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Overview of the Purpose: Managing Human Resources

Overview

Students concentrate on the human resource policies and systems which determine the overall level of performance and competence of the individuals within an organization.

The Constructive Action

Students are required to plan and implement a personnel-related initiative that will enhance the productivity of the employee groups involved.

Dimensions

In the Values and Ethics Dimension, you will learn about the ideas and values that serve as the foundation of our political system; how our system differs from others; the inter-relationship between business and government; major political theories regarding the nature of authority, standards of justice, the idea of liberty and its limitations, conceptions of a just and good society, and the best form of government.

In the Self and Others Dimension, you explore the behavior of individuals in organizational settings. The Systems Dimension class will examine personnel administration in business organizations. Topics in recruitment and selection, employment policies, job analysis, training and development, wage and salary administration, benefits, and personnel data systems are covered.

The Skills Dimension will focus on accounting procedures in relation to payroll, valuation of resources, and intangibles; the differences between partnerships and corporations; analysis and interpretation of financial statements; the impact of taxes upon business decisions.

The Communication Dimension: You will learn how the ideas of the business person and business culture are portrayed through literature and film.

The Purpose Dimension

Overview

This 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 tasks for the Purpose. Theoretical readings and technical materials covered in the dimension classes are reviewed for their application to the Constructive Action.

The Constructive Action for Purpose IV is to select, plan, and carry out a human resource/personnel project which is relevant to your job and work environment and contributes to the effectiveness of your own and/or others' performance.

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 human resource needs of my organization which can benefit from the Constructive Action.

These are some of the questions you should address:

- How can I identify and analyze organizational structures and work behavior from three perspectives: classical, human relations, and modern? How can I describe the social, natural, and technological factors, particularly organizational theory, which will affect human resources?

- How can I maintain interpersonal relationships which are vital to the political processes of allocating resources for personnel needs?
- How can I describe my values as they pertain to the optimization of human resources? How can I outline and describe the values and attitudes of persons in my organization towards resource optimization? How can I provide a historical context for this analysis
- How can I apply mathematical skills to determine compensation plans, insurance benefits, flexible benefits, and retirement benefits? How can I explain how a well-motivated employee can increase yearly productivity by reducing days lost to physical illness? How can I describe the principles of equal opportunity and the law, personnel planning and recruiting, and the fundamentals of employee motivation?
- How can I research the human resource 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.

Use the information gained to identify goals for optimizing human resource use.

- 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 optimizing human resources?
- What are my short-term goals in optimizing human resources?
- 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 optimize human resources?

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

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 optimizing human resources. Determine how you will use your knowledge in future optimization of human resources.**

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 optimizing human resources?

6. By optimizing human resources, what did you learn about yourself and the process?
7. Overall, how do you assess your ability to optimize human resources?
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: Political Philosophy

Overview

Philosophical assumptions provide the framework for structuring the public and private spheres in society. This course will help students understand which ideas and values serve as the foundation of our political system, how our system differs from others, and the inter-relationship between business and government. It will also deal with major political theories regarding the nature of authority, standards of justice, the ideal of liberty and its limitations, conceptions of a just and good society, and the best form of government. We will then examine the implications of these philosophical frameworks for more specific issues such as managing and allocating human resources in society, addressing related ethical issues, and resolving problems.

Objectives

1. To understand what different political philosophers think about democracy, authority, rights, liberty, equality, community and civil disobedience in order to acquire a sense of how these concepts fit together into a coherent views of political morality.
2. To identify major ideologies, which have shaped and continue to shape the political landscape of the twentieth and twenty-first century; to show how these ideologies began and how and why they have changed over time.
3. To understand which political and social values, rights and obligations are reflected in radical, liberal, moderate, conservative and reactionary political positions.

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. A summary of an oral report on ethical issues in human resource development.
2. Other materials supporting the development and use of the Values and Ethics Abilities in the Constructive Action.

Topics

Major political philosophers and their contributions to political theory and thought including:

Plato	John Locke	Bertrand Russell,
Aristotle	Jean-Jacques Rousseau	R.H. Tawney
St. Augustine	Adam Smith	John Rawls
St. Thomas Aquinas	John Stuart Mill	Herbert Marcuse
Niccolo Machiavelli	Mary Wollstonecraft	Hannah Arendt
Jean Calvin	Karl Marx	
Thomas Hobbes	Chairman Mao	

Political ideologies:

- The evolution of democratic theory
- Capitalism
- Socialism
- Anarchism
- Communism
- Fascism and national socialism
- Nationalism

Required Texts

Baradat, Leon. *Political Ideologies: Their Origins and Impact*, 10th ed. NJ: Prentice Hall, 2008.

Recommended Reading

Curtis, Michael, ed. *The Great Political Theories, vols. 1 & 2*. NY: Avon, 1981.

Required Literature

"The Republic of Silence" by Jean Paul Sartre (essay).

"The Grand Inquisitor" (parable) from *The Brothers Karamazov* by Fyodor Dostoevsky.

Bibliography

Aristotle, *Nicomachean Ethics*.

Ball, Terence and R. Dagger. *Political Ideologies and the Democratic Ideal*. NY: HarperCollins, 1991.

Ball & Dagger. *Ideals & Ideologies*.

Bellamy, R. *Theories and Concepts of Politics*. NY: St. Martin's Press/Manchester University, 1993.

Braswell, George W., Jr. *Islam: It's Prophet, Peoples, Politics and Power*. Nashville, TN: Broadman & Holman, Publishers, 1996.

Bronner, Stephen Eric. *Twentieth Century Political Theory: A Reader*. New York: Routledge, 1996.

Chernyshevsky, Nikolai. *What is to Be Done?* Ithaca, NY: Cornell University Press, 1989.

Cropsey, J. and Leo Strauss. (eds.) *History of Political Philosophy*. Chicago: University of Chicago Press, 1987.

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- Donner, Wendy. *The Liberal Self: John Stuart Mill's Moral and Political Philosophy*. Ithaca, NY: Cornell University Press, 1992.
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- Fanon, Frantz. *The Wretched of the Earth*. New York: Grove Press, 1986.
- Frankel, Paul, et al. *Contemporary Political and Social Philosophy*. NY: Cambridge UP, 1995.
- Graham, Keith. *Karl Marx: Our Contemporary*. Toronto: University of Toronto Press, 1993.
- Griffin, Roger. *Fascism*. NY: Oxford University Press, 1995.
- Isaak, Robert. *American Political Thinking*. NY: HBC, 1994.
- Karenschaw, Ed et al. *Critical Race Theory*. NY: New Press, 1995.
- Kennedy, Ellen and Susan Medus. (eds.) *Women in Western Political Philosophy: Kant to Nietzsche*. New York: St. Martin's, 1987.
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- Koestler, Arthur. *Darkness at Noon*. (novel)
- Kundera, Milan. *The Joke*. (novel)
- Lewis, Sinclair. *It Can't Happen Here*. (novel)
- Little, Mark. (ed.) (Mark Lilla) *New French Thought: Political Philosophy*. Princeton, NJ: Princeton University Press, 1994.
- London, Jack. *Iron Heel*. (novel)
- Machiavelli. *The Prince*. (any paperback version)
- Mandela, Nelson. *Nelson Mandela: The Struggle Is My Life: His Speeches and Writings Brought Together With Historical Documents...* New York: Pathfinder Press, 1992.
- Marx, Karl. *Das Kapital: A Critique of Political Economy*. Edited by Friedrich Engels with and Introduction by Serge L. Levitsky. Paperback Reprint Edition, Washington, D.C.: Regnery Publishing, Inc. 1996.
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- More, Sir Thomas H. *Utopia*. (novel)
- Morris, Clarence. *The Great Legal Philosophers*. PA: University of Penn Press, 1959.
- Orwell, George. *1984*. (novel)
- Orwell, George. *Animal Farm: A Fairy Story*. (novel)
- Rosen, Michael & J. Wolf. *Political Thought*.
- Ross, Bellamy. *A textual Introduction to Social & Political theory*. Manchester: Manchester University Press, 1996.
- Saxonhouse, Arlene. *Women in the History of Political Thought: Ancient Greece to Machiavelli*. New York: Praeger Publishers, 1985.
- Shakespeare, William. *Richard III; Macbeth; King Lear*.
- Shapiro, Ian. *Political Criticism*. Berkeley: University of California Press, 1992.
- Silone, Ignacio. *Bread and Wine*. (novel)
- Singer, Peter. *Great Political Thinkers*. NY: Oxford University Press, 1992.
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- Stankiewicz, W. *In Search of a Political Philosophy: Ideologies at the Close of the Twentieth Century*. NY: Routledge, 1993.
- Stendhal. *The Red and the Black*. (French novel)
Perspectives. CA: Wadsworth, 1995.
- Voltaire. *Candide*. (French novel)
- Zamyatin, Yevgeny. *We*. (novel)
- Zeitlin, Irving. *Rulers and Ruled: An Introduction to Classical Political Theory from Plato to the Federalists*. Cheektowaga, NY: University of Toronto Press, 1996.

Zeitlin, Irving. *Steven Spielberg: A Biography of Joseph McBride*. NY: Simon and Schuster, 1997.

The Self and Others Dimension: Social and Organizational Psychology

Overview

The relationship between individual behavior and organizational setting is central in building and maintaining relationships that serve the needs of the organization while addressing the needs of various concerned individuals and groups. This course will use theory and research from social psychology and organizational psychology to explore human behavior in organizational settings. Topics covered include, principles of scientific management, the human relations movement, and the study of organizations as organic systems. We will then focus on the traditionally defined topics of social and organizational psychology such as motivation, groups and leadership.

Objectives

By the end of the semester, you are expected to be able to:

1. Describe yourself and those with whom you are establishing professional relationships in terms of key aspects of human behavior, including basic needs and desires, the issue of power, and the search for empowerment.
2. Make use of different theories of personality and motivation to describe individual and group performance and relationships at your work site.
3. Encourage others to use the same direct, assertive, open technique of communication that you began learning for yourself in Purpose I.
4. Having analyzed the relationships that concern you, develop and use strategies for initiating, developing and improving relationships, which affect your work. Evaluate the results and apply the knowledge you have gained to your Constructive Action.

Assessment

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

Topics

Theory and research in organizational behavior
Theories of human needs and motives: work motivation
Perception
Personality attitudes

Leadership
 Learning and reinforcement
 Goal setting and performance enhancement
 Decision making and problem solving
 Job satisfaction and stress
 Power and politics in organizations
 Organization culture design, change and development

Required Text

Kreitner & Kinicki. *Organizational Behavior*, 7th ed. NY: Irwin/McGraw-Hill, 2006.

Required Reading

"The Secret Sharer" (short story) by Joseph Conrad.

Supplemental Readings

Kolb, D., ed. *Organizational Psychology: Readings on Human Behavior*. NJ: Prentice Hall, 1984.
 Zuker, E. *Mastering Assertiveness Skills: Power and Positive Influence at Work*. NY: AMACOM, 1983.

Bibliography

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- Bernhard, J. Gary and Klamann Glantz. *Staying Human in the Organization: Our Biological Heritage and the Workplace*. Westport, CT: Praeger, 1992.
- Cohen, Allan R., et al. *Effective Behavior in Organizations: Cases, Concepts, and Student Experiences*. 6th ed. Chicago: Irwin, 1995.
- Covey, Stephen R. *The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change*. New York: Fireside, 1990.
- Deal, Terrence E. and Allan A. Kennedy. *Corporate Cultures: The Rites and Rituals of Corporate Life*. Reading, MA: Addison-Wesley, 1985.
- Drucker, Peter F. *Management: Tasks, Responsibilities, Practices*. Reprint ed. New York: HarperBusiness, 1993.
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- Kanter, Rosabeth Moss. *Life in Organizations: Workplaces as People Experience Them*. New York: Basic Books, 1979.
- Kets de Vries, Manfred F. R. and Danny Miller. *The Neurotic Organization*. San Francisco: Jossey-Bass, 1984.
- Kets de Vries, Manfred. *Life and Death in the Executive Fast Lane: Essays on Irrational Organizations and their Leaders*. San Francisco: Jossey-Bass, 1995.

- Kotter, John P. and James L. Heskett. *Corporate Culture and Performance*. New York: Free Press, 1992.
- Kotter, John P. *Force for Change: How Leadership Differs From Management*. New York: Free Press, 1990.
- Laing, R.D. *The Politics of Experience*. Reprint ed. New York: Vintage Books, 1983.
- Likert, Rensis. *Human Organization: Its Management and Value*. New York: McGraw-Hill, 1967.
- McClelland, David C. *Power: The Inner Experience*. New York: Irvington Publishers, 1975.
- Robbins, Stephen P. *Essentials of Organizational Behavior*. 5th ed. Upper Saddle River, NJ: Prentice Hall, 1997.
- Schein, Edgar H. *Organizational Culture and Leadership*. 2nd ed. San Francisco: Jossey-Bass, 1997.
- Slater, Philip E. *Pursuit of Loneliness: American Culture at the Breaking Point*. 20th Anniversary edition. Boston: Beacon Press, 1990.
- Weber, Max. *Max Weber: The Interpretation of Social Reality*. New York: Schocken Books, 1980.

The Systems Dimension: Human Resource Management

Overview

This course is intended to provide students with a comprehensive review of human resources management concepts and techniques. Practical applications such as employment practices involving selection, recruitment, training, and appraisal are discussed. In addition, topics such as discrimination in the work place and compensation plans and benefits are an integral part of the course, providing students with important human resource skills.

Objectives

1. To increase knowledge of essential personnel management concepts and techniques in terms of recruiting, hiring, training, appraising, protecting, motivating, and compensating employee;
2. To make the student aware of the emerging issues concerning the fair treatment of employees;
3. To help the student examine his/her own values, assumptions, and perceptions about how organizations and the people in them can and should be managed.

Assessment

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

Topics

Line and staff aspects of personnel/human resource management
Equal opportunity and the law: EEOC enforcement process and Affirmative Action programs
Job analysis: job description and job specification
Personnel planning and recruiting: forecasting personnel requirement and recruiting job candidates
Employee testing and selection: lie detector test, AIDS tests, drug and substance abuse tests, aptitude and psychological tests; other selection techniques
Employee orientation and training; management development: pay rates, fair pay/ comparable worth, and benefits and services
Performance appraisals

Basics of labor relations: unions and the law and collective bargaining

Required Text

Dessler, Gary. *Human Resource Management*, 10th ed. NJ: Prentice-Hall, 2005.

Required Reading (on reserve)

Camus, Albert, a selection from *The Myth of Sisyphus* (parable).

Molière, *The Misanthrope* (play).

Bibliography

- Argyris, Chris. *Integrating the Individual and the Organization*. New Brunswick, NJ: Transaction Publishers, 1990.
- Beer, Michael, et al. *Managing Human Assets*. New York: Free Press, 1984.
- Beer, Michael and Bert Spector (eds.). *Readings in Human Resource Management*. New York: Free Press, 1985.
- Boyett, Joseph H. and Jimmie T. Boyett. *Beyond Workplace 2000: Essential Strategies for the New American Corporation*. New York: Dutton, 1995.
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- Ceriello, Vincent R. and Christine Freeman. *Human Resource Management Systems: Strategies, Tactics, and Techniques*. 2nd ed. San Francisco: Jossey-Bass, 1998.
- Collins, Eliza G.C. (ed.) *The Executive Dilemma: Handling People Problems at Work*. New York: Wiley, 1985.
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- Famularo, Joseph J. (ed.) *Handbook of Human Resources Administration*. 2nd ed. New York: McGraw-Hill, 1986.
- Fitz-enz, Jac. *Human Value Management: The Value-Adding Human Resource Management Strategy for the 1990's*. San Francisco: Jossey-Bass, 1990.
- Foulkes, Fred K. (ed.) *Human Resources Management: Readings*. Englewood Cliffs, NJ: Prentice Hall, 1989.
- Jones, John W., et al. (eds.) *Applying Psychology in Business: The Handbook for Managers and Human Resource Professionals*. Lexington, MA: Lexington Books, 1991.
- Kochan, Thomas, A. and Paul Osterman. *The Mutual Gains Enterprise: Forging a Winning Partnership Among Labor, Management, and Government*. Boston: Harvard Business School Press, 1994.
- LeBoeuf, Michael. *The Greatest Management Principle in the World*. New York: Putnam, 1985.
- Levering, Robert. *A Great Place to Work: What Makes Some Employers So Good, and Most So Bad*. New York: Random House, 1988.
- Manage People, Not Personnel: Motivation and Performance Appraisal*. With a preface by Victor H.

- Vroom. Boston: Harvard Business School, 1990.
- McGregor, Douglas. *The Human Side of Enterprise: 25th Anniversary Printing*. New York: McGraw-Hill, 1985.
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- Peters, Lawrence H., et al. (eds.) *Blackwell Encyclopedic Dictionary of Human Resource Management*. Cambridge, MA: Blackwell Publishing, 1997.
- Pfeffer, Jeffrey. *Competitive Advantage Through People: Unleashing the Power of the Work Force*. Boston: Harvard Business School Press, 1994.
- Scheer, Wilbert E. *The Dartnell Personnel Administration Handbook*. 3rd ed. Chicago: Dartnell Corporation, 1985.
- Schuler, Randall S. *Managing Human Resources*. 5th ed. St. Paul, MN: West Pub. Co., 1995.

The Skills Dimension: Intermediate Accounting

Overview

This course is a continuation of Principles of Accounting. Students will learn to understand basic accounting procedures of such key tasks as payroll, valuation of resources and intangibles and the differences between partnerships and corporations. This will lead to the analysis and interpretation of financial statements and the impact of taxes upon business decisions.

Objectives

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

1. Understand the accounting approach to the valuation of buildings, resources and intangibles.
2. Know the different accounting concepts related to partnerships and corporations.
3. Analyze and interpret basic financial statements.
4. Prepare and analyze the statement of cash flows.

Assessment

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

Evidence to be included in the Constructive Action Document:

A four-page paper contrasting the differences between a sole proprietorship, a partnership and a corporation, focusing on each type of business organization and the different groups with which each type of business interacts.

Topics

Resources and intangibles
Payroll accounting
Partnerships
Corporations

Stockholders equity
 Cash flows
 Liabilities
 Investments
 Taxes and business decisions
 Analysis and interpretation of financial statements

Required Text

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

Bibliography

- Bernstein, Leopold A. *Analysis of Financial Statements*, 4th ed. IL: Business One Irwin, 1993.
- Chasteen, Larry G., et al. *Intermediate Accounting*, 5th ed. NY: Random House, 1995.
- Clay, John R. and Stephen D. Holton. *Guide to Preparing Financial Statements*, 14th ed. TX: Practitioners Publishing Co., 1996.
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- Foster, George. *Financial Statement Analysis*, 2nd ed. NJ: Prentice Hall, 1986.
- Fraser, Lyn M. *Understanding Financial Statements*, 3rd ed. NJ: Prentice Hall, 1992.
- Fridson, Martin S. *Financial Statement Analysis: A Practitioner's Guide*, 2nd ed. NY: John Wiley, 1995.
- Gibson, Charles H. *Financial Statement Analysis Using Financial Accounting Information*, 7th ed. OH: South-Western Pub. Co., 1998.
- Granof, Michael H. and Philip W. Bell. *Financial Accounting: Principles and Issues*, 4th ed. NJ: Prentice Hall, 1991.
- Harrington, Diana R. and Brent D. Wilson. *Corporate Financial Analysis*, 4th ed. IL: Dow Jones-Irwin, 1993.
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- Larson, Kermit D. and Paul B.W. Miller. *Financial Accounting*, 6th ed. Chicago: Irwin, 1995.
- Nikolai, Loren A., et al. *Intermediate Accounting*, 6th ed. Boston: PWS/Kent, 1994.
- Short, Daniel G. *Fundamentals of Financial Accounting*, 7th ed. IL: Irwin, 1993.
- Siegel, Joel G. *How To Analyze Businesses, Financial Statements, and Quality of Earnings*, 2nd ed. NJ: Prentice Hall, 1991.
- Smith, Jay M. and K. Fred Skousen. *Intermediate Accounting-Comprehensive Volume*, 12th ed. OH: South-Western Pub. Co., 1995.
- Stickney, Clyde P. and Roman L. Weil. *Financial Accounting: An Introduction to Concepts, Methods, and Uses*, 8th ed. TX: Dryden Press, 1997.
- Stickney, Clyde P. *Financial Statement Analysis: A Strategic Perspective*, 3rd ed. FL: Harcourt Brace, 1995.
- Tracy, John A. *How to Read a Financial Report*, 4th ed. NY: John Wiley & Sons, 1993.

White, Gerald I., et al. *Analysis and Use of Financial Statements*, 2nd ed. NY: John Wiley, 1998.
Williams, Jan R., et al. *Intermediate Accounting*, 5th ed. TX: Dryden Press, 1995.

The Communications Dimension: Humanities I: Business and Literature

Overview

The ideas of the “business person” and “business culture” appear in a variety of contexts and perspectives in American society. This course will explore the ideas of the businessperson and business as these have been and are currently portrayed through literature and film. Topics to be discussed include individualism, capitalism, wealth and bureaucracy, among others.

Objectives

Through this course, students should be able to understand:

1. The different attitudes towards business in American society.
2. The role of literature and film in communicating cultural values and ideas.
3. The place of business vis a vis broader cultural values in American society

Assessment

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

Evidence to be included in the Constructive Action Document:

Evidence to be included in the record of the Constructive Action is to be announced by the Dimension Instructor.

Topics

The relationship between culture and other values in American society
The different images of the business person (Superhero? Saviour? Miser?)
The images of minorities within the context of business culture
Historical images of the business person
Cross-cultural images of business culture
Business culture and personal lives
The self made individual

Work, status and ambition
 Leadership and conscience
 Bureaucracy, conformism and alienation
 Work, ideology, power and politics

Required Texts/Literature

Please consult professor as to which of the required textbooks you need for his/her class.

Norton's Critical Editions or Penguin paperback versions of the following (as per professor):

Jean Anouilh, **Antigone** (Play)
 Daniel DeFoe, **Robinson Crusoe** (Novel)
 T.S. Eliot "**The Hollow Men**" (Poem)
 F. Scott Fitzgerald, **The Great Gatsby** (Novel)
 Henrik Ibsen **An Enemy of the People** (Play)
 Eugene Ionesco **Rhinoceros** (Play)
 Herbert Marcuse **One Dimensional Man** (Novel)
 Arthur Miller, **Death of a Salesman** (Play)
 George Orwell **1984** (Novel)
 Joyce Carol Oats **Heart of Darkness** (Novel)
 Ayn Rand **The Fountainhead** (Novel)
 William Shakespeare, **Macbeth** (Play)
 William Shakespeare, **Merchant of Venice** (Play)

Bibliography/Filmography

Johann Wolfgang von Goethe, **Faust**
 Mary Wollstonecraft Shelley, **Frankenstein**
 Jonathan Swift, **Guilliver's Travels**
 Miguel De Cervantes, **Don Quixote De La Mancha**
 Sinclair, Lewis, **Main Street**
 Virginia Woolf, **The Waves**
 Sir Thomas More, **Utopia**
 Voltaire, **Candide**
 Robert Penn Warren, **All the King's Men**

Bertolt Brecht, **Galileo**
 Shakespeare, **Hamlet**
 Shakespeare, **The Merchant of Venice**
 Arthur Miller, **All My Sons**
 Karel Capek, **R.U.R.**

Elmer Rice, **The Adding Machine**

Fritz Lang, **Metropolis** (1926)

Michael Ritchie, **The Candidate** (1972)

Michael Verhoeven, **The Nasty Girl** (1990)

Barbara Kopple, **American Dream** (1992) or **Harlan County USA** (1976)

Jean-Luc Godard, **2 or 3 Things I know About Her** (1966)

Charlie Chaplin, **Modern Times** (1936)

Terry Gilliam, **Brazil** (1986)

Definitions

Purpose

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

Empowerment

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

Dimensions®

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

The Values and Ethics Dimension®

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

The Self and Others Dimension®

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

The Systems Dimension®

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

The Skills Dimension®

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

The Purpose Dimension®

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

Constructive Action®

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

Working Outline: Constructive Action Documentation

Overview

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

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

1. Presentation of the Abstract

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

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

*Part I - Purpose: What is the Constructive Action and how does it relate to the Purpose of this Semester?

Background: What was the need for the Constructive Action?

Part II - Objectives and Methodology: What is your long-term goal? What were the objectives? What were the methods and strategies employed?

Part III - Conclusions: Assessment of the outcomes. What will be the follow-up?*

*Begin with a topic statement: This statement will eventually become the first paragraph of your abstract. Formulate or state your short-term goal.

2. Statement of short and long-term goals.

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

3. Exploratory Phase

The background for much of this part comes from:

- your own experience and knowledge;

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

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

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

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

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

B. Analysis of the Situation or Problem Description

An analysis of the situation takes these factors into account:

Part I:

1. How different macro environments affect your venture: economic, legal, or socio-cultural
2. a description of the industry in which your company operates or venture takes place
3. an overview of your company, its products, services, structure, philosophy, and goals;

Part II:

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

Part III:

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

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

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

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

C. Need or Opportunity: Solution Statement

This section contains the rationale and analysis of a solution to be undertaken as related to the Purpose to be achieved.

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

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

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

4. Planning Phase

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

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

Goals

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

Objectives

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

The objectives should be related to:

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

Strategies/Actions

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

1. List each action you will take. There should be at least one strategy for each objective. These actions should be as concrete and practical as possible. You may also suggest alternative strategies or multiple strategies for any one objective.

2. Analyze resources and constraints relevant to the accomplishment of each strategy. Decide whether you want to include organizational or external resources. Do you want to include your self-assessment of skills and abilities? Areas for development? Other?
3. After you are at your midpoint assessment phase, ask yourself if you want to change any strategies and implement new ones.

Evaluation Plan

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

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

5. Background Research - [In this semester you must do a major research paper. See [Purpose Overview](#)]

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

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

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

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

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

6. Implementation Phase

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

Recording Critical Incidents

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

- a. When and where did it happen?

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

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

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

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

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

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

7. Final Assessment Phase

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

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

A. Assessment of Goals

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

B. Assessment of Strategies

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

C. Assessment of Overall Learning

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

D. Conclusion

Write a statement of your plans for further action.

8. Formatting Your Constructive Action Document

General Format/Organization - Constructive Action Document

Typed, double-spaced

Margins: 1 - 1 1/2 inches all around

Parts of the Document

Title Page

Table of Contents

Abstract Short and Long-term Goals

Exploration Phase

1. Setting Analysis
2. Situational Analysis
3. Need/Opportunity/Solution Analysis

Plan of Action

1. Plan of Action Chart

Background Research

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

Implementation

Critical Logs

Minimum 5 logs [NOTE EACH LOG MUST BE ACCOMPANIED BY AN ABILITIES ASSESSMENT PAGE AND A "NEXT STEPS I WILL" SECTION]

with analysis by Dimension and Abilities.

Final Assessment

Appendices

Appendices and Other Supporting Documentation

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

* At the discretion of the Purpose Instructor, this section may be placed before the plan of action or

incorporated into other sections. Background research and evidence of theoretical ground work must appear as part of the documentation.

Plan of Action

Name:	Purpose:
Date Prepared:	Date revised:

Long-term Goal:

Short-term Constructive Action Goal	Objectives	Strategies	Evaluation Plan
<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: