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## Overview of the Purpose: Managing Economic Resources

In this Purpose, students focus on project planning, coordination and control, and implementation. Studies include both technical and social science approaches to initiating, monitoring, and evaluating new capital projects and/or new businesses as well as theories relating to the dynamics of managing change.

### **The Constructive Action**

The focus is on financial planning, coordination and control, and implementation. Studies include fiscal, technical and social science approaches to initiating, monitoring, and evaluation new capital projects and/or new businesses.

### **Dimensions**

In the Values and Ethics Dimension, there will be an examination of key aspects of business law, including the law of contracts, partnerships, corporations, liabilities, and tax consequences, as well as current trends affecting management and stockholders

In The Self and Others Dimension class, students will focus on the nature of change, and theories of organizational change, and their impact on both individual and systemic levels; overcoming resistance to change; issues in organizational development

In the Systems Dimension, you will analyze operational problems that arise primarily in service businesses and study techniques and tools available for their effective solution. The emphasis is on application.

The Skills Dimension: Cost accounting and taxation with emphasis on service businesses; concepts and tools of capital budgeting.

The Communications Dimension: Students will focus on developing an understanding of the principles underlying the impact that technology has had on culture and commerce. They will examine man's technological development from early food production and animal domestication through the inventions of the 21<sup>st</sup> century.

# The Purpose Dimension

## Overview

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

The Constructive Action for Purpose VI is the planning, implementation, and evaluation of a short-term project or segment of a larger project involving students in technical, operational or behavioral changes.

## Assessment

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

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

## Planning Phase

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

Research the needs of the community to specify the goals and services which could be fulfilled through a successfully managed project.

These are some of the questions you should address:

- How can I identify the social, natural, and technological systems that I will incorporate as I engage in service management in the Constructive Action? How can I describe the social, natural and technological factors which may play a role in my service management?
- How can I specify interpersonal approaches to use when managing change as a part of completing

tasks and projects for my Constructive Action?

- How can I describe my values as they pertain to the major principles of business law? How can I outline and describe the values and attitudes of persons in my organization towards the ethical basis of business law? How can I provide a historical context for the analysis?
- How can I cost accounting techniques and return on investment to develop a capital budget for my Constructive Action? How can I account for the physical strength and stamina which will be required to manage business change? How can I utilize appropriate computer software and programs to create web pages for use in the Internet?
- How can I research the needs of the community to specify the goals and services which could be fulfilled through a successfully managed project?

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

### **b. Choose the best goal.**

Use the information gained to identify the business tasks or project that you want to address in the Constructive Action.

- 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 managing tasks and projects?
- What are my short-term goals in managing tasks and projects?
- 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 manage tasks and projects?

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 managing tasks and projects. Determine how you will use your knowledge in managing tasks and projects in your future work.**

Questions to be answered in this section include:

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

6. By managing tasks and projects, what did you learn about yourself and the process?
7. Overall, how do you assess your ability to manage tasks and projects?
8. What series of materials were most helpful/least helpful and why?

## **Formatting the Constructive Action Document**

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

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

At the beginning include:

- Title Page
- Table of Contents
- Abstract

At the end add:

- Appendices

# The Values and Ethics Dimension: Business Law

## Overview

This course will provide an overview of the various laws and cases that have shaped the way business operates within the framework of our legal system. Topics covered include contracts, partnerships, corporations, liabilities, and tax consequences. We will also look at current trends affecting management and stockholders.

## Objectives

This course will contribute to:

1. Primary law-making and adjudicating processes and laws; how legal & moral standards parallel one another and how to act with full cognizance of one's ethical and legal rights, obligations and constraints as an individual and business professional.
2. How business law relates to the individual and his or her organization, by emphasizing the legal rights and responsibilities of the company and individual.
3. The rights and responsibilities of individuals as employees, supervisors and management officials in their work places.

## Assessment

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

### A. Oral Report

Cases will be assigned periodically. As to the case that you are assigned, prepare a brief oral report to the class containing the following:

1. Summary of the facts of the case.
2. The issues involved.
3. The arguments or contentions of each party.

4. Your opinion of the case. (Students will compare their opinions to actual court decisions after making their oral presentations.)

Evidence to be included in the Constructive Action Document:

Focus: Any issue that is of current interest in the field of Business Law as it relates to the subject of this Purpose. Other acceptable topics include:

1. A business law problem in your company.
2. A case you found interesting in the news or textbook as it relates to the student's Constructive Action Goal. Use the above format in writing about the case. Include your views and opinion of the topic.
3. A short essay describing the legal and ethical environment of the student's selected Constructive Action Goal.

## Topics

Legal and social environment of business  
Ethics, social forces and the law  
Torts  
Law of contracts  
Bailments/personal property  
Commercial paper  
Sales contracts, warranties and product liability  
Secured transactions  
Agency and employment  
Forms of business organizations  
Uniform commercial code

## Required Text

I.Fox, Jennings. *Anderson's Business Law and the Legal Environment*, 19th ed. OH: South-Western Publishing, 2005.

## Bibliography

*American Business Law Journal*. (periodical).  
Baron, David P. *Business and Its Environment*. 2<sup>nd</sup> ed. Upper Saddle River, NJ: Prentice Hall, 1996.  
Belton, Robert. *Employment Discrimination Law: Cases and Materials on Equality in the Workplace*. 6<sup>th</sup> ed. St. Paul, MN: West Group, 1998.  
*Best Practices for HR Managers*. Old Greenwich, CT: Ransom and Benjamin Publishers LLC, 1997.  
Cheeseman, Henry R. *Business Law: The Legal, Ethical, and International Environment*. 3<sup>rd</sup> ed. Upper Saddle River, NJ: Prentice Hall, 1998.  
Clark, Robert C. *Corporate Law*. Boston: Little Brown, 1986.  
Cope, Thom K. *Executive Guide to Employment Practices*. 3<sup>rd</sup> ed. Lincoln, NE: Dageforde, 1998.  
Fick, Barbara J. *The American Bar Association Guide to Workplace Law: Everything You Need*

- to Know About Your Rights as an Employee or Employer.* New York: Times Books, 1997.
- Fuller, Lon L. *Basic Contract Law.* 6<sup>th</sup> ed. St. Paul MN: West Publishing Company, 1996.
- Jennings, Marianne. *Business: Its Legal, Ethical, and Global Environment.* 4<sup>th</sup> ed. Cincinnati, OH: South-Western College Pub., 1997.
- Landes, William M. *The Economic Structure of Tort Law.* Cambridge, MA: Harvard University Press, 1987.
- Lane, Marc J. *Legal Handbook for Small Business.* Rev. ed. New York: AMACOM, 1989.
- Mann, Richard A. *Smith and Roberson's Business Law.* 10<sup>th</sup> ed. Pacific Grove CA: West Publishing Company, 1997.
- Miller, Roger L. *West's Business Law: Text, Summarized Cases, Legal, Ethical, Regulatory, and International Environment.* 7<sup>th</sup> ed. Minneapolis, MN: West Educational Pub. 1999.
- Napoli, Joan. *Equal Employment Opportunity: A Guide for the Workplace.* New York: Prentice Hall, 1998.
- Parkinson, John E. *Corporate Power and Responsibility: Issues in the Theory of Company Law.* Oxford: Clarendon, 1994.
- Post, James E., et al. *Business and Society: Corporate Strategy, Public Policy, Ethics.* Boston: Irwin, 1999.
- Practical Guide to Employment Law.* Waterford, CT: Bureau of Business Practice, 1998.
- Sovereign, Kenneth L. *Personnel Law.* 4<sup>th</sup> ed. Upper Saddle River, NJ: Prentice Hall, 1998.
- Wolkinson, Benjamin W. *Employment Law: The Workplace Rights of Employees and Employers.* Cambridge, MA: Blackwell, 1996.

# The Self and Others Dimension: The Digital Economy

## Overview

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

## Objectives

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

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

## Assessment

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

## Topics

Overview of Electronic Commerce

E-Marketplaces: Structure, Mechanisms, Economics, and Impacts

Retailing in Electronic Commerce: Products and Services

Consumer Behavior, Online Market Research, and Customer Relationship Management

Online Advertising

Company-Centric B2B and E-Procurement

Public B2B Exchanges and Portals

E-Supply Chains, Collaborative Commerce, and Intrabusiness E-Commerce

E-Government, E-Learning, and Other EC Applications

Mobile Commerce and Pervasive Computing  
 Auctions  
 E-Commerce Security  
 Electronic Payment Systems  
 Order Fulfillment, Content Management and Other Support Services  
 E-Commerce Strategy and Global EC  
 Launching a Successful Online Business  
 Legal, Ethical, and Societal Impacts of EC  
 Building E-Commerce Applications and Infrastructure

## Required Text

Turban, Efraim et al. *Electronic Commerce: A Managerial Perspective*, 2006. NJ: Prentice Hall, 2006.

## Bibliography

- Ball, Donald. *International Business: Introduction & Essentials*, 8th ed. IL: Irwin, 2001.
- Brady, Neil. *Ethical Universals in International Business*. NY: Springer Publishing, 1996.
- Brynjolfsson, Erik and Kahin, Brian, *Understanding the Digital Economy*. MIT Press, 2000.
- Carroll, Stephen J. *Ethical Dimensions of International Management*. MA : Lexington Books, 1997.
- Castells, Manuel. *The Rise of the Network Society*. MA: Blackwell Publishers, 1996.
- Christensen, Clayton M., *The Innovator's Dilemma: Why New Technologies Cause Great Firms to Fail*  
 Harvard Business School Press, 1997
- Davis, Stanley M. *Blur: The Speed of Change in the Connected Economy*. MA: Addison-Wesley, 1998.
- Dreifus, Shirley. *Business International's Global Management Desk Reference*.  
 NY: McGraw Hill, 1992.
- Elderbrock, David. *Building Successful Internet Businesses*. MA: IDG Books Worldwide, 1996.
- Kalakota, Ravi. *E-business: Roadmap for Success*. MA: Addison Wesley, 1999.
- Martin, Shannon. *Bits, Bytes, and Big Brother: Federal Information Control in the Technological Age*. CT: Praeger, 1995.
- Martin, Chuck. *The Digital Estate: Strategies for Competing, Surviving, and Thriving in an Interneted World*. NY: McGraw-Hill, 1997.
- Palframan, Diane. *Developing the Global Information Society*.  
 NY: The Conference Board, 1995.
- Peterson, Robert. *Electronic Marketing and The Consumer*. CA : Sage Publications, 1997.
- Rayport, Jeffrey F. and Bernard J. Jaworski. *Introduction to E-Commerce*, 2<sup>nd</sup> Ed. NY: McGraw Hill, 2004.
- Ricks, David A. *Blunders in International Business*. MA: Blackwell Business, 1993.
- Sapronov, Walter. *Telecommunications: Law, Regulation, and Policy*.  
 CT: Ablex Pub. Corp., 1998.
- Schwartz, Evan, *Webonomics: Nine Essential Principles*. NY: Broadway Books, 1997.
- Shapiro, Carl & Hal R. Varian, *Information Rules: A Strategic Guide to the Networked Economy*  
 McGraw-Hill/Harvard Business School Press, CT: 1997.
- Siebel, Thomas M. *Cyber Rules*. NY: Currency/Doubleday, 1999.
- Siegal, David, *Futurize your Enterprise: Business Strategies in the Information Age*. Wiley, 1999.
- Smedinghoff, Thomas J. *The Software Publishers Association Legal Guide to Multimedia*. NY: Addison Wesley, 1985
- Utterback, J.M., *Mastering the Dynamics of Innovation*. Harvard Business School Press, CT: 1994.

# The Systems Dimension: Management Information Systems

## Overview

This course seeks to incorporate the evolving field of knowledge management into the curriculum by expanding the coverage of the course entitled "Introduction to Management Data Processing."

## Objectives

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

1. have an overall understanding of databases needed to run different businesses
2. be able to put together a project outline for setting up databases

## Assessment

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

## Topics

Introduction to Systems Analysis and Design  
Analyzing the Business Case  
Requirements Modeling  
Enterprise Modeling  
Development Strategies  
Data Design  
Using Interface, Input, and Output Design  
System Architecture  
Systems Implementation  
Systems Operation and Support  
Communication Tools  
Case Tools  
Financial Analysis Tools  
Project Management Tools  
Object-Oriented Tools  
Internet Resource Tools

## Required Text

Shelly, Gary B., Thomas J. Cashman and Harry J. Rosenblatt. *Systems Analysis and Design*, 6<sup>th</sup> ed. MA: Thomson, 2005.

## Bibliography

- Burd, Stephen D. *Systems Architecture*, 4<sup>th</sup> edition. CA: Course Technology, 2003.
- Connolly, Thomas M. and Carolyn E. Begg. *Database Systems: A Practical Approach to Design, Implementation and Management*, 4<sup>th</sup> edition. NJ: Pearson Education, 2004.
- Dennis, Alan and Barbara Haley Wixom. *System Analysis Design*. NY: Wiley, 2002.
- Harris, David F. *Systems Analysis and Design for Small Enterprise*, 3<sup>rd</sup> edition. CA: Course Technology, 2003.
- Hoffer, Jeffrey A. et al. *Modern Database Management*, 7<sup>th</sup> edition. NY: Prentice Hall, 2004.
- Hoffer, Jeffrey A. et al. *Modern Systems Analysis and Design*, 3<sup>rd</sup> edition. NY: Prentice Hall, 2001.
- Kendall, Kenneth E. and Julie E. Kendall. *Systems Analysis and Design*, 6<sup>th</sup> edition. NY: Prentice Hall 2004.
- Mano, M. Morris. *Computer System Architecture*, 3<sup>rd</sup> edition. NY: Prentice Hall, 1992.
- Meredith, Jack R. and Samuel J. Mantel. *Project Management: A Managerial Approach*. NY: Wiley, 2002.
- Mullins, Craig S. *Database Administration: The Complete Guide to Practices and Procedures*. NJ: Addison-Wesley Professional, 2002.
- Post, Gerald V. *Database Management Systems – Designing and Building Business Applications*, 3<sup>rd</sup> edition. NY: McGraw Hill, 2004.
- Pratt, Philip J. and Joseph J. Adamski. *Concepts of Database Management*, 4<sup>th</sup> edition. CA: Course Technology, 2002.
- Rob, Peter and Carlos Coronel. *Database Systems: Design, Implementation, and Management*, 5<sup>th</sup> edition. CA: Course Technology, 2001.
- Robertson, Lesley Anne. *Simple Program Design: A Step-by-Step Approach*, 4<sup>th</sup> edition. CA: Course Technology, 2003.
- Satzinger, John W. et al. *Systems Analysis and Design in a Changing World*, 3<sup>rd</sup> edition. CA: Course Technology, 2004.
- Schwalbe, Kathy. *Information Technology Project Management*, 3<sup>rd</sup> edition. CA: Course Technology, 2003.
- Stallings, William. *Business Data Communications*, 5<sup>th</sup> edition. NY: Prentice Hall, 2004.
- Valacich, Joseph S. et al. *Essentials of System Analysis and Design*, 2<sup>nd</sup> edition. NY: Prentice Hall, 2003.
- Whitten, Jeffrey L. et al. *Systems Analysis and Design Methods*, 6<sup>th</sup> edition. NY: McGraw Hill, 2003.

# The Skills Dimension: Technical Financial Planning and Management

## Overview

This seminar will analyze the role of corporate finance techniques in the strategic planning process. The focus will be on capital markets and external financing, including ration analysis, return on investment, cost of capital, the stock market, bonds, and managing investment portfolios. Students will develop a conceptual and analytical understanding of financial management.

## Objectives

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

1. Demonstrate their ability to apply financial analysis techniques.
2. Possess an understanding of the functions of financial management.
3. Identify future capital needs.
4. Develop an optimum capital structure.

## Assessment

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

## Topics

Goals and functions of financial management

- Financial analysis
- Operating and financial leverage
- Current asset management
- Working capital and the financing decision
- Operating and financial leverage
- Sources of short-term financing
- Time value of money
- Capital markets
- Dividend policy and retained earnings
- International financial management

## Required Text

Keown, Arthur et al. *Foundations of Finance: Logic and Practice of Financial Management*, 6th ed. NJ: Prentice Hall: 2008.

## Bibliography

- Aby, Carroll D., Jr. and Donald E. Vaughn. (eds.) *Financial Management Classics*. Santa Monica, CA: Goodyear Pub. Co., 1979.
- Alexander, Gordon J., et al. *Fundamentals of Investments*. 2<sup>nd</sup> ed. Englewood Cliffs, NJ: Prentice Hall, 1993.
- Allen, Linda. *Capital Markets and Institutions: A Global View*. New York: John Wiley & Sons, 1996.
- Barron's* (periodical)
- Block, Stanley B. and Geoffrey A. Hirt. *Foundations of Financial Management*. 8<sup>th</sup> ed. Chicago: Irwin, 1997.
- Bodie, Zvi, et al. *Essentials of Investments*. 2<sup>nd</sup> ed. Chicago: Irwin, 1995.
- Brealey, Richard A. and Stewart C. Myers. *Principles of Corporate Finance*. 5<sup>th</sup> ed. New York: McGraw-Hill, 1996.
- Brigham, Eugene F. and Louis C. Gapenski. *Financial Management: Theory and Practice*. 8<sup>th</sup> ed. Fort Worth: Dryden Press, 1997.
- Copeland, Thomas E. and J. Fred Weston. *Financial Theory and Corporate Policy*. 3<sup>rd</sup> ed. Reading, MA: Addison-Wesley, 1988.
- Engel, Louis. *How to Buy Stocks*. 8<sup>th</sup> ed. Boston: Little Brown & Co., 1994.
- Fabozzi, Frank J. and Franco Modigliani. *Capital Markets: Institutions and Instruments*. 2<sup>nd</sup> ed. Upper Saddle River, NJ: Prentice Hall, 1996.
- Financial Analysts Journal* (periodical)
- Fortune* (periodical)
- Geisst, Charles R. *A Guide to the Financial Markets*. 2<sup>nd</sup> ed. New York: St. Martin's Press, 1989.
- Harrington, Diana R., et al. *Corporate Financial Analysis in a Global Environment*. 5<sup>th</sup> ed. Cincinnati, OH: South-Western Pub. Co., 1997.
- Higgins, Robert C. *Analysis for Financial Management*. 4<sup>th</sup> ed. Chicago: Irwin, 1995.
- Kester, W. Carl, et al. (eds.) *Case Problems in Finance*. 11<sup>th</sup> ed. Homewood, IL: Richard D. Irwin, 1997.
- Levy, Haim, et al. *Capital Investment and Financial Decisions*. 5<sup>th</sup> ed. Englewood Cliffs, NJ: Prentice Hall, 1995.
- Little, Jeffrey B. and Lucien Rhodes. *Understanding Wall Street*. 3<sup>rd</sup> ed. Blue Ridge Summit, PA: Liberty Hall Press, 1991.
- O'Shaughnessy, James P. *What Works on Wall Street: A Guide to the Best-Performing Investment Strategies of All Time*. New York: McGraw-Hill, 1997.
- Ross, Stephen A., et al. *Corporate Finance*. 4<sup>th</sup> ed. Chicago: Irwin, 1996.
- Sharpe, William F., et al. *Investments*. 5<sup>th</sup> ed. Englewood Cliffs, NJ: Prentice Hall, 1995.
- Teweles, Richard J. and Edward S. Bradley. *The Stock Market*. 5<sup>th</sup> ed. New York: Wiley, 1987.
- Van Horne, James C. and John M. Wachowicz, Jr. *Fundamentals of Financial Management*. 9<sup>th</sup> ed. Englewood Cliffs, NJ: Prentice Hall, 1995.
- Weston, J. Fred, et al. *Essentials of Managerial Finance*. 11<sup>th</sup> ed. Fort Worth: Dryden Press, 1996.

# The Communications Dimension: Humanities III - Technology, Culture & Commerce

## Overview

The material covered includes an examination of concepts in pure science and their development in applied science and in technology. The course illustrates the impact of science in the business world and the relationships that develop as a result of these encounters.

## Objectives

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

1. Understand the relationship between culture, technology, and commerce.
2. Be familiar with the development of technology from initial food production and animal domestication to the latest discoveries of the 21<sup>st</sup> century.
3. Trace the sources of technological discoveries and explain their impact on society.
4. Explain the impact that the product life cycle has had on modern inventions.
5. Relate the dimension to the theme of the Purpose: Managing Economic Resources..

## Assessment

1. Attendance;
2. Participation;
3. Exams and assignments on class content and its integration into the objectives.
4. Research into one or more recent technological developments

## Topics

General historical survey: Man before civilization; Mesopotamia and Egypt, Greece and Rome, the Middle Ages, the Renaissance, the Modern World

Food production, production for domestic needs, the extraction and working of metals

Building construction and transport

Communication and record creation

Early sources of power, the beginnings of the chemical industry

Technology in the East

Historical Survey: 1750 to 1900.

The steam engine, machine tools and their production

Modern transports

Building construction, the requirements of urban communities

Coal and the metals

The rise of the modern chemical industry

Textiles, pottery, and glass

The Internal combustion engine

The electrical industry

Printing, photography and the cinema

Modern agriculture

The world of the twentieth century: Two World Wars and many skirmishes; the rise and fall of the Soviet Empire, revolutions in communications and transportation, 20<sup>th</sup> century inventions

### **Required Texts:**

Philbin, Tom. *The 100 Greatest Inventions of All Time: A Ranking Past and Present*. New York: Citadel Press, 2005.

Volvi, Rudi. *Society and Technological Change*, 5<sup>th</sup> ed. New York: Worth Publishers, 2005.

### **Suggested Additional Text:**

Kozmetsky, George et al. *New Wealth: Commercialization of Science and Technology for Business and Economic Development*. NY: Praeger Publishers, 2004.

### **Bibliography:**

Aaseng, Nathan. *Black Inventors*. New York: Facts on File, Inc. 1997.

Altman, Linda Jacob. *Women Inventors*. New York: Facts on File, Inc., 1997.

Brown, David E. *Inventing Modern America: From the Microwave to the Mouse*. Cambridge: MIT Press, 2002.

Clark, Ronald W. *Works of Man: A History of Inventions and Engineering from the Pyramids to the Space Shuttle*. New York: Viking Penguin, Inc. 1985.

Denning, Peter J., editor. *The Invisible Future: The Seamless Integration of Technology Into Everyday Life*. New York: McGraw-Hill, 2002.

Derry, T.K. and Williams, Trevor I. *A Short History of Technology: From to Earliest Times to AD*

1900. New York: Dover Publications, 1993.

Diamond, Jared. *Germs, Guns, and Steel: The Fates of Human Societies*. New York: W.W. Norton & Company, 1999.

Gies, Frances and Joseph. *Cathedral, Forge, and Waterwheel: Technology and Invention in the Middle Ages*. New York: Harper Collins, Publishers, 1994.

Hughes, Thomas P. *Human-Built World. How to Think About Technology and Culture*. Chicago: The University of Chicago Press, 2004.

Jay, Peter. *The Wealth of Man*. New York: Public Affairs Press, 2000.

Johns, Adrian. *The Nature of the Book: Print and Knowledge in the Making*. Chicago: The University of Chicago Press, 1998.

Landes, David S. *The Wealth and Poverty of Nations: Why Some Are So Rich and Some So Poor*. New York: W.W. Norton & Company, 1999.

Levy, Joel. *Really Useful: The Origins of Everyday Things*. Buffalo: Firefly Books (US) Inc., 2002.

Macaulay David, with Ardley, Neil. *The Way Things Work*. Boston: Houghton Mifflin Company, 1998.

- Pacey, Arnold. *Technology in World Civilization*. Cambridge: MIT Press, 1991.
- Petroski, Henry. *The Evolution of Useful Things*. New York: Alfred A. Knopf, 1992.
- Pool, Robert. *Beyond Engineering: How Society Shapes Technology*. New York: Oxford University Press, 2007.
- Pursell, Jr. Carroll W., editor. *Technology in America: A History of Individuals and Ideals*. Cambridge; MIT Press, 1981.
- Reynolds, Terry S. and Cutcliffe, Stephen H. *Technology & the West: A Historical Anthology From Technology & Culture*. Chicago: University of Chicago Press, 1997.
- Rhodes, Richard, editor. *Visions of Technology: From Marconi, Wright and Ford to the Thinkers And Creators of Today and Tomorrow. A Century of Vital Debate About Machines, Systems, and the Human World*. New York: Simon & Schuster, 1999.
- Scientific American. *The Origins of Technology*, 1997.
- Smithsonian Institution. *The Smithsonian Book of Inventions*. Smithsonian Exposition Books. New York: W.W. Norton & Company 1978.
- Stix, Gary and Lacob, Miriam. *Who Gives a Gigabyte? A Survival Guide for the Technologically Perplexed*. New York: John Wiley & Sons, Inc., 1999.
- Sullivan, Otha Richard. *Black Stars: African American Inventors*. New York: John Wiley & Sons, Inc., 1998.
- Tobin, James. *Great Projects: The Epic Story of the Building of America, from the Taming of the Mississippi to the Invention of the Internet*. New York: The Free Press, 2001.
- Usher, Abbot Payson. *A History of Mechanical Inventions. Revised Edition*. Cambridge: Harvard University Press, 1954.
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## 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 empowerment should be the aim of all business persons. 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. Business 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 business professionals need knowledge about are management, marketing, computers and financial institutions. 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"> <li>- appropriate to Purpose of the semester</li> <li>- addresses Needs Analysis;</li> <li>- represents a logical step toward long- range goal;</li> <li>- Are challenging, doable.</li> </ul> | <ul style="list-style-type: none"> <li>- are observable;</li> <li>- are realistic within given time frame;</li> <li>- Are challenging</li> </ul> | <ul style="list-style-type: none"> <li>- define resources to be used, how and by whom;</li> <li>- describe how constraints will be handled;</li> <li>- Are appropriate to Needs Analysis, long- and short-range goals</li> </ul> | <ul style="list-style-type: none"> <li>- identifies evaluation of each strategy</li> <li>- identifies method;</li> <li>- Is appropriate to Needs Analysis, long and short-range goals.</li> </ul> |

**Constructive Action: Record of Critical Incident**

|        |                   |
|--------|-------------------|
| Date:  | Time:             |
| Place: | Persons Involved: |

Strategy Implemented:

| Content - text | Interpretation-subtext  |
|----------------|---|
|                | <p>On this side, record your thoughts, feelings inferences, strategies, assumptions, etc.</p> <p>I was really nervous. My tone of voice was apologetic, but I asked for help anyway.</p> <p>Made me angry at being paid attention to; but later I was making him nervous because he doesn't know how to deal with the change I'm proposing.</p> |

**Analysis by Dimension®**

Purpose:

Values:

Self & Others:

Systems:

Skills:

Assessment/Summary of New Understanding

What do you know now that you would not have known if this incident had not taken place?

Indicate whether you thought the situation went well or badly. Did it help you reach your goal or objective? Why or why not? (It went well because.../It would have gone better if...)

Next Steps:

I will:

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