliffs, NJ: Prentice Hall, 1986.
- Hazlitt, Henry. *Economics in One Lesson: 50th Anniversary Edition*. San Francisco: Laissez Faire Books, 1996.
- Heilbroner, Robert L. *The Making of Economic Society*. 10th ed. Upper Saddle River, NJ: Prentice Hall, 1998.
- Heilbroner, Robert L. and James K. Galbraith. *The Economic Problem*. 9th ed. Englewood Cliffs, NJ: Prentice Hall, 1990.
- Heilbroner, Robert L. and James K. Galbraith. *Understanding Macroeconomics*. 9th ed. Englewood Cliffs, NJ: Prentice Hall, 1990.
- Marx, Karl. *Capital: A Critique of Political Economy*. New York: Penguin Books, 1990.
- McConnell, Campbell R. *Economics: Principles, Problems, and Policies*. 4th ed. Boston: Irwin/McGraw-Hill, 1998.
- Meadows, Donella H. et al. *The Limits to Growth; A Report for the Club of Rome's Project on the Predicament of Mankind*. New York: University Books, 1972.
- Samuelson, Paul A. and William D. Nordhaus. *Economics*. 15th ed. New York: McGraw-Hill, 1995.
- Peterson, Willis L. *Principles of Economics. Macro*. 9th ed. St. Paul, MN: Hobar Publications, 1994.
- Sachs, Jeffrey D. and Felipe Larrain B. *Macroeconomics in the Global Economy*. Englewood Cliffs, NJ: Prentice Hall, 1993.

The Skills Dimension: Technical Principles of Accounting

Overview

This course is designed to give students an understanding of basic accounting concepts and their use in the evaluation, planning, and control of the business enterprise. We will cover the accounting cycle, income determination, and financial reporting. In addition, students will learn about the nature of information contained in financial statements, their relationship to one another, and the basic tools of interpretation for informed decision-making.

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.

Evidence to be included in the Constructive Action Document:

Financial statement analysis also used in Systems class.

Topics

Developmental history of accounting and its social impact
Conceptual framework of accounting
Income statement
Balance sheets
Statement of cash flows
Financial statement analysis
Managerial accounting
Cost-volume-profit analysis
Budgeting and performance reporting

Required Text

Williams et al. *Financial and Managerial Accounting: The Basis for Business Decisions*, 14th ed. NY: Irwin/McGraw-Hill, 2007.

Poetry

Ezra Pound. "Userer" from Canto XLV.

Play

Elmer Rice, *The Adding Machine*.

Bibliography

- Ameiss, Albert P. and Nicholas A. Kargas. *Accountant's Desk Handbook*. 3rd ed. Englewood Cliffs, NJ: Prentice Hall, 1988.
- Anthony, Robert N. and James S. Reece. *Accounting Principles*. 7thed. Chicago: Irwin, 1995.
- Anthony, Robert N. *Essentials of Accounting*. 5th ed. Reading, MA: Addison-Wesley, 1993.
- Blake, John. *Company Reports and Accounts: Their Significance and Uses*. London: Pitman, 1987.
- Brockington, Raymond. *Dictionary of Accounting & Finance*. Philadelphia: Trans-Atlantic Pub., 1993.
- Carmichael, D. R., et al. (eds.) *Accountants' Handbook*. 8th ed. New York: John Wiley & Sons, 1996.
- Chang, Lucia S. and Kenneth S. Most. *The Perceived Usefulness of Financial Statements for Investors' Decisions*. Miami: Florida International University Press, 1985.
- Claire, May. *Effective Writing: A Handbook for Accountants*. 3rd ed. Englewood Cliffs, NJ: Prentice Hall, 1992.
- Cooper, W. N., et al. *Kohler's Dictionary for Accountants*. 6th ed. Englewood Cliffs, NJ: Prentice Hall, 1983.
- Davidson, Sidney. *Handbook of Modern Accounting*. 3rd ed. New York: McGraw-Hill, 1983.
- Estes, Ralph. *Dictionary of Accounting*. 2nd ed. Cambridge, MA: MIT Press, 1985.
- Fess, Philip E. and Carl S. Warren. *Accounting Principles*. 16th ed. Cincinnati, OH: South-Western Pub. Co., 1990.
- Hendrickson, Aletha S. *Writing for Accountants*. Cincinnati, OH: Southwestern Pub. Co., 1993.
- Hendriksen, Eldon S and Michael F. van Breda. *Accounting Theory*. 5th ed. Homewood, IL: Richard D. Irwin, 1992.
- Johnson, Glenn L. and James A. Gentry, Jr. *Finney and Miller's Principles of Accounting-Introductory*. 8th ed. Englewood Cliffs, NJ: Prentice Hall, 1980.
- Kam, Vernon. *Accounting Theory*. 2nd ed. New York: John Wiley, 1990.
- Keller, Donald E., et al. *Management Accountants' Handbook*. 4th ed. New York: John Wiley, 1992.
- Larson, Kermit D. *Fundamental Accounting Principles*. 12th ed. Homewood, IL: Irwin, 1990.
- Merrill Lynch, Pierce, Fenner & Smith Inc. *How to Read a Financial Report*. 5th ed. Philadelphia: Merrill Lynch, 1984.
- Miller, Barry E. and Donald E. Miller. *How to Interpret Financial Statements for Better Business Decisions*. New York: AMACOM, 1991.

Moscove, Steven and Mark G. Simkin. *Accounting Information Systems: Concepts and Practice for Effective Decisions*. 4th ed. New York: John Wiley & Sons, 1990.

Nickerson, Clarence B. *Accounting Handbook for Nonaccountants*. 3rd ed. New York: Van Nostrand Reinhold, 1986.

O’Glove, Thornton L. *Quality of Earnings: The Investor’s Guide to How Much Money a Company is Really Making*. New York: Free Press, 1987.

Wisdon, John C. *U.S. Master Accounting Guide*. Chicago: Commerce Clearing House, 1997.

Wolk, Harry I. et al. *Accounting Theory: A Conceptual and Institutional Approach*. 4th ed. Cincinnati, OH: South-Western Pub. Co., 1997.

The Communications Dimension: Managerial Communications

Overview

This course will prepare students for the kind of directed thinking required to develop professional strategic communications for practicing managers. The student must be capable of communicating in various modes, whether simple memoranda, proposals, developing negotiations or providing creative problem solving. Students will work on a variety of techniques, both oral and written.

Objectives

By the end of the course, students should be capable of:

1. analyzing the communication environment,
2. selecting a communication style,
3. demonstrating constructive communication strategies in terms of managerial listening, motivating and improving performance and resolving conflicts; and
4. using persuasion and negotiation techniques.

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:
(to be discussed with Communication and Constructive Action instructors)

1. Resume update
2. Three (3) short essays on any of the following topics:
 - Negotiation styles
 - Leadership styles
 - Roles of members in a group
 - Diversity within a group

Topics

Communication planning, organizing and disseminating
Written managerial communications
Oral managerial communications

Essay writing
Proposal writing
Persuasion techniques
Negotiation techniques
Evaluating communication effectiveness

Required Texts

Thill & Bovée. *Excellence in Business Communication, 8th Edition*. NJ: Prentice Hall, 2008.

Required Readings

Shakespeare, William. *The Merchant of Venice* (play). Signet Classic.
Golding, William. *Lord of the Flies* (novel). Perigee, 1954.

Recommended Text

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

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- Varner, Iris and Linda Beamer. *Intercultural Communication in a Global Workplace*. Chicago: Irwin, 1995.
- Weaver, Richard. *Understanding Interpersonal Communication*, 7th ed. MA: Addison-Wesley, 1996.

Novels

- The Autobiography of Malcolm X*.
- Faulkner, William. *As I Lay Dying*.
- _____. *The Sound and the Fury*.
- Kekey, Melvin. *A Different Drummer*.
- Lewis, Oscar. *The Children of Sanchez*.
- Malamud, Bernard. *The Fixer*.
- Marquez, Gabriel. *One Hundred Years of Solitude*.
- Mathubune, Mark. *Kaffir Boy*.
- Naipaul, V.S. *The Middle Passage*.
- Walker, Alice. *The Color Purple*.

Short Stories

- Babel, Issac. "My Dovecot."
- Hughes, Langston. "The Best of Simple."

Poetry

- Selections from Langston Hughes.

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, and 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
<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: