

COURSE OUTLINE

Course Number: BA-120
Title: Project Management Fundamentals
Approval Date: June 2011

Credits: 3
Length of Course: 33 lecture hours

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Grading Method: A-F or Pass/No Pass
Prerequisites: None
Co-requisites: None
Recommended: None
Required: None

Certified General Education Area(s): None
Related Instruction Area: None
Uses library resources: None

Department: Business & Computer Science: Business
Outline Developed by: Kathy Christensen
Course Approved as: Lower Division Collegiate

Course Description:

Foundational course in project management. Students gain a thorough grounding in project management principles and techniques, including project life cycle, chartering, stakeholder management, work/task breakdown, network diagram and critical path, contingency planning, resource allocation, and project monitoring, and reporting.

Student Learning Outcomes:

Upon successful completion of this course, students will be able to:

1. identify common phases in the project life cycle (initiating, planning, executing, and closing) and list activities critical to each;
2. analyze new project constraints (time, resources, performance) and identify trade-offs between them (for example, if timely project completion date is critical, a company may expend more resources and perhaps reduce quality expectations if a deadline is at risk);
3. identify project stakeholders and their needs and prioritize stakeholders' impacts to the project by the following criteria: proximity to the project, power, and urgency (time sensitivity);
4. create a project work breakdown structure that accurately reflects a given project's scope and includes individual work packages, each scaled for a single owner;
5. employ a work breakdown structure to develop a network diagram that accurately reflects duration and sequencing of project activities,

6. identify a project's critical path and compute a project's earliest possible finish date by means of the two pass method,
7. name the four methods for responding to project risks (avoid, transfer, mitigate, and accept) and the three methods for responding to project opportunities (exploit, share, and enhance) and identify their differences;
8. summarize the differences between analogous, parametric, and bottom-up cost estimating and describe when it's appropriate to use each;
9. define "planned value", "earned value", "actual costs", "schedule variance", and "cost variance" within the context of Earned Value Management; demonstrate how this system may be used to manage project cost and schedule.

Major Topic Outline:

1. Project life cycle/project constraint model.
 2. Project initiating/chartering.
 3. Project communications.
 4. Project planning.
 5. Project work breakdown structure.
 6. Project network diagram.
 7. Project cost and schedule management.
 8. Project closing.
-

AAOT/ASOT GENERAL EDUCATION OUTCOMES COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

- Mark "C" if this course completely addresses the outcome. Students who successfully complete this course are likely to have attained this learning outcome.
- Mark "S" if this course substantially addresses the outcome. More than one course is required for the outcome to be completely addressed. Students who successfully complete all of the required courses are likely to have attained this learning outcome.
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This course does not include assessable General Education outcomes.

As a result of completing the AAOT/ASOT general education requirements, students will be able to:

WR: Writing Outcomes

- _____ 1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.
- _____ 2. Locate, evaluate, and ethically utilize information to communicate effectively.
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- _____ 1. Engage in ethical communication processes that accomplish goals.
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- _____ 1. Use appropriate mathematics to solve problems.
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- _____ 3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

BA120 Project Management Fundamentals Syllabus

Instructor: First Last

Phone: (999) 999-9999

Email: instructor@institution.edu (see email guidelines below)

Office Location: Building/room

Office Hours: MTWTh

Credits: 3

Grading Method: A-F or Pass/No Pass

Course Location: <http://online.clackamas.edu>

Required Text: *Contemporary Project Management*, 2nd Edition, Timothy Kloppenborg, South Western Cengage Learning

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Student Time Commitment: In a conventional three-credit on-campus class, a student can expect to spend three hours in class and engage in a minimum of two hours of homework for every hour in class (or 9 hours/week). Depending on how quickly and/or carefully you work you might expect to spend more on this class.

Why BA120? Whether you are a long-time project manager or a "newbie," this course is an important one for you. Focusing on project management approaches from a Project Management Institute (PMI) perspective you will learn specific project management conventions, processes, and vocabulary. BA120 can be your first step in earning a Certified Associate Project Manager (CAPM) or Project Management Professional (PMP) designation!

About Your Instructor: experience, titles, education, teaching philosophy, etc. I encourage you to contact me if you have questions or concerns. I'd like this class to be rewarding for you.

Online (Moodle) Technical Recommendations

You cannot successfully complete this course with only Smart Phone access. To be successful in this online class, you should have the following:

- Internet access (we recommend high speed broadband access but DSL is fine)
- A functional email that you will check
- A recent Operating System:
 - For Windows: Windows XP, Windows 7 or Newer
 - For Apple/Mac: Mac OS X or newer
 - For Linux: Most recent or long term support version of your distribution
- Internet browser that supports Java ([Mozilla Firefox](#) is highly recommended and preferred)
- Program capable of unzipping compressed files ([WinZip](#) or [7-Zip](#) is recommended)
- 2.8 GHz Single Core Processor or better **OR** a multi-core processor of any speed should be sufficient
- Video plug-ins for Windows Media and Quicktime movies
- Antivirus software
- An Office Suite (for viewing .ppt, .doc, .xls etc) such as
 - [Microsoft Office Suite](#) (Some courses will **REQUIRE** this!)

- [Libre Office Suite](#) or [Open Office Suite](#) (Both freeware - will get the job done but not the industry standard)

Student Rights and Responsibilities

CCC student handbook contains helpful resources (counseling and advising, disability resources, computer labs, and student learning center, to name a few). The section on student rights and responsibilities, beginning on page 113 is a particularly important one. The following discusses actions that are grounds of disciplinary action:

1. Dishonesty, including but not limited to cheating, plagiarism, or knowingly furnishing false information to the college.
2. Forgery, alteration or misuse of college documents or identification.
3. Obstruction or disruption of teaching, instructional or instructional research, administration of the college, disciplinary procedures or other college activities including, but not limited to, meetings of the Board of Education, community service functions, or authorized activities on college premises.

Privacy Notice

- Moodle software stores course access records, quiz scores, discussion postings, and chat room conversations. This data may be monitored.
- By enrolling in this class, you consent to sharing information and ideas, and your email address with other students. The instructor will not share your non-directory information with anyone.
- By remaining in this class, you give permission to your instructor to contact you at the email address provided in Moodle for the purpose of discussing matters relating to your enrollment in this course, including, but not limited to: providing assignment feedback & grade information, responding to your inquiries, and initiating communication related to your activity in the course. If you change your email address during this course, please update your address in Moodle to reflect the change.
- Students in hybrid or online classes have the same rights to review and discuss their assignments, scores, and academic records as any student in an on-campus class.
- Please contact your instructor if you have concerns about privacy issues.

Class Policies

1. **Assignments** must be submitted via the Moodle assignment tool (no email submissions accepted). They must be neatly typed and free of spelling, punctuation, and grammar errors. Please save electronic documents with title as Course#.Assignment#.YourFirstLastName.
2. **Timely submission.** Assignments and forum posts may be submitted up to one week late (20% point reduction applies). Late assignments **will not be accepted after one week** nor during weeks 10-11.
3. **Quizzes and Exams** must be submitted on time unless special arrangements are made with your instructor.
4. **To officially drop** the course or withdraw from college, you must file an Add/Drop Request with the Registrar's Office. Ceasing to attend class does not constitute official withdrawal. To obtain a full refund, you must drop the class by the end of Week 1.
5. **Academic honesty** is a requirement for passing this course. The penalty for plagiarizing an assignment or cheating on an exam is an F in the course. **Important: plagiarizing applies both to written and spoken words.**

6. **Special Needs:** If you are a student with a disability and you believe that your opportunities to be successful in this class are affected by that disability, please contact the Clackamas Community College Disability Resource Center, 503-594-3181 or <http://depts.clackamas.edu/advising/drc/>
7. **Course grades.** You may check your grades at any time by visiting the Moodle Gradebook on our Moodle site. Final grades will be posted to CougarTrax by the Monday following term's end.
8. **Email guidelines.** Your subject line should include your name and the course number. You must have instructor approval to submit assignments via email. Assignments sent as email attachments should be entitled as follows: Course#.Assignment#.YourFirstLastName.

Course Material Weighting

Total Points	No.	% of Grade
Standard Discussion Forums	7	15
Peer Review (WBS & Net Diagram) forums	2	7.5
Study and Discussion for Quiz forums	3	7.5
Mini Quizzes	4	7.5
Assignments (charter @ 50, WBS @ 100 and Net Diagram @ 100)	3	35
Final	1	15
Quizzes 5 (one dropped)	4	12.5

Grade Distribution

- A >= 90%
- B 80 - 89.9%
- C 70 - 79.9%
- D 60 - 69.9%
- F < 60%

Assignment Details (Refer to Campus Remodel Case Study)

Project Charter (50 pts)

Create a project charter for the “Campus Remodel Case Study,” including the following elements:

- Title
- Scope overview
- Milestones (4-5), including name, completion date, stakeholder, and acceptance criteria
- Risks and assumptions (4-5), including name, risk owner, and response
- Stakeholder list (4-5), including name and interest
- Team operating principles

- Lessons learned
- Commitment, including signature lines

Work Breakdown Structure (WBS)

Create a WBS for the Campus Remodel Case Study as follows:

Develop a Work Breakdown Structure in an outline format (see Exhibit 6.12 in your text). Focus on project execution, not project planning. For example, assume you have an approved charter and budget and do not include related tasks in your WBS.

1. Organize the top-level categories in phases, deliverables/components, or work function/department.
2. All categories and their associated sub-tasks should be numbered (e.g. category might be numbered “1.0” and one of its sub-tasks might be numbered “1.1”).
3. Sub-tasks should all be worded as “noun verb” (e.g., “paint wall,” “schedule inspection,” or “notify campus.”)

In addition submit a narrative addressing the following:

1. Will you include security and/or ‘take-a-number’ options? Why or why not?
2. How you will approach project staffing?
3. Will you shut down or relocate the registration department during the most disruptive portions of the remodeling? (Other approaches may also be chosen; please provide details if you choose one.)

You will submit your first draft to the WBS first draft forum and give and receive feedback from your peers. Your second draft will be submitted as an individual assignment worth 100 pts.

Network Diagram

Create a Network Diagram from your Campus Remodel WBS as follows:

1. Choose a minimum of 10 important sub-tasks from your WBS.
2. Arrange them sequentially based on the logic of the project. *A minimum of two tasks must be arranged concurrently.*
3. Label all tasks with their associated WBS number.
4. Assign each task an appropriate duration.
5. Identify predecessor/successor relationships with arrows.
6. Mark each task with its duration, ES, EF, FS, LF, and slack by performing a forward and backward pass.
7. Identify the critical path
8. Include a legend
9. Include a copy of the WBS on which you based your diagram.

Note: ordinarily your network diagram would be a reflection of your WBS. However, for the purposes of this class your assignment has been simplified.

You will submit your first draft to the Network Diagram first draft forum and give and receive feedback from your peers. Your second draft will be submitted as an individual assignment worth 100 pts.

Course Calendar

Prepare Yourself for the Course

- Post to the Introductory forum

Module 1

- Read Chapter 1
- Participate in the Module 1 lesson
 - Navigate through the videos
 - Complete the checkpoint quiz (untimed essay)
- Participate in the checkpoint discussion (optional)

Module 2

- Read Chapter 4
- Participate in the Module 02 lesson
 - Review the sample charter document
 - Navigate through the videos
 - Complete the checkpoint quiz (untimed essay)
- Participate in the checkpoint discussion (optional)
- Participate in “Discuss Your Past Projects” forum
- Complete Mini-Quiz 1 (essay format)

Module 3

- Read Chapter 5
- Participate in the Module 03 lesson
 - Navigate through the videos
 - Complete the checkpoint quiz (untimed essay)
- Participate in the checkpoint discussion (optional)
- Participate in “Team Communication Challenges” forum
- Submit Project Charter Assignment
- Complete Quiz 1 (timed multiple choice)

Module 4

- Read Chapter 6
- Participate in the Module 04 lesson
 - Navigate through the videos
 - Complete the checkpoint quiz (untimed essay)
- Participate in the checkpoint discussion (optional)
- Participate in “Birdhouse Project” forum
- Complete Mini-Quiz 2 (essay format)
- Complete Quiz 2 (timed multiple choice)

Module 5

- Read Chapter 7

- Participate in Module 05 Part 1 lesson
 - Navigate through the videos
- Participate in Module 05 Part 2 lesson
 - Navigate through the videos
 - Complete the checkpoint quiz (untimed essay)
- Participate in the checkpoint discussion (optional)
- Participate in the “Network Diagram Discussion” forum
- Participate in the “WBS Draft” forum by submitting your draft and providing feedback to your peers

Module 6

- Read Chapter 8
- Participate in the “Agile” forum
- Participate in the “Quiz 3 Study” forum
- Complete Quiz 3 (timed multiple choice)

Module 7

- Read Chapter 9
- Participate in “Costs” forum
- Submit WBS Final Draft Assignment

Module 8

- Read chapters 10-11
- Participate in “Risk” forum
- Complete Mini-Quiz 3 (essay format)
- Participate in the “Quiz 4 Study” forum
- Complete Quiz 4 (timed multiple choice)

Module 9

- Read chapters 13, 14, and 15
- Participate in “Project Team Characteristics” forum
- Participate in the “Network Diagram Draft” forum by submitting your draft and providing feedback to your peers

Module 10

- Participate in “Lessons Learned” discussion
- Complete Mini-Quiz 4 (essay format)
- Participate in the “Quiz 5 Study” forum
- Complete Quiz 5 (timed multiple choice)

Module 11

- Submit Network Diagram Final Draft Assignment
- Review Final Exam Study Guide
- Complete Final Exam (timed multiple choice)



BA120 Project Management Fundamentals

Chapter 4: Chartering Projects

The “What” and “Why” of Project Charters

- Contract between the project team and the sponsor
- Authorizes the project manager to act
- Living document that can evolve with changing conditions
- Charter approval represents a transition from project initiation to project planning



Typical Elements in a Project Charter

- Title
- Scope overview
- Preliminary budget & spending approvals
- Business case
- Milestone schedule (with acceptance criteria)
- Risks, assumptions, constraints
- Team operating principles
- Lessons learned
- Signatures and commitment

Business Case

- Used to justify the project
- Clear link between the project and the organization's strategy
- Provides a rationale for decision makers to support the project and can serve as inspiration for team members



Charter Example, Part 1

MicroDoodle, Inc. Charter: Team Space Update and Reconfigure

Scope Overview: This project will create a completely reorganized space in which a dedicated project team can be co-located during the duration of a given project. Existing furniture will be removed from the space and replaced with open cubicles. Two hard-walled offices will be remodeled to create small group “huddle” rooms. Equipment, including necessary PCs, monitors and printers, have been ordered and received. Specifying and ordering equipment is outside the scope of the project. |

Business Case: Research indicates that teams that are co-located communicate more effectively and collaborate more creatively. MicroDoodle sees a strong need to build more cohesive teams in order to execute more successful projects. To test the concept, MicroDoodle is electing to create space for co-location of a single team. Results will be monitored for a total of three projects, after which the feasibility of creating similar spaces for other project teams will be determined.

Milestone Schedule With Acceptance Criteria

- Project milestones: generally, 3 to 8 points that mark projected completion of key deliverables
- Acceptance criteria
 - An assigned stakeholder who is authorized to approve a given deliverable.
 - Method for measurement



Charter Example, Part 2

Milestones

Milestone	Completion Date	Stakeholder	Acceptance Criteria
Materials received	1/30/14	Purchasing manager	Bill of lading/purchase order comparison
Cubicles assembled and wired	2/7/14	Facilities manager	Comparison to plan, sr. electrician approval
Huddle rooms furnished	2/7/14	Facilities manager	Comparison to plan
Technology in place	2/14/14	I.T. manager	System test demonstration
Team project team moved to space	2/21/14	Project manager	Team member poll

Risks, Assumptions, and Constraints

- Risks represent uncertain events that after occurrence may have negative *or* positive effects on the project's success.
- Assumptions, for the purposes of a plan are considered to be true, even without verification.
- Constraints are limitations that are likely to impact the project



Charter Example, Part 3

Risks and Assumptions

Risk/Assumption	Risk Owner	Response
Cubicle components may be delivered late	Project manager	Work with purchasing manager to monitor/potentially expedite shipment
In-house installation team may be unavailable when required	Facilities manager	Employ on-call contractors
Team members may be available for early move in	Project manager	Consider crashing schedule
Technology equipment may not function optimally	Project manager	Work with technical lead to ensure equipment is specified appropriately.

Lessons Learned From Previous Projects

- Successes and failures of previous projects become practical advice
- Avoid the risk of repeating mistakes from previous projects
- Consider what has worked well and what has worked poorly
- Each project should report lessons learned at key reviews and project completion
- Make lessons available in a lessons learned knowledge base
- The more specific the lessons, the more likely they will be found useful

Charter Example, Part 4

Lessons Learned

- Communicate move schedule to all stakeholders and send reminders one week and one day prior to the move.
- Ensure that all equipment and furniture to be moved is clearly labeled with employee name and destination *before* the move.
- Confirm action items for each team member after each meeting.

Typical Elements in a Project Charter

- Title
- Scope overview
- Preliminary budget & spending approvals
- Business case
- Milestone schedule (with acceptance criteria)
- Risks, assumptions, constraints
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- Signatures and commitment

BA120 Project Management Fundamentals

Chapter 5: Stakeholder Analysis &
Communication Planning



Build Relationships With Stakeholders

- Consider their perspective: “What is in it for me?”
- Treat them as partners
- Use core team relationship building activities
- Foster respect and trust—LISTEN!



Prioritize Stakeholders

- How much direct contact? (proximity)
- Level of control (power) over the project
- How urgent is the project? (time sensitivity)
- Rate aspects on a 1 to 3 priority scale
- Generate a total prioritization score



Develop the Project Management Plan

- Covers executing, monitoring, controlling and closing all project work
- Builds relationships as plans are developed
- Starting point is project initiation documentation



The Communications Management Plan

Answers the following:

- Who needs what?
- When will it be needed?
- Where will it be needed?
- How must the message be delivered?

Plan is used to:

- Determine and deliver on expectations
- Resolve conflicting goals
- Document meaningful lessons



Plan Considerations

- Purposes (approvals, direction, guidance, reporting, etc.)
- Structure (organizational forms, project templates, etc.)
- Methods (reports, presentations, meetings, etc.)
- Timing (charter, project plan, milestones, *or* routine time—daily, weekly, monthly, etc.)
- Communications matrix

Stakeholder	Team learns what?	Team shares what?	Timing	Method	Owner

Improving Project Meetings

- Apply the plan-do-check-act (PDCA) model
- Any process practiced repeatedly will improve over time
- Information captured in a project meeting:
 - Decisions made
 - New issues surfaced and old issues resolved
 - Action items agreed to
 - An evaluation of the meeting



COURSE OUTLINE

Course Number: BA-122
Title: Teamwork: Project Management
Approval Date: January 2013

Credits: 3
Length of Course: 33 lecture hours

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Grading Method: A-F or Pass/No Pass
Prerequisites: None
Co-requisites: None
Recommended: None
Required: None

Certified General Education Area(s): None
Related Instruction Area: None
Uses library resources: None

Department: Business & Computer Science: Business
Outline Developed by: Kathy Christensen
Course Approved as: Lower Division Collegiate

Course Description:

Focuses on team dynamics and skills for achieving goals while working in a diverse group. Students complete a team project and in the process, practice successful communication strategies, goal definition, schedule coordination, peer feedback, and conflict management. Additional course topics include learning styles, diversity, appreciating differences, and ethical behavior in teams.

Student Learning Outcomes:

Upon successful completion of this course, students will be able to:

1. name the five stages of team development (forming, storming, norming, performing, and adjourning) and discuss common team member behaviors in each;
2. identify the conditions and behaviors that detract from our enhance team member productivity and successful project outcomes,
3. create a team contract by working with other team members to define team project goals, individual roles, communication methods, decision making approaches, and team norms;
4. identify individual learning styles and values to measure how to compare to other team members'; discuss how to capitalize on synergies and mitigate negative impacts from individual styles;
5. discuss common approaches to conflict management (competing, compromising, accommodating, avoiding, and collaborating) and describe when each might most appropriately be used;
6. identify challenges inherent in virtual team composition and explain methods for their mitigation,

7. name effective meeting management techniques, including creating and adhering to an agenda, effectively managing time, facilitating open communication amongst meeting attendees, and tracking action item assignments; engage in team meetings and then critique meeting success relative to best practices in meeting management;
8. develop and deliver a team presentation to demonstrate team building and team management skills and principles.

Major Topic Outline:

1. Defining team success.
 2. Understanding basic team development processes.
 3. Communication and conflict in teams.
 4. Power, social influence, and motivation.
 5. Decision making and problem solving.
 6. Managing diversity.
 7. Virtual teams.
 8. Team-building and team training.
 9. Evaluating and Rewarding Teams.
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- _____ 3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

BA122 Teamwork Syllabus

Instructor:	First Last
Phone:	(999) 999-9999
Email:	instructor@institution.edu (see email guidelines below)
Office Location:	Building/room
Office Hours:	MTWTh
Credits:	3
Grading Method:	A-F or Pass/No Pass
Course Location:	http://online.clackamas.edu
Required Texts:	<i>Teamwork and Teambuilding</i> (Butterfield) and <i>Virtual Team Success</i> (Derosa and Lepsinger)
Credits:	3
Grading Method:	A-F or Pass/No Pass

Course Description:

Focuses on team dynamics and skills for achieving goals while working in a diverse group. Students complete a team project and in the process, practice successful communication strategies, goal definition, schedule coordination, peer feedback, and conflict management. Additional course topics include learning styles, diversity, appreciating differences, and ethical behavior in teams.

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3. create a team contract by working with other team members to define team project goals, individual roles, communication methods, decision making approaches, and team norms;

4. identify individual learning styles and values to measure how they compare to other team members' and discuss how to capitalize on synergies and mitigate negative impacts from individual styles,
5. discuss common approaches to conflict management (competing, compromising, accommodating, avoiding, and collaborating) and describe when each might most appropriately be used;
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7. name effective meeting management techniques, including creating and adhering to an agenda, effectively managing time, facilitating open communication amongst meeting attendees, and tracking action item assignments, engage in team meetings and then critique meeting success relative to best practices in meeting management;
8. develop and deliver a team presentation to demonstrate teambuilding and team management skills and principles.

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Why 122? Want an edge in a job interview? Describe your experience in a creative, productive team. Talk about how you created a team contract, developed a work plan, solved problems, transformed conflict into consensus, and delivered a first-rate presentation that demonstrates those skills. You'll have the chance to do all those things and more in BA122!

About Your Instructor: experience, titles, education, teaching philosophy, etc.

Online (Moodle) Technical Recommendations

You cannot successfully complete this course with only Smart Phone access. To be successful in this online class, you should have the following:

- Internet access (we recommend high speed broadband access but DSL is fine)
- A functional email that you will check
- A recent Operating System:
 - For Windows: Windows XP, Windows 7 or Newer
 - For Apple/Mac: Mac OS X or newer
 - For Linux: Most recent or long term support version of your distribution
- Internet browser that supports Java ([Mozilla Firefox](#) is highly recommended and preferred)
- Program capable of unzipping compressed files ([WinZip](#) or [7-Zip](#) is recommended)
- 2.8 GHz Single Core Processor or better **OR** a multi-core processor of any speed should be sufficient
- Video plug-ins for Windows Media and Quicktime movies

- Antivirus software
- An Office Suite (for viewing .ppt, .doc, .xls etc) such as
 - [Microsoft Office Suite](#) (Some courses will **REQUIRE** this!)
 - [Libre Office Suite](#) or [Open Office Suite](#) (Both freeware - will get the job done but not the industry standard)

Student Rights and Responsibilities

CCC student handbook contains helpful resources (counseling and advising, disability resources, computer labs, and student learning center, to name a few). The section on student rights and responsibilities, beginning on page 113 is a particularly important one. The following discusses actions that are grounds of disciplinary action:

1. Dishonesty, including but not limited to cheating, plagiarism, or knowingly furnishing false information to the college.
2. Forgery, alteration or misuse of college documents or identification.
3. Obstruction or disruption of teaching, instructional or instructional research, administration of the college, disciplinary procedures or other college activities including, but not limited to, meetings of the Board of Education, community service functions, or authorized activities on college premises.

Privacy Notice

- Moodle software stores course access records, quiz scores, discussion postings, and chat room conversations. This data may be monitored.
- By enrolling in this class, you consent to sharing information and ideas, and your email address with other students. The instructor will not share your non-directory information with anyone.
- By remaining in this class, you give permission to your instructor to contact you at the email address provided in Moodle for the purpose of discussing matters relating to your enrollment in this course, including, but not limited to: providing assignment feedback & grade information, responding to your inquiries, and initiating communication related to your activity in the course. If you change your email address during this course, please update your address in Moodle to reflect the change.
- Students in hybrid or online classes have the same rights to review and discuss their assignments, scores, and academic records as any student in an on-campus class.
- Please contact your instructor if you have concerns about privacy issues.

Class Policies

1. **Team assignments.** In taking this class and committing yourself to team assignments, you commit to: (1) keeping your teammates and instructor up-to-date on your email address; (2) checking your email frequently; (3) responding as soon as possible to a teammate's inquiry; and (3) completing your portions of team projects in a timely fashion. Note: One team member should submit each team assignment.

2. **Online Course Requirements.** As a hybrid course, BA-122 features significant online components. You can access resources, complete forum questions, submit assignments, and interact with other class members at: <http://online.clackamas.edu>.
3. **Discussion forums.** Of the five forums, you can drop your lowest score. You'll be graded on content and presentation (suitable for a business audience). *No late submissions!*
4. **Individual and Team Assignments.** Most assignments must be submitted by 5 p.m. on their due dates. You'll be graded on content and presentation suitable for a business audience. *No late submissions!*
5. **Quizzes.** Of the 12 quizzes, you may drop your two lowest scores. *No late submissions!*
6. **Email guidelines.** Your subject line should include your name and the course number. Emails must feature appropriate structure, tone, grammar and spelling.
7. **Dropping the course.** To officially drop the course or withdraw from college, you must file an Add/Drop Request with the Registrar's Office. For a full refund, you must drop the class by the end of week 1. Ceasing to attend class does not constitute official withdrawal.
8. **Academic honesty** is a requirement for passing this course. The penalty for plagiarizing an assignment or cheating on an exam is an F in the course. Important: plagiarizing applies both to written and spoken words.
9. **Special Needs.** If you are a student with a disability and you believe that your opportunities to be successful in this class are affected by that disability, please contact the Clackamas CC Disability Resource Center Coordinator, Aimee Elber at 503/594-3181. Their website is <http://depts.clackamas.edu/advising/drc/>.

Point Breakdown

Item	No.	% of Grade
Discussions	17	20
Quizzes	3	20
Individual Assignments including Critical Inquiry Worksheets	11	20
Response to Module	5	2.5
Team assignments: Contract and Work Plan @ 75 pts., Status report @ 25 pts., Meeting Agendas and Minutes (5 @ 10 pts.), Presentation @ 100 pts.		37.5

Grade Range

A = 90 – 100%

B = 80 – 89%

C = 70 – 79%

D = 60 – 69%

F < 60%

Course Calendar

Prepare Yourself for the Course

1. Review the “Technology Orientation” (optional)
2. Participate in the “Class Mixer Questions” discussion
3. Participate in the “Class Mixer Follow Up” discussion

Module 1

1. Review “Google and Google Docs & Practice” (optional)
2. Read *Teamwork and Teambuilding*, Units A-B
3. View the Module 1 videos
4. Participate in the “COMPASS primary” discussion
5. Complete the VARK assessment to participate in the “VARK Results” discussion
6. Submit “Your Response to Module 1”

Module 2

1. Read *Teamwork and Teambuilding* C-E
2. View the Module 2 videos
3. Complete the Module 2 Critical Inquiry Worksheet
4. Participate in the “COMPASS results” discussion
5. Participate in the “Japanese/American Conversation” discussion
6. Submit your “Team Values Assessment”
7. Submit “Your Response to Module 2”

Module 3

1. Read *Making the Team*, Chapter 2
2. View the Module 3 videos
3. Complete the Module 3 Critical Inquiry Worksheet
4. Participate in the Module 3 Lesson Discussion
5. Participate in the “Form Your Teams” discussion

6. Submit “Your Response to Module 3”

Module 4

1. Read *Making the Team*, chapters 5 & 7
2. Complete the Module 4 Critical Inquiry Worksheet
3. View the Module 4 videos
4. Participate in the Module 4 Lesson Discussion
5. Participate in the “Meetings: The Good, the Bad, and the Ugly” Discussion
6. Participate in the “Module 4 Team Meeting” forum. You will submit your Module 4 agenda, *after meeting*, meeting minutes, and individual meeting feedback.
7. Submit “Your Response to Module 4”

Module 5

1. Optional: Review “How to Compile and Organize Your Work Electronically.”
2. Read *Making the Team* chapters 8 and 9.
3. Complete the Module 5 Critical Inquiry Worksheet
4. View the Module 5 videos
5. Participate in the Module 5 Lesson Discussion
6. Participate in the “Module 5 Team Meeting” forum. You will submit your Module 5 agenda and *after meeting*, you will submit your meeting minutes, and individual meeting feedback.
7. Submit “Biography” (individual assignment)
8. Submit “Your Response to Module 5”

Module 6

1. Read *Making the Team* chapter 12.
2. View the Module 6 videos
3. Complete the Module 6 Critical Inquiry Worksheet
4. Participate in the Module 6 Lesson Discussion
5. Complete the “Remote Art” activity, which will allow you to practice clear communication, with no visual cues.
6. Discuss your experiences with the “Remote Art” activity.
7. Participate in the “Module 6 Team Meeting” forum. You will submit your Module 6 agenda and *after meeting*, you will submit your meeting minutes, and individual meeting feedback.
Special note: plan to include a discussion of your “Biography” assignment as a team building activity.
8. Submit “Your Response to Module 6”

Module 7

1. Read *Virtual Team Success* chapters 1-2.
2. View the Module 7 videos
3. Complete the Module 7 Critical Inquiry Worksheet
4. Participate in the Module 7 Lesson Discussion
5. Participate in the “Module 7 Team Meeting” forum. You will submit your Module 7 agenda and *after meeting*, you will submit your meeting minutes, and individual meeting feedback.
6. Submit “Nominal Group Individual Brainstorming” assignment
7. Complete Quiz 2 (*Making the Team* chapters 2, 5, 7-9, and 12)
8. Submit “Your Response to Module 7”

Module 8

1. Read *Virtual Team Success* chapters 3-4
2. View the Module 8 videos
3. Complete the Module 8 Critical Inquiry Worksheet
4. Participate in the Module 8 Lesson Discussion.
5. Participate in the “Module 8 Team Meeting” forum. You will submit your Module 8 agenda and *after meeting*, you will submit your meeting minutes, and individual meeting feedback.
Special note: plan to include a discussion of your “Nominal Group Individual Brainstorming” assignment as part of your meeting.
6. Submit “Reality Check” assignment
7. Submit “Your Response to Module 8”

Module 9

1. Read *Virtual Team Success* chapters 5-6 and Conclusion
2. View the Module 9 videos
3. Complete the Module 9 Critical Inquiry Worksheet
4. Participate in the Module 9 Lesson Discussion
5. Participate in the “Module 9 Team Meeting” forum. You will submit your Module 8 agenda and *after meeting*, you will submit your meeting minutes, and individual meeting feedback.
6. Submit “Status Report” (team assignment)
7. Submit “Your Response to Module 9”

Module 10

1. Practice your presentation.
2. Complete Quiz 3 (*Virtual Team Success* chapters 1-6 and Conclusion)
3. Deliver your presentation
4. Submit your peer evaluations (note: you cannot receive a grade on your presentation if you do not provide peer evaluations).

Major Assignments (team)

In teams of 3-6 members, you will develop a presentation and audience activity related to teams. In preparation, though, you will develop a team contract and work plan and a status report. You will also engage in weekly meetings (see details in our Moodle shell).

Your choice of presentation topics includes:

- Team Decision Making
- Self-managed Teams
- Conflict Management in Teams
- Effective Communication in Teams
- Technical vs. Interpersonal Skills in Teams
- Power and Politics in Teams
- Effective Team Reward Systems
- Others? Check with you instructor.

Team Presentation Requirements/Percentage of Grade

1. Structure (10%)
 - a. Introduction/overview (tell us what you will tell us)
 - b. Body (provide evidence for its importance/tell us)
 - c. Conclusion (reinforce the main points/tell us what you told us).
 - d. References or "Works Cited": Include 3-10 references. While you may want to consult Wikipedia for ideas, you may not use it a reference.
2. Content (50%)
 - a. Informative, relevant, coherent
 - b. Professionally presented (grammar, spelling, page layout)
3. Audience engagement: Oral, written, and/or physical. Examples include games or surveys. (20%)
4. Time: 20-30 minutes. (10%)
5. Hard copy file: Submit references and PowerPoint, or video files or copies of overheads. (10%)

As you prepare, consider the following:

1. Who is your audience?
2. What will you discuss?
3. Why is it important?
4. How will you convey the information?
 - Auditory (spoken, recorded)
 - Visual (PPT or overhead)
 - Kinesthetic (Audience participation)

Important note: You must submit a peer evaluation in order to get credit for the presentation. Your instructor will adjust grades based on your team's feedback.

Other Team Deliverables and Due Dates

- **Team Contract.** A team contract, which does not define what you will deliver to your instructor, focuses on behaviors and processes you'll engage in as you work with one another. But why should you bother to develop a contract when it doesn't contribute directly to your project? Actually, developing a team contract creates solid individual buy-in, since each of you will know that you have had a say in how the team will function. Signing the finished product serves as an individual team member's promise to abide by the terms of the contract.

What are the required elements of your contract?

1. Introduction with a short description of your team assignment and a list of member names (include email addresses—including alternates—and phone numbers). You might also note here any potential differences in communication or approach to work (see "Values Clarification" exercise).
2. Communication, including frequency and type (face-to-face meetings, email, text, live chat, etc.)
3. Meeting ground rules (might be a sub-section of "communication").
4. Decision making approach, process, and method (consensus, majority rule, individual expert, etc.).
5. Conflict management. In particular it's helpful to include a specific process for dealing with non-participation.
6. Attitudes (respect, courtesy, timeliness, etc.). Note: it will be important to be specific; for example, you might say, "If a member can't be on time for a deadline, s/he will notify the other members a minimum of 24 hours beforehand" rather than "We promise to be on time with our individual work or let the team know."
7. Goals for the project. Here are some examples:
 - a. To learn to effectively work together to produce a quality product worthy of an "A."
 - b. To acquire specific skills (e.g., clear, empathetic communication, team building techniques, or effective meeting management).
8. The list of criteria with which you will evaluate yourselves and one another. Note: although you will develop the criteria in class and on a team discussion forum, your instructor will serve as a resource on what to include

Work Plan.

This assignment should include a short description of your team project (for example, "Since our topic is virtual teams, we plan to present a short description of the kinds of team building challenges faced by virtual teams and then we'll engage the class in one exercise designed to mitigate those challenges").

It should also include a table that features a short description of each task in your project, the team member assigned to the task, and a due date. Examples of tasks in the project noted above might be, "research challenges to a new virtual team," "research conflict management in a virtual team," "research and propose a minimum of three virtual team teambuilding activities," "assemble props," etc. Your table might have a heading like this:

Task	Owner	Due Date
------	-------	----------

- **Status Report.** To complete this assignment, create a document that addresses these questions: What's your progress? What challenges are you facing? How are you meeting them?

You should include your Work Plan table with an additional column that includes "percent complete" on each task (see below).

Task	Owner	Due Date	Percent Complete
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BA122 TEAMWORK



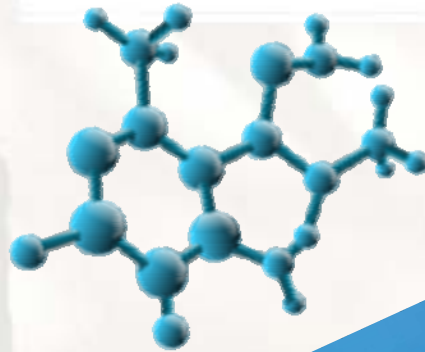
Team Productivity

- Team context
- Team culture
- Member skills and learning curves
- Free riders and the “sucker” effect



Performance Criteria

- Productivity
- Cohesion
- Learning



- Clear, uplifting goal

Predictor of Success

See you again in Module 4!



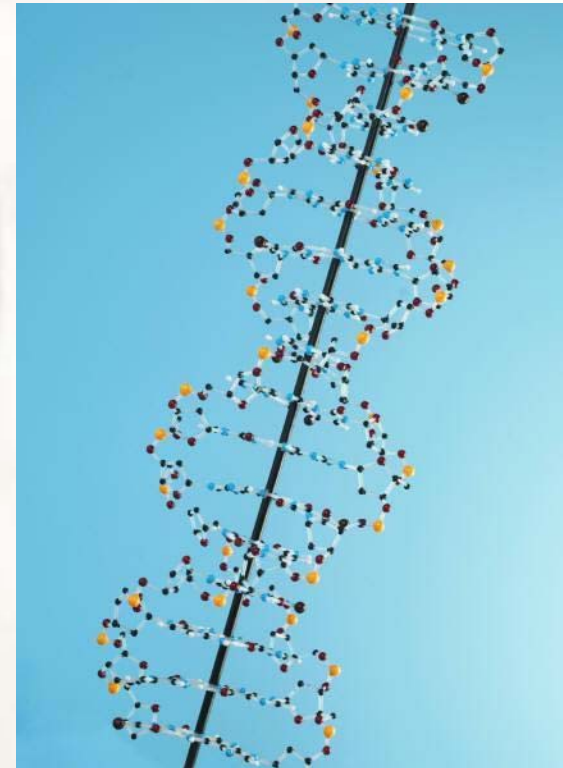
BA122 TEAMWORK



Module 4

Group Cohesion

- Attraction amongst members
- Cohesive more productive
- Emotional contagion
- Identity building



Trust-building

- Respect
- Familiarity
- Implicit trust
- Psychological safe

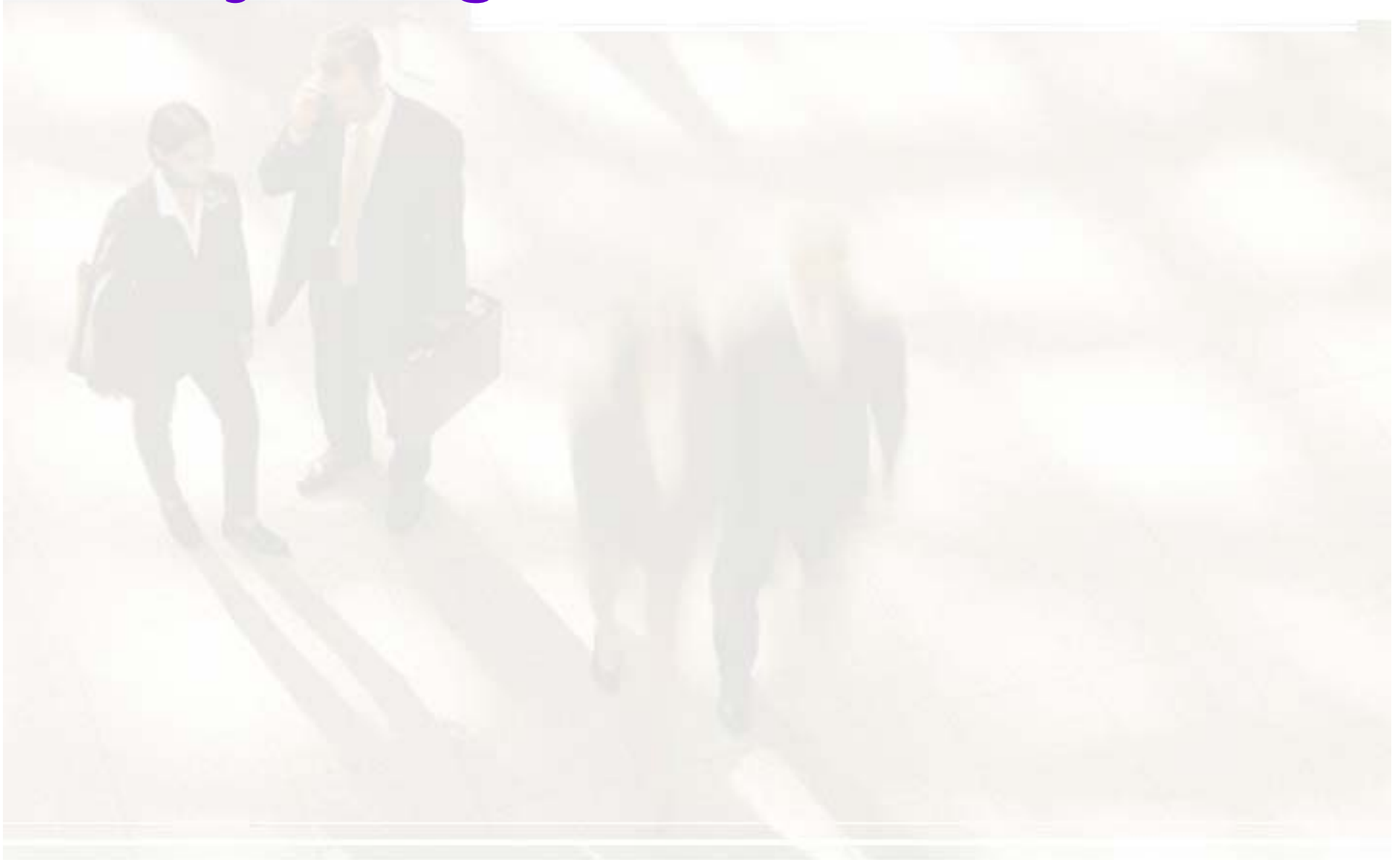


Team Communication in BA122

- Weekly meeting
 - Appoint facilitator and recorder
 - Team building
 - Agenda
 - Minutes/action items
 - Meeting evaluation
- Google Drive
- Google Hang-out



See you again in Module 5!



COURSE OUTLINE

Course Number: BA-123
Title: Leadership & Motivation
Approval Date: January 2013

Credits: 3
Length of Course: 33 lecture hours

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Grading Method: A-F or Pass/No Pass
Prerequisites: None
Co-requisites: None
Recommended: None
Required: None

Certified General Education Area(s): None
Related Instruction Area: None
Uses library resources: None

Department: Business & Computer Science: Business
Outline Developed by: Kathy Christensen
Course Approved as: Lower Division Collegiate

Course Description:

Focuses on leadership-achieving organizational goals by employing human, financial, and organizational resources-and provides both a theoretical and a practical perspective on leadership and motivation skills. By engaging in both introspective and interactive exercises, students build the expertise necessary to lead both projects and organizations.

Student Learning Outcomes:

Upon successful completion of this course, students will be able to:

1. define effective leadership characteristics and behaviors,
2. analyze scenarios to determine the most effective use of power and influence within the framework of the scenario,
3. demonstrate effective approaches to managing conflict,
4. identify methods for managing crises and dealing with change in a volatile environment,
5. demonstrate effective communication patterns to send and receive messages to/from key project stakeholders,
6. list and explain key motivational tools and reward methods to reinforce desired activities and attitudes,
7. distinguish between ethical principles (justice, individual rights, utilitarianism, individualism, and the categorical imperative) and apply them to addressing ethical conflicts;
8. incorporate course concepts and the results of introspective exercises to articulate a personal leadership

philosophy.

Major Topic Outline:

1. Leadership characteristics.
 2. Power (kinds of, use of).
 3. Ethical organizational politics (working through it, using it).
 4. Networking.
 5. Negotiating.
 6. Communication for leaders.
 7. Conflict management.
 8. Managing change and crises.
 9. Business ethics and social responsibility.
-

AAOT/ASOT GENERAL EDUCATION OUTCOMES COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

- Mark "C" if this course completely addresses the outcome. Students who successfully complete this course are likely to have attained this learning outcome.
- Mark "S" if this course substantially addresses the outcome. More than one course is required for the outcome to be completely addressed. Students who successfully complete all of the required courses are likely to have attained this learning outcome.
- Mark "P" if this course partially addresses the outcome. Students will have been exposed to the outcome as part of the class, but the class is not a primary means for attaining the outcome and assessment for general education purposes may not be necessary.

This course does not include assessable General Education outcomes.

As a result of completing the AAOT/ASOT general education requirements, students will be able to:

WR: Writing Outcomes

- _____ 1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.
- _____ 2. Locate, evaluate, and ethically utilize information to communicate effectively.
- _____ 3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

- _____ 1. Engage in ethical communication processes that accomplish goals.
- _____ 2. Respond to the needs of diverse audiences and contexts.
- _____ 3. Build and manage relationships.

MA: Mathematics Outcomes:

- _____ 1. Use appropriate mathematics to solve problems.
- _____ 2. Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

AL: Arts and Letters Outcomes

- _____ 1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.
- _____ 2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

SS: Social Science Outcomes

- _____ 1. Apply analytical skills to social phenomena in order to understand human behavior.
- _____ 2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

SC: Science or Computer Science Outcomes

- _____ 1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.
- _____ 2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.
- _____ 3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

BA123-01 Leadership and Motivation Syllabus

Instructor:	First Last
Phone:	(999) 999-9999
Email:	instructor@institution.edu (see email guidelines below)
Office Location:	Building/room
Office Hours:	MTWTh
Credits:	3
Grading Method:	A-F or Pass/No Pass
Course Location:	http://online.clackamas.edu

Required Text: *The Leadership Challenge, 4th edition* (Kouzes and Posner) and custom text *Human Relations: Strategies for Success 4th*, Chapters 6 – 8, 13 and 17 (Lamberton and Minor).

Course Description:

Focuses on leadership-achieving organizational goals by employing human, financial, and organizational resources-and provides both a theoretical and a practical perspective on leadership and motivation skills. By engaging in both introspective and interactive exercises, students build the expertise necessary to lead both projects and organizations.

Student Learning Outcomes:

Upon successful completion of this course, students should be able to:

1. define effective leadership characteristics and behaviors,
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3. demonstrate effective approaches to managing conflict,
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6. list and explain key motivational tools and reward methods to reinforce desired activities and attitudes,

7. distinguish between ethical principles (justice, individual rights, utilitarianism, individualism, and the categorical imperative) and apply them to addressing ethical conflicts;
8. incorporate course concepts and the results of introspective exercises to articulate a personal leadership philosophy.

Student Time Commitment: In a conventional three-credit on-campus class, a student can expect to spend three hours in class and engage in a minimum of two hours of homework for every hour in class (or 9 hours/week). Depending on how quickly and/or carefully you work you might expect to spend more on this class.

Why 123? Leadership does not require a title or formal recognition. In fact all of us—no matter what our positions—are leaders in our own ways. And every one of us can continue to grow in leadership skills. With its combination of theory and practical exercises, BA123 allows you to do just--grow your leadership potential!

About Your Instructor: experience, titles, education, teaching philosophy, etc.

Online (Moodle) Technical Recommendations

You cannot successfully complete this course with only Smart Phone access. To be successful in this online class, you should have the following:

- Internet access (we recommend high speed broadband access but DSL is fine)
- A functional email that you will check
- A recent Operating System:
 - For Windows: Windows XP, Windows 7 or Newer
 - For Apple/Mac: Mac OS X or newer
 - For Linux: Most recent or long term support version of your distribution
- Internet browser that supports Java ([Mozilla Firefox](#) is highly recommended and preferred)
- Program capable of unzipping compressed files ([WinZip](#) or [7-Zip](#) is recommended)
- 2.8 GHz Single Core Processor or better **OR** a multi-core processor of any speed should be sufficient
- Video plug-ins for Windows Media and Quicktime movies
- Antivirus software
- An Office Suite (for viewing .ppt, .doc, .xls etc) such as
 - [Microsoft Office Suite](#) (Some courses will **REQUIRE** this!)
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- Please contact your instructor if you have concerns about privacy issues.

Class Policies

1. **Assignments** must be submitted via the Moodle assignment tool (no email submissions accepted. They must be neatly typed and free of spelling, punctuation, and grammar errors. Please save electronic documents with title as Course#.Assignment#.YourFirstLastName.
2. In addition, provide sufficient detail (e.g., examples or reference to sources such as our texts). . **Timely submission.** Assignments and forum posts may be submitted up to one week late (20% point reduction applies). Late assignments **will not be accepted after one week** nor during weeks 10-11.
3. **Quizzes and Exams** must be submitted on time unless special arrangements are made with your instructor.
4. **To officially drop** the course or withdraw from college, you must file an Add/Drop Request with the Registrar's Office. Ceasing to attend class does not constitute official withdrawal. To obtain a full refund, you must drop the class by the end of Week 1.
5. **Academic honesty** is a requirement for passing this course. The penalty for plagiarizing an assignment or cheating on an exam is an F in the course. **Important: plagiarizing applies both to written and spoken words.**
6. **Special Needs:** If you are a student with a disability and you believe that your opportunities to be successful in this class are affected by that disability, please contact the Clackamas Community College Disability Resource Center, 503-594-3181 or <http://depts.clackamas.edu/advising/drc/>
7. **Course grades.** You may check your grades at any time by visiting the Moodle Gradebook on our Moodle site. Final grades will be posted to CougarTrax by the Monday following term's end.
8. **Email guidelines.** Your subject line should include your name and the course number. You must have instructor approval to submit assignments via email. Assignments sent as email attachments should be entitled as follows: Course#.Assignment#.YourFirstLastName.

Point Breakdown

Item	No.	% of Grade
Critical Inquiry Worksheets and Lesson Discussions	10	12.5
Discussion Forums	5	5
Response to Module exercises	10	5
Mini-cases	2	5
Leadership Profile Presentation	10	12.5
Film Summary	1	10
Personal Leadership Philosophy	1	10
Quizzes	3	20
Assignments (“Imagine the Future,” “Your Credo,” “Ethics, Power, and Conflict,” and “Communication”)	4	15

Grade Distribution

- A >= 90%
- B 80 - 89.9%
- C 70 - 79.9%
- D 60 - 69.9%
- F < 60%

Course Calendar

Prepare Yourself for the Course

- Explore the optional resources.

Module 1

- Read chapters 1-2 (Kouzes and Posner)
- View Module 1 lesson discussion and complete Module 1 Critical Inquiry Worksheet
- Participate in the Lesson Discussion
- Participate in the “Who Am I” discussion
- Participate in the “Leadership and Birth Order” discussion
- Participate in the “Leadership and Birth Order” debrief.
- Submit “Your Response to Module 1”

Module 2

- Read chapters 3-4 (Kouzes and Posner)
- View Module 2 lesson discussion and complete Module 1 Critical Inquiry Worksheet
- Participate in the Lesson Discussion
- Submit “Your Personal Credo” assignment

- Participate in the “Your Credo discussion
- Submit “Your Response to Module 2”

Module 3

- Read chapters 5-6 (Kouzes and Posner)
- View Module 3 lesson discussion and complete Module 3 Critical Inquiry Worksheet
- Submit “Imagine the Future” assignment
- Submit “Your Response to Module 3”

Module 4

- Read chapters 6-7 (Lamberton and Miner)
- View Module 4 lesson discussion and complete Module 4 Critical Inquiry Worksheet
- Complete Quiz 1 (Timed, multiple choice exam—covers Kouzes and Posner, chapters 1-6)
- Submit “Communication” assignment
- Form groups for film summary assignment
- Submit “Your Response to Module 4”

Module 5

- Read chapter 8 (Lamberton and Miner)
- View Module 5 lesson discussion and complete Module 5 Critical Inquiry Worksheet
- Participate in “Sources of Power” discussion
- Submit Power Mini-Case
- Submit “Your Response to Module 5”

Module 6

- Read Chapter 13 (Lamberton and Miner)
- View Module 6 lesson discussion and complete Module 6 Critical Inquiry Worksheet
- Submit Conflict Mini-Case
- Submit “Your Response to Module 6”

Module 7

- Read Chapter 17 (Lamberton and Miner)
- View Module 7 lesson discussion and complete Module 7 Critical Inquiry Worksheet
- Complete Quiz 2 (Timed, multiple choice exam—covers Lamberton and Miner material)
- Submit the “Ethics, Conflict, and Power” assignment
- Submit “Your Response to Module 7”

Module 8

- Read chapters 7-8 (Kouzes and Posner)
- View Module 8 lesson discussion and complete Module 8 Critical Inquiry Worksheet
- Submit your “Leadership Profile” project
- Submit “Your Response to Module 8”

Module 9

- Read chapters 9-10 (Kouzes and Posner)
- View Module 9 lesson discussion and complete Module 9 Critical Inquiry Worksheet
- Submit “Your Response to Module 9”

Module 10

- Read chapters 11-13 (Kouzes and Posner)
- View Module 10 lesson discussion and complete Module 10 Critical Inquiry Worksheet
- Submit Film Summary Team Project
- Submit “Your Response to Module 10”

Module 11

- Complete Quiz 3 (Kouzes and Posner chapters 7-13)
- Submit your “Personal Leadership Philosophy” assignment

Major Assignment Details

Leadership Profile

Choose a famous or noteworthy leader—someone you admire and who seems to you to be worthy of emulation. Record a 4-10 minute video narration of your findings. Note: you can simply record yourself speaking or you can include photos or other graphics to support your message. Here are your guidelines:

1. Identify the traits, skills and behaviors that make this leader outstanding. Refer to our texts or other academic materials to support your assertions.
2. Choose one or two stories that illustrate his or her unique qualities. For examples of how stories serve to bring a subject to life, please view Julie Burstein’s video, “Lessons in Creativity.” http://www.ted.com/talks/julie_burstein_4_lessons_in_creativity.html (you may want to start about 3:15 minutes into the video)
3. Do not provide a history of this person or his/her business! Concentrate on the personal.
4. Submit your video and a list of your references (minimum of 3) via the associated assignment link.

Note: your submission must have both an audio and a visual component. Your instructor doesn’t expect a professional production, but it should be suitable for a business audience.

Film Summary Team Assignment

Two or three students should choose one of Kouzes’ and Posner’s Leadership practices on which to focus (“Model the Way,” “Inspire a Shared Vision,” “Challenge the Process,” “Enable Others to Act,” or “Encourage the Heart”). Each should then choose one of the films listed via this link and watch it. Each should then compile a paper that compares and contrasts your films. Your paper should feature an introduction that identifies the practice and the films. It should also include a conclusion that compares/contrasts the films and their messages. The body of the paper should include these elements for each student:

- Film name, time and location of viewing.

- A short summary of the film that answers the question: “What’s the leadership issue (dilemma, struggle, point of view, etc.)?”
- How the practice is illustrated in the film.
- What application does the film have for your own leadership?

Note: each student’s portion should constitute approximately one single-spaced page.

Leadership Philosophy Paper

Your submission will answer the following questions:

1. With which of Kouzes’ and Posner’s Five Practices do you most relate? In what ways do you currently (or will you in the future) exhibit the characteristics of that practice?
2. What leadership traits do you see as most important? How do you personally exhibit them? In what areas would you like to grow?
3. What motivational techniques (for yourself and others) do you see as most important? What approaches to them would (or do) you employ?
4. What is the role of ethics in leadership? What values are vital to your success as a leader?
5. How do goal setting and vision shape your leadership?
6. What other areas are fundamental to your leadership philosophy? (Include as appropriate.)

To receive full points, you must a) employ terms and concepts from our course material and the business world, b) use proper grammar and spelling, and c) most importantly personalize it (2-3 single-spaced pages). Suggestion: Begin with an introduction, use a heading before addressing each question, and end with a conclusion or summary. ***This is your chance to summarize the course material and what it means to you and to demonstrate your understanding to your instructor.***

COURSE OUTLINE

Course Number: BA-124
Title: Negotiation: Project Management
Approval Date: December 2012

Credits: 3
Length of Course: 33 lecture hours

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Grading Method: A-F or Pass/No Pass
Prerequisites: None
Co-requisites: None
Recommended: None
Required: None

Certified General Education Area(s): None
Related Instruction Area: None
Uses library resources: None

Department: Business & Computer Science: Business
Outline Developed by: Kelly Steigleder
Course Approved as: Lower Division Collegiate

Course Description:

Approaches negotiation from both theoretical and practical perspectives, with an emphasis on successful- and ethical-negotiation techniques. Students engage in one-on-one and team negotiation role plays and complete both pre- and post-negotiation analyses. Students also predict and then evaluate effective negotiations from the perspective of themselves and their peers.

Student Learning Outcomes:

Upon successful completion of this course, students will be able to:

1. engage in successful negotiation practices, including role-playing and simulations;
2. identify specific negotiation, approaches, processes, and techniques, including successfully closing negotiations;
3. analyze and address issues around differential rights, power, and interests in negotiation;
4. distinguish coalitions and team-based negotiation techniques from individual approaches,
5. identify and describe the ramification of diversity (including gender and culture) in negotiations,
6. discuss ethical and unethical negotiation behaviors along with techniques for combating unethical practices,
7. delineate the role of negotiations in project management.

Major Topic Outline:

1. Negotiation fundamentals.

2. Negotiation sub-processes.
 3. Negotiation contexts.
 4. Individual differences.
 5. Negotiation across cultures.
 6. Resolving differences.
 7. Negotiation and project management.
-

AAOT/ASOT GENERAL EDUCATION OUTCOMES COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

- Mark "C" if this course completely addresses the outcome. Students who successfully complete this course are likely to have attained this learning outcome.
- Mark "S" if this course substantially addresses the outcome. More than one course is required for the outcome to be completely addressed. Students who successfully complete all of the required courses are likely to have attained this learning outcome.
- Mark "P" if this course partially addresses the outcome. Students will have been exposed to the outcome as part of the class, but the class is not a primary means for attaining the outcome and assessment for general education purposes may not be necessary.

This course does not include assessable General Education outcomes.

As a result of completing the AAOT/ASOT general education requirements, students will be able to:

WR: Writing Outcomes

- _____ 1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.
- _____ 2. Locate, evaluate, and ethically utilize information to communicate effectively.
- _____ 3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

- _____ 1. Engage in ethical communication processes that accomplish goals.
- _____ 2. Respond to the needs of diverse audiences and contexts.
- _____ 3. Build and manage relationships.

MA: Mathematics Outcomes:

- _____ 1. Use appropriate mathematics to solve problems.
- _____ 2. Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

AL: Arts and Letters Outcomes

- _____ 1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.
- _____ 2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

SS: Social Science Outcomes

- _____ 1. Apply analytical skills to social phenomena in order to understand human behavior.
- _____ 2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

SC: Science or Computer Science Outcomes

- _____ 1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.
- _____ 2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.
- _____ 3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

BA124 Negotiation Syllabus

Instructor:	First Last
Phone:	(999) 999-9999
Email:	instructor@institution.edu (see email guidelines below)
Office Location:	Building/room
Office Hours:	MTWTh
Credits:	3
Grading Method:	A-F or Pass/No Pass
Course Location:	http://online.clackamas.edu
Required Text:	<i>Negotiation: Readings, Exercises, and Cases</i> , 6 th Edition, by Lewicki, Barry, and Saunders, Custom Edition, McGraw Hill.

Course Description:

This course approaches negotiation from both theoretical and practical perspectives. Students engage in one-on-one and team negotiation role plays and complete both pre- and post-negotiation analyses.

Student Learning Outcomes:

Upon successful completion of this course, the student should be able to:

1. Engage in successful negotiation practices, including role-playing and simulations;
2. Identify specific negotiation, approaches, processes, and techniques, including successful negotiation closing.
3. Analyze and address issues around differential rights, power, and interests in negotiation.
4. Distinguish coalitions and team-based negotiation techniques from individual approaches;
5. Identify and describe the ramifications of diversity (including gender and culture) in negotiations.
6. Discuss ethical and unethical negotiation behaviors along with techniques for combating unethical practices;
7. Delineate the role of negotiations in project management

Student Time Commitment: In a conventional three-credit on-campus class, a student can expect to spend three hours in class and engage in a minimum of two hours of homework for every hour in class (or 9 hours/week). Depending on how quickly and/or carefully you work you might expect to spend more on this class.

Why BA124? We all negotiate—all the time—from who empties the garbage to who gets a six-figure salary. In this class, we'll focus on analyzing the negotiation situation and your counterpart so that you can choose the most effective strategies and tactics. You'll learn how to frame the negotiation and how to close it successfully. Most importantly, you'll practice what you are learning. Plus you'll find yourself looking for opportunities to continue practicing in your daily life!

About Your Instructor: experience, titles, education, teaching philosophy, etc.

Online (Moodle) Technical Recommendations

You cannot successfully complete this course with only Smart Phone access. To be successful in this online class, you should have the following:

- Internet access (we recommend high speed broadband access but DSL is fine)
- A functional email that you will check
- A recent Operating System:
 - For Windows: Windows XP, Windows 7 or Newer
 - For Apple/Mac: Mac OS X or newer
 - For Linux: Most recent or long term support version of your distribution
- Internet browser that supports Java ([Mozilla Firefox](#) is highly recommended and preferred)
- Program capable of unzipping compressed files ([WinZip](#) or [7-Zip](#) is recommended)
- 2.8 GHz Single Core Processor or better OR a multi-core processor of any speed should be sufficient
- Video plug-ins for Windows Media and Quicktime movies
- Antivirus software
- An Office Suite (for viewing .ppt, .doc, .xls etc) such as
 - [Microsoft Office Suite](#) (Some courses will **REQUIRE** this!)
 - [Libre Office Suite](#) or [Open Office Suite](#) (Both freeware - will get the job done but not the industry standard)

Student Rights and Responsibilities

CCC student handbook contains helpful resources (counseling and advising, disability resources, computer labs, and student learning center, to name a few). The section on student rights and responsibilities, beginning on page 113 is a particularly important one. The following discusses actions that are grounds of disciplinary action:

1. Dishonesty, including but not limited to cheating, plagiarism, or knowingly furnishing false information to the college.
2. Forgery, alteration or misuse of college documents or identification.
3. Obstruction or disruption of teaching, instructional or instructional research, administration of the college, disciplinary procedures or other college activities including, but not limited to, meetings of the Board of Education, community service functions, or authorized activities on college premises.

Privacy Notice

- Moodle software stores course access records, quiz scores, discussion postings, and chat room conversations. This data may be monitored.
- By enrolling in this class, you consent to sharing information and ideas, and your email address with other students. The instructor will not share your non-directory information with anyone.
- By remaining in this class, you give permission to your instructor to contact you at the email address provided in Moodle for the purpose of discussing matters relating to your enrollment in this course, including, but not limited to: providing assignment feedback & grade information, responding to your inquiries, and initiating communication related to your activity in the course. If you change your email address during this course, please update your address in Moodle to reflect the change.
- Students in hybrid or online classes have the same rights to review and discuss their assignments, scores, and academic records as any student in an on-campus class.
- Please contact your instructor if you have concerns about privacy issues.

Class Policies

1. Assignments must be neatly typed and free of spelling, punctuation, and grammar errors. Submit via the associated Moodle assignment link.
2. Timely submission. Negotiation analyses must be received *prior* to our assigned negotiation. You *may not* negotiate if you have not submitted an analysis. Other assignments may be submitted up to one week late (10% reduction applies).
3. Team project. You are expected to be an active participant and contributor in the team project.
4. Academic honesty is a requirement for passing this course. The penalty for plagiarizing an assignment or cheating on an exam is an F in the course. Important: plagiarizing applies both to written and spoken words.
5. To officially drop the course or withdraw from college, you must file an Add/Drop Request with the Registrar's Office. Ceasing to attend class does not constitute official withdrawal.
6. Special Needs. If you are a student with a disability and you believe that your opportunities to be successful in this class are affected by that disability, please contact the Clackamas Community College Disability Resource Center, 503-594-3181 or <http://depts.clackamas.edu/advising/drc/>
7. Course grades. You may check your grades at any time by visiting the Moodle Gradebook on our Moodle site. Final grades will be posted to CougarTrax by the Monday following term's end.
8. Email guidelines. Your subject line should include your name and the course number. You must have instructor approval to submit assignments via email. Assignments sent as email attachments should be entitled as follows: Course#.Assignment#.YourFirstLastName.

POINT BREAKDOWN

Analyses: Modules 1 & 2 (4 @ 15 pts.), "Used Car" quiz (1 @5), Module 6 (alternate role/team critique @ 25 pts.) Individual negotiation analyses (5), Modules 3, 4, 5, 7, 8, 9 analyses (6@ 20 pts.)	35%
Negotiation results discussion forums (6)	10%
Critical inquiry worksheet (9) and critical inquiry worksheet discussion forum (9)	35%

Team Assignment	5%
Project	15%

GRADE DISTRIBUTION

GRADE	RANGE
A	90 - 100%
B	80 - 89%
C	70 - 79%
D	60 - 69%
F	< 60%

Course Calendar

Prepare Yourself for the Course

1. Participate in the Introduction discussion.

Module 1

1. Read 1.2 Selecting a Strategy, 1.4 The Negotiation Checklist, 1.5 Effective Negotiation Techniques, and Exercise 9, "The Used Car" (p. 490)
2. View the Module 1 lecture/video
3. Submit the Module 1 Critical Inquiry Worksheet
4. Participate in the Lesson Discussion
5. Review your role (buyer or seller) and take the associated quiz.
6. Review both Video 1 and Video 2 associated with your role and respond to both sets of analysis questions
7. Review Google Docs and Google Docs Practice (optional)

Module 2

1. Read: 1.3 Balancing Act: How to Manage Negotiation Tensions, 5.1 Culture and Negotiation, Exercise 34, "Galactica SUV" (p. 562).
2. View the Module 2 lecture/video
3. Submit the Module 2 Critical Inquiry Worksheet
4. Participate in the Lesson Discussion
5. Review your role (CN-319 or Spacey Starr) and post your analysis
6. Review the Galactica SUV video and post your analysis
7. Review Google+ and Google Hang-outs and Practice (optional)

Module 3

1. Read 1.8 Implementing a Collaborative Strategy, 2.6 Risks of E-Mail, and 6.7 Investigative Negotiation
2. View the Module 3 lecture/video
3. Submit the Module 3 Critical Inquiry Worksheet
4. Participate in the Lesson Discussion
5. Review your role (Live 8 Internet Manager or Art Gallery Manager) and post your analysis
6. Visit the “Module 03 Partner, Negotiation, and Results” forum to connect with a partner and arrange to negotiate via email. After you negotiate, post your results.

Module 4

1. Read 2.10 Negotiating with Liars, 2.11 Negotiation Ethics, and "Employee Exit" role
2. View the Module 4 lecture/video
3. Submit the Module 4 Critical Inquiry Worksheet
4. Participate in the Lesson Discussion
5. Review your role (A. Walker or T. Roberts) and post your analysis
6. Visit the “Module 04 Partner, Negotiation, and Results” forum to connect with a partner and arrange to negotiate via email. After you negotiate, post your results.

Module 5

1. Read: 2.1 Negotiating Rationally..., 2.2 Managers and Their Not-So-Rational Decisions, 4.1 Women Don't Ask, 7.3 Seven Strategies for Negotiating Success, Exercise 15, "Job Offer Negotiation" (p. 514)
2. View the Module 5 lecture/video
3. Submit the Module 5 Critical Inquiry Worksheet
4. Participate in the Lesson Discussion
5. Review your role (Joe Tech or Leigh Bulltema) and post your analysis
6. Visit the “Module 5 Partner, Negotiation, and Results” forum to connect with a partner and arrange to negotiate via email. After you negotiate, post your results.

Module 6

1. Read: 2.7 Where Does Power Come From?, 2.8 Harnessing the Science of Persuasion, 2.9 The Six Channels of Persuasion, 3.11 Can't Beat Them? Then Join a Coalition
2. View the Module 6 Lecture/Video
3. Submit the Module 6 Critical Inquiry Worksheet
4. Participate in the Lesson Discussion
5. Review and analyze your individual role (Tokyo Saki, Serbian Steins, or Bacchus Winery) and then submit an analysis.
6. Collaborate to create a team paper regarding the scenario that incorporates your points of view.
7. Submit individual Bacchus Winery video analysis questions

Module 7

1. Read: 1.1 Three Approaches to Resolving Disputes, 2.4 Untapped Power: Emotions in Negotiation, 3.5 The High Cost of Low Trust, Exercise 19, "Best Books/Paige Turner" (p. 528)
2. View the Module 7 Lecture/Video
3. Submit the Module 7 Critical Inquiry Worksheet
4. Participate in the Lesson Discussion
5. Review and analyze your role (Paige Turner Agent/Best Books Rep) and then submit an analysis.
6. Visit the "Module 7 Partner, Negotiation, and Results" forum to connect with a partner and arrange to negotiate via Google Hang-out or an alternative of your choice. After you negotiate, post your results

Module 8

1. Read: 1.6 Closing Your Business Negotiations, 1.9 Solve Joint Problems to Create and Claim Value, 3.3 Bargaining in the Shadow of the Tribe, Exercise 13, "Island Cruise" (p. 508)
2. View the Module 8 Lecture/Video
3. Submit the Module 8 Critical Inquiry Worksheet
4. Participate in the Lesson Discussion
5. Review and analyze your role (Capt. Stuart Bing/Mayor Gil Eagan) and then submit an analysis.
6. Visit the "Module 8 Partner, Negotiation, and Results" forum to connect with a partner and arrange to negotiate via Google Hang-out or an alternative of your choice. After you negotiate, post your results

Module 9

1. Read: 7.2 Getting Past Yes: Negotiating as if Implementation Mattered," p. 453 and the Universal Computers Exercise.
2. View the Module 9 Lecture/Video
3. Submit the Module 9 Critical Inquiry Worksheet
4. Participate in the Lesson Discussion
5. Review and analyze your role (Universal Computers, Crawley/Phillips Plant Managers) and then submit an analysis.
6. Visit the "Module 9 Partner, Negotiation, and Results" forum to connect with a partner and arrange to negotiate via Google Hang-out or an alternative of your choice. After you negotiate, post your results

Module 10

1. Submit your final project

BA124 Workflow

Each module, you will:

1. Read selected sections from our text
2. View a short video/lecture
3. Complete a worksheet associated with the lecture and the reading
4. Participate in a forum discussion with your peers regarding the worksheet
5. Analyze a negotiation scenario and (beginning with Module 2) submit your answers to analysis questions regarding your role.
6. Engage in a negotiation and/or analyze videos associated with your scenario
7. After you negotiate, post your results

Course Project

An additional requirement for the course is an individual or team project. It is due the last week of the term; of course you'll need to get started long before then! You can choose either of the following:

I. Individual Project, "Collecting Nos." Engage in the exercise and report your responses. Page limit 3-5 double spaced pages; please respond to *all* questions.

1. Read the "Collecting Nos" exercise on p. 564 then read the following:

When people say "No," they generally give a reason or an excuse for not accepting the request immediately. Consider what types of excuses are made e.g., "too busy," "no time," "other commitments," etc. and then think about the social acceptability of the excuses given. There are cultural and organizational excuses that make it O.K. to say "No," and we never really challenge the excuse, we just accept it. It is worth exploring why some excuses are acceptable and others are not.

Another thing to think about is the meaning you give to the response you get. The fact is, most people rarely ever come right out and say "no", yet we often hear "no" when people say things such as "I have to think about it", or "I don't know, give me some time." Or we might think, "s/he is upset with me or doesn't like me."

1. Now complete Part A (in the text) by creating a table and filling it in. Then answer the following:
 - a. How many requests did you have to make to get 10 outright Nos?
 - b. What does that say about the likelihood of being told no when you ask for something?
 - c. How many different ways did people tell you no? Did they actually say no, or did they say something else that you understood to mean no?
 - d. What do you think would happen in organizations if people were really straight about saying no?
 - e. Did you find yourself structuring or phrasing your requests to make it easier for people to say no? If so, why?
2. Now complete Part B (in the text) and report the responses you received. Then answer the following:
 - a. How willing were you to make the same request to someone who had already told you no?
 - b. Do you consider a no to be forever, or only for the time you asked? Why or why not?
3. Next complete Part C and report on your results. Then answer the following:
 - a. What did you learn when you asked people "What would have to happen for you to say yes to my request?"
 - b. Would you be willing to do what they said would be necessary to get a yes? Why or why not?

Important note: do not choose this exercise if you feel it won't be a learning experience for you. You won't be able to satisfactorily meet the requirements for a good discussion.

Grading Criteria (Individual Project)

Exceeds	Meets	Does not meet
All elements answered and thoughtfully discussed. Assignment written in a clear and comprehensible manner. Course material brought in for support where appropriate.	All elements answered, but superficially. Organization less than clear.	Some questions skipped or not fully answered. Poorly organized

II. Team Project, “Develop a Negotiation Scenario”

As an example, think of the scenarios we’ve engaged in this term. You have the chance to create one yourself! The very best submissions would be suitable for subsequent classes.

Here’s the background: Envision an opportunity or conflict with two people who can work together to capitalize on the opportunity or resolve the conflict. But while they have at least some common interests, they have some areas of disagreement. Your task will be to write the following:

1. Background scenario.
2. Individual roles
3. An analysis of the scenario and its ideal resolution.

Grading criteria (Team Project)

Elements	Exceeds	Meets	Does not meet
Interest/Challenge	Highly engaging and appropriate to the class. Requires careful analysis	Relatively straightforward; too easy to analyze.	Not appropriate and/or too simple.
Scenario Clarity	Extremely clear and understandable. No confusion in the reader’s mind	Moderately clear, leaving some confusion in the reader’s mind	Impossible to understand
Individual roles (2)	Understandable, with a clear sense of what the individual would prefer and avoid and where the trade-offs are.	Trade-offs a bit confusing or too limited.	No trade-offs or completely confusing.

Page limit:

Scenario: 1-2

Individual roles: 1-2 (total)

Analysis: 1

If neither assignment appeals, please see your instructor. However, you may not do straight research for your project.

BA124 Negotiation

Week 7

Introduction

- Framing negotiations
- Irrationality/Decision making
- Gender roles in negotiation
- Job offers



Framing Negotiations

- Perceived value
 - Absolute
 - Relative
- Risk
 - Gain from ‘present condition’
(promotes risk averse behavior—not asking for more)
 - Loss from status quo (promotes risk seeking behaviors—or more competitive bargaining)
 - Negotiator’s referent point shapes perception of gain or loss
 - So frame the counterpart’s choices as gains rather than losses.
 - Buyers tend to be harder bargainers than sellers



Not-so rational Decisions

- Instinctive/emotional vs. considered/rational
 - May work separately or in tandem
 - Subject to biases
- Risk seeking & big pay-offs
- Escalation of commitment & the “sunk cost” fallacy
- Source dependence
- Overconfidence



Asking Advantage

- The guys tend to have it
- But isn't it enough just to do a fine job?
- “The most important step in any negotiation process must be deciding to negotiate in the first place.”



Successfully Negotiating Job Offers

- Your priorities
 - Flex-time
 - Retirement savings
 - Time off
 - Bonuses
 - Extra time off
- Employer's needs
- Your power
- Interviewer: first \$\$ amount
- Variable pay



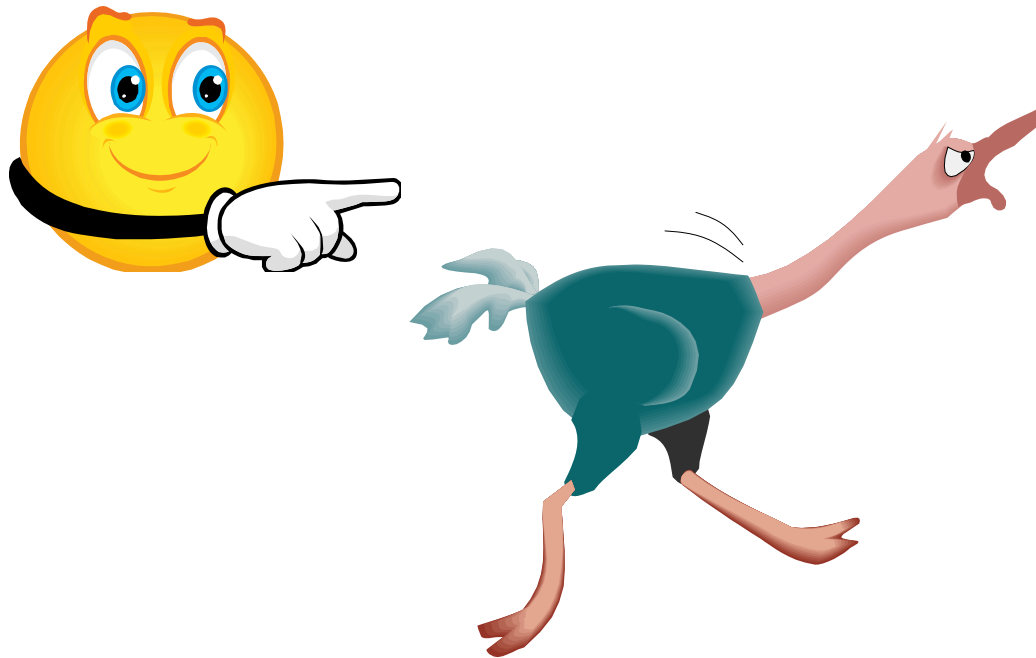
BA124, Negotiation

Week 9



Agenda

- Interests, rights/fairness, and power
- Emotions in negotiation
- Trust & the norm of reciprocity



Reconciling Interests

- Lower costs, (generally) better results
- Probing for underlying concerns
- Proposing creative solutions, trade-offs, concessions
- Engaging in mutual problem-solving
- Expressing emotions



Rights and Power

- Who's right?
 - Standards of fairness
 - Adjudication or arbitration (neutral third-party)
- Who's more powerful?
 - Who is less dependent on the other?
 - Perception of the other
 - Investing in resources to build power



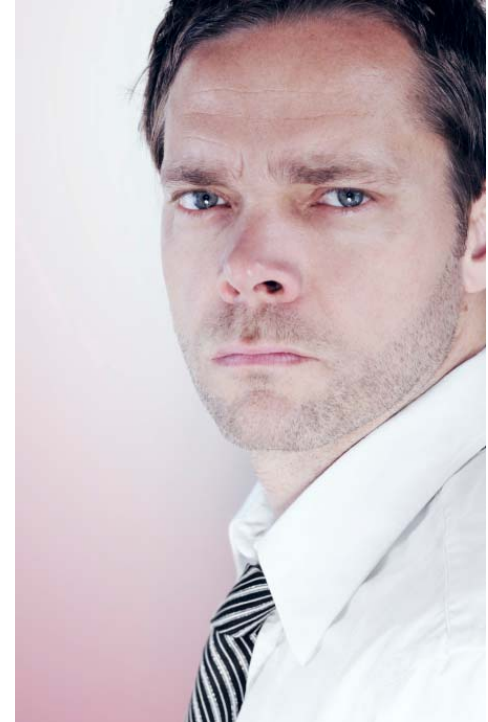
Cost of Approaches

- Opportunities lost/transaction costs
- Outcome satisfaction
 - Are my interests addressed?
 - Is it fair?
 - Did I get to express myself?
- Relationship effects
- Will the agreement “stick”?



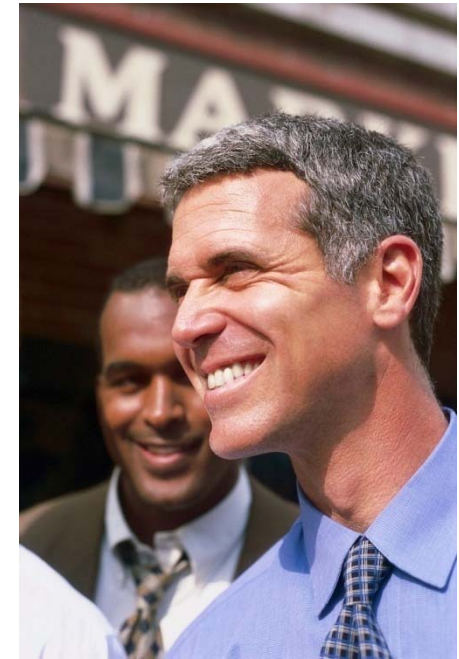
Emotions: Negative Effects

- Feeling can obstruct thinking
- Emotional “tells” can be used by a counterpart
- But emotions inevitable
- Ignoring or repressing creates more problems



Positive Emotions: Positive Effects

- ◆ Prompt goal satisfaction and collaboration
- ◆ Contribute to longevity of commitments



Trust & “The Norm of Reciprocity”

- One good (or bad) turn deserves another
- Self-reinforcing cycles
 - Vicious
 - Virtuous



Vicious Cycle Triggers

- An exaggerated view of others' hostility
- Naïve realism: my world view is the correct one
- Confirmatory bias: this evidence supports my position
- Accuser & excuser biases



Virtuous Cycles

- Have I been treated fairly?
 - My viewpoint?
 - 'Buy-in'
 - Trust built
- Have I been listened to?
- The wisdom of Mr. Rogers



Avoiding Harmful Patterns Fostering Healthful Patterns

- Harmful
 - I *think* the other is acting with ill intent
 - Reality check
- Healthful – warning
 - Apparently good relationship doesn't guarantee positive outcome.



COURSE OUTLINE

Course Number: BA-125
Title: Advanced Project Management Tools
Approval Date: March 2013

Credits: 5
Length of Course: 55 lecture hours

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Grading Method: A-F or Pass/No Pass
Prerequisites: None
Co-requisites: None
Recommended: None
Required: Current enrollment in or prior successful completion of BA-120

Certified General Education Area(s): None
Related Instruction Area: None
Uses library resources: None

Department: Business & Computer Science: Business
Outline Developed by: Kathy Christensen
Course Approved as: Lower Division Collegiate

Course Description:

Tools and processes employed in the project knowledge areas of project communication, risk, procurement, and quality. Major topics include project communication planning and preferred communication channels and approaches; risk assessment and risk management in a project environment; project procurement planning and management with an emphasis on contract types and contract awards and administration; and approaches to project quality planning, quality assurance, control and improvement.

Student Learning Outcomes:

Upon successful completion of this course, students will be able to:

1. identify key components of effective communication, including appropriate channel choice, encoding and decoding, with an emphasis on active and effective listening;
2. list and define the various types of risk, including elements of business risk and insurance risk;
3. assess risk components in a scenario and discuss approaches to mitigate them,
4. demonstrate a comprehensive understanding of earned value principles,
5. name key issues in procurement scheduling (including elements of source selection),
6. define "quality" and "quality management plan" from a project management perspective,
7. identify the basic tools of quality (e.g., fishbone diagram, histogram, control chart, etc.) and their key elements;
8. analyze business mini-cases to demonstrate understanding of communication, risk, procurement, and

quality management principles.

Major Topic Outline:

1. Stakeholdering and communication planning.
 2. Communication tools.
 3. Types of risk.
 4. Evaluating and planning for risk.
 5. Consequences of risk in project management.
 6. Earned value.
 7. Procurement planning and source selection.
 8. Corporate teaming, contracts, and legal issues.
 9. Project quality planning, quality control and quality improvement.
 10. Tools for managing project quality.
-

AAOT/ASOT GENERAL EDUCATION OUTCOMES COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

- Mark "C" if this course completely addresses the outcome. Students who successfully complete this course are likely to have attained this learning outcome.
- Mark "S" if this course substantially addresses the outcome. More than one course is required for the outcome to be completely addressed. Students who successfully complete all of the required courses are likely to have attained this learning outcome.
- Mark "P" if this course partially addresses the outcome. Students will have been exposed to the outcome as part of the class, but the class is not a primary means for attaining the outcome and assessment for general education purposes may not be necessary.

As a result of completing the AAOT/ASOT general education requirements, students will be able to:

WR: Writing Outcomes

- P** 1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.
- P** 2. Locate, evaluate, and ethically utilize information to communicate effectively.
- P** 3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

- _____ 1. Engage in ethical communication processes that accomplish goals.
- _____ 2. Respond to the needs of diverse audiences and contexts.
- _____ 3. Build and manage relationships.

MA: Mathematics Outcomes:

- _____ 1. Use appropriate mathematics to solve problems.
- _____ 2. Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

AL: Arts and Letters Outcomes

- _____ 1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.
- _____ 2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

SS: Social Science Outcomes

- _____ 1. Apply analytical skills to social phenomena in order to understand human behavior.
- _____ 2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

SC: Science or Computer Science Outcomes

- _____ 1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.
- _____ 2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.
- _____ 3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

BA125 Advanced Project Management Tools Syllabus

- Instructor:** First Last
- Phone:** (999) 999-9999
- Email:** instructor@institution.edu (see email guidelines below)
- Office Location:** Building/room
- Office Hours:** MTWTh
- Course Location:** <http://online.clackamas.edu>
- Credits:** 5 Credits
- Grading Method:** A-F and Pass/No Pass
- Required Texts:** *Risk Management, Tricks of the Trade for Project Managers*, 2nd edition, by Mulcahy, Rita
Project Quality Management: Why, What, and How, by Rose, Kenneth
Project Procurement Management: Contracting, Subcontracting, Teaming, by Fleming, Quentin
Guide to the Project Management Body of Knowledge (PMBOK) 4th edition, Project Management Institute
- Requirement:** Current enrollment in or prior successful completion of BA-120

Course Description:

Tools and processes employed in the project knowledge areas of project communication, risk, procurement, and quality. Major topics include project communication planning and preferred communication channels and approaches; risk assessment and risk management in a project environment; project procurement planning and management with an emphasis on contract types and contract awards and administration; and approaches to project quality planning, quality assurance, control and improvement.

Student Learning Outcomes:

Upon successful completion of this course, students should be able to:

1. identify key components of effective communication, including appropriate channel choice, encoding and decoding, with an emphasis on active and effective listening;
2. list and define the various types of risk, including elements of business risk and insurance risk;
3. assess risk components in a scenario and discuss approaches to mitigate them,
4. demonstrate a comprehensive understanding of earned value principles,
5. name key issues in procurement scheduling (including elements of source selection);
6. identify strengths and weaknesses of common contract types (cost plus, fixed price, and time and materials);
7. define “quality” and “quality management plan” from a project management perspective,

8. identify the basic tools of quality (e.g., fishbone diagram, histogram, control chart, etc.) and their key elements;
9. analyze business mini-cases to demonstrate understanding of communication, risk, procurement, and quality management principles.

Student Time Commitment: In a conventional five-credit on-campus class, a student can expect to spend five hours in class and engage in a minimum of two hours of homework for every hour in class (or 15 hours/week). Depending on how quickly and/or carefully you work you might expect to spend more on this class.

Why 125? While focusing on four of PMI's "9 Knowledge Areas" (risk, communication, procurement, and quality) BA125 places special emphasis on risk management. While all of the course material is important, if you hope to take the PMP exam someday, a thorough understanding of risk management is absolutely critical to your success in that endeavor!

About Your Instructor: experience, titles, education, teaching philosophy, etc.

Online (Moodle) Technical Recommendations

You cannot successfully complete this course with only Smart Phone access. To be successful in this online class, you should have the following:

- Internet access (we recommend high speed broadband access but DSL is fine)
- A functional email that you will check
- A recent Operating System:
 - For Windows: Windows XP, Windows 7 or Newer
 - For Apple/Mac: Mac OS X or newer
 - For Linux: Most recent or long term support version of your distribution
- Internet browser that supports Java ([Mozilla Firefox](#) is highly recommended and preferred)
- Program capable of unzipping compressed files ([WinZip](#) or [7-Zip](#) is recommended)
- 2.8 GHz Single Core Processor or better **OR** a multi-core processor of any speed should be sufficient
- Video plug-ins for Windows Media and Quicktime movies
- Antivirus software
- An Office Suite (for viewing .ppt, .doc, .xls etc) such as
 - [Microsoft Office Suite](#) (Some courses will **REQUIRE** this!)
 - [Libre Office Suite](#) or [Open Office Suite](#) (Both freeware - will get the job done but not the industry standard)

Student Rights and Responsibilities

CCC student handbook contains helpful resources (counseling and advising, disability resources, computer labs, and student learning center, to name a few). The section on student rights and responsibilities, beginning on page 113 is a particularly important one. The following discusses actions that are grounds of disciplinary action:

1. Dishonesty, including but not limited to cheating, plagiarism, or knowingly furnishing false information to the college.
2. Forgery, alteration or misuse of college documents or identification.
3. Obstruction or disruption of teaching, instructional or instructional research, administration of the college, disciplinary procedures or other college activities including, but not limited to,

meetings of the Board of Education, community service functions, or authorized activities on college premises.

Privacy Notice

- Moodle software stores course access records, quiz scores, discussion postings, and chat room conversations. This data may be monitored.
- By enrolling in this class, you consent to sharing information and ideas, and your email address with other students. The instructor will not share your non-directory information with anyone.
- By remaining in this class, you give permission to your instructor to contact you at the email address provided in Moodle for the purpose of discussing matters relating to your enrollment in this course, including, but not limited to: providing assignment feedback & grade information, responding to your inquiries, and initiating communication related to your activity in the course. If you change your email address during this course, please update your address in Moodle to reflect the change.
- Students in hybrid or online classes have the same rights to review and discuss their assignments, scores, and academic records as any student in an on-campus class.
- Please contact your instructor if you have concerns about privacy issues.

Class Policies

1. **Team assignments.** In taking this class and committing yourself to team assignments, you commit to: (1) keeping your teammates and instructor up-to-date on your email address; (2) checking your email frequently; (3) responding as soon as possible to a teammate's inquiry; and (3) completing your portions of team projects in a timely fashion. Note: One team member should submit each team assignment.
2. **Assignments** must be submitted via the Moodle assignment tool (no email submissions accepted). They must be neatly typed and free of spelling, punctuation, and grammar errors. In addition, provide sufficient detail (e.g., examples or reference to sources such as our texts). Please save electronic documents with title as Course#.Assignment#.YourFirstLastName.
3. **Timely submission.** Assignments and forum posts may be submitted up to one week late (20% point reduction applies). Late assignments **will not be accepted after one week** nor during weeks 10-11.
4. **Quizzes and Exams** must be submitted on time unless special arrangements are made with your instructor.
5. **To officially drop** the course or withdraw from college, you must file an Add/Drop Request with the Registrar's Office. Ceasing to attend class does not constitute official withdrawal. To obtain a full refund, you must drop the class by the end of Week 1.
6. **Academic honesty** is a requirement for passing this course. The penalty for plagiarizing an assignment or cheating on an exam is an F in the course. **Important: plagiarizing applies both to written and spoken words.**
7. **Special Needs:** If you are a student with a disability and you believe that your opportunities to be successful in this class are affected by that disability, please contact the Clackamas Community College Disability Resource Center, 503-594-3181 or <http://depts.clackamas.edu/advising/drc/>
8. **Course grades.** You may check your grades at any time by visiting the Moodle Gradebook on our Moodle site. Final grades will be posted to CougarTrax by the Monday following term's end.

Email guidelines. Your subject line should include your name and the course number. You must have instructor approval to submit assignments via email. Assignments sent as email attachments should be entitled as follows: Course#.Assignment#.YourFirstLastName.

Team assignments. In taking this class and committing yourself to team assignments, you commit to: (1) keeping your teammates and instructor up-to-date on your email address; (2) checking your email frequently; (3) responding as soon as possible to a teammate’s inquiry; and (3) completing your portions of team projects in a timely fashion. Note: One team member should submit each team assignment.

Point Breakdown

Item	No.	% of Grade
Multiple choice quizzes 4 @ 100 pts., Review Quiz @ 5 pts. and Essay Exam @ 20 pts.	6	35
Discussions (case study discussions—35 pts., others—20 pts.)	15	30
Assignments (Risk, 4 @ 50 pts., Procurement, 1 @ 30 pts., Earned Value 1 @ 15 pts.)	6	35

Grade Range

- A = 90 – 100%
- B = 80 – 89%
- C = 70 – 79%
- D = 60 – 69%
- F < 60%

Course Calendar

Prepare Yourself for the Course

Module 1

1. Participate in the “Introduction” discussion
2. Complete the “Project Management Review Basics” Quiz
3. Participate in the “Team Formation” discussion

Module 2

1. Read chapters 1-4 (Mulcahy)
2. “Panama Canal” discussion
3. Read Smith Middle School Conversion Case
4. Participate in Smith Middle School Conversion Review 1 discussion

Module 3

1. Complete Quiz 1 (Mulcahy Chapters 1-4)
2. Participate in the “Local Project Profile” discussion
3. Participate in Smith Middle School Conversion Review 2 discussion
4. Submit Smith Middle School Conversion Individual Assignment 1

Module 4

1. Read chapters 5-9 (Mulcahy)
2. Submit Smith Middle School Conversion Individual Assignment 2
3. Participate in Smith Middle School Conversion Review 3 discussion
4. Participate in Smith Middle School Conversion Review 4 discussion

Module 5

1. Complete Quiz 2 (Mulcahy chapters 5-9)
2. Submit Smith Middle School Conversion Individual Assignment 3
3. Smith Middle School Conversion Individual Assignment 4

Module 6

1. Read chapters 1-4 and 6-13 (Fleming)
2. Participate in the “Thompson Technologies Procurement Case” discussion
3. Participate in the “Sourcing Decisions” discussion

Module 7

1. Complete Quiz 3 (Fleming material)
2. Submit “Thompson Technologies Procurement Case” Individual Assignment

Module 8

1. Read PMBok Chapter 7, “Control Costs: Tools and Techniques”
2. Review the lecture, “Earned Value.”
3. Participate in the “Earned Value” discussion

Module 9

4. Read chapters 1-12 (Rose)
5. Submit Earned Value Individual Assignment
6. Participate in “Quality Tools” discussion

Module 10

1. Read PMBok Chapter 10, “Project Communications Management”
2. Participate in “Project Communications Management” discussion
3. Participate in “Project Quality Exercise 1” discussion
4. Participate in “Project Quality Exercise 2” discussion

Module 11

1. Complete timed multiple choice Quiz 4 (Rose and PMBok Chapter 10)
2. Complete Module 11 Essay Exam

Activities Overview

Case Studies

In the risk and procurement management sections of the course you will complete five team assignments, submitting them to discussion forums for feedback. You” then complete five individual assignments covering the same concepts. You will also complete an Earned Value team assignment and an individual assignment that will follow the same pattern.

Discussion Forums

Those discussions that feature team assignments will be worth 35 pts. each, while others will be valued at 20 pts. each

Quizzes

The course features a total of six quizzes:

- Short multiple choice review
- Timed multiple choice covering our course reading (4)
- Short essay exam focused on key learning outcomes in risk, communication, procurement, and quality

COURSE OUTLINE

Course Number: BA-126
Title: Project Management: Workshop
Approval Date: March 2013

Credits: 3
Length of Course: 33 lecture hours

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Grading Method: A-F or Pass/No Pass
Prerequisites: Pass BA-120, BA-125, & BT-177 or instructor consent.
Co-requisites: None
Recommended: None
Required: None

Certified General Education Area(s): None
Related Instruction Area: None
Uses library resources: None

Department: Business & Computer Science: Business
Outline Developed by: Kathy Christensen
Course Approved as: Lower Division Collegiate

Course Description:

In small teams, students manage a simulated project, managing schedule, resources, and reporting project status. As a final outcome, student teams submit a report and presentation that summarizes the project experience and lessons learned. Course tools include Microsoft Project 2010, in which the student is expected to have prior training.

Student Learning Outcomes:

Upon successful completion of this course, students will be able to:

1. discuss the role of strategic management in project selection and prioritization and perform pay back and NPV calculations,
2. develop a project schedule in MS Project, define tasks, durations, and dependencies and assign resources and associated costs;
3. define a project change process and then employ it to respond to unplanned events in a simulated project,
4. analyze a network diagram to determine how adding lags affects the project's critical path and duration,
5. investigate scenarios for "crashing" a project with a defined schedule, calculate the most appropriate choices based on cost per time unit;
6. develop a resource loading chart to determine how much a shortage of given resources affect project duration,
7. prepare a status report with a complete earned value assessment of the project,

8. perform a project audit to detail 'lessons learned,' including what was handled effectively and how things could have been done differently to achieve better results;
9. develop and deliver a team presentation to compare/contrast PMP-certified project managers' priorities and styles,
10. analyze differences between Agile and "waterfall" project management approaches,
11. describe how PMI's Code of Ethics and Professional Conduct is intended to shape a project manager's behavior in a project environment.

Major Topic Outline:

1. Modern Project Management.
 2. Organization Strategy and Project Selection.
 3. Organization: Structure and Culture.
 4. Defining the Project.
 5. Estimating Project Times and Costs.
 6. Developing a Project Plan.
 7. Scheduling Resources and Costs.
 8. Reducing Project Duration.
 9. Progress and Performance Measurement and Evaluation.
 10. Project Audit and Closure.
-

AAOT/ASOT GENERAL EDUCATION OUTCOMES COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

- Mark "C" if this course completely addresses the outcome. Students who successfully complete this course are likely to have attained this learning outcome.
- Mark "S" if this course substantially addresses the outcome. More than one course is required for the outcome to be completely addressed. Students who successfully complete all of the required courses are likely to have attained this learning outcome.
- Mark "P" if this course partially addresses the outcome. Students will have been exposed to the outcome as part of the class, but the class is not a primary means for attaining the outcome and assessment for general education purposes may not be necessary.

This course does not include assessable General Education outcomes.

As a result of completing the AAOT/ASOT general education requirements, students will be able to:

WR: Writing Outcomes

- _____ 1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.
- _____ 2. Locate, evaluate, and ethically utilize information to communicate effectively.
- _____ 3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

- _____ 1. Engage in ethical communication processes that accomplish goals.
- _____ 2. Respond to the needs of diverse audiences and contexts.
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- _____ 3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

BA126 Project Management Workshop Syllabus

Instructor: First Last

Phone: (999) 999-9999

Email: instructor@institution.edu (see email guidelines below)

Office Location: Building/room

Office Hours: MTWTh

Credits: 3

Grading Method: A-F or Pass/No Pass

Course Location: <http://online.clackamas.edu>

Required Text: *Project Management Workshop - BA 126*; Gray and Larson Custom Text; ©2013 McGraw-Hill

Prerequisites Pass BA120, BA125, and BT177

Recommended Experience using MS Project 2010 or higher

Course Description:

In small teams, students manage a simulated project, managing schedule, resources, and reporting project status. As a final outcome, student teams submit a report and presentation that summarizes the project experience and lessons learned. Course tools include Microsoft Project 2010, in which the student is expected to have prior training.

Student Learning Outcomes:

Upon successful completion of this course, students should be able to:

1. discuss the role of strategic management in project selection and prioritization and perform pay back and NPV calculations,
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11. describe how PMI's Code of Ethics and Professional Conduct is intended to shape a project manager's behavior in a project environment.

Student Time Commitment: In a conventional three-credit on-campus class, a student can expect to spend three hours in class and engage in a minimum of two hours of homework for every hour in class (or 9 hours/week). Depending on how quickly and/or carefully you work you might expect to spend more on this class.

Why 126? The course integrates and extends what you've learned in your prior project management classes and gives you a chance to practice them, demonstrating your project management skills.

About Your Instructor: experience, titles, education, teaching philosophy, etc.

Online (Moodle) Technical Recommendations

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- Internet access (we recommend high speed broadband access but DSL is fine)
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 - For Linux: Most recent or long term support version of your distribution
- Internet browser that supports Java ([Mozilla Firefox](#) is highly recommended and preferred)
- Program capable of unzipping compressed files ([WinZip](#) or [7-Zip](#) is recommended)
- 2.8 GHz Single Core Processor or better **OR** a multi-core processor of any speed should be sufficient
- Video plug-ins for Windows Media and Quicktime movies
- Antivirus software
- An Office Suite (for viewing .ppt, .doc, .xls etc) such as
 - [Microsoft Office Suite](#) (Some courses will **REQUIRE** this!)
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4. **To officially drop** the course or withdraw from college, you must file an Add/Drop Request with the Registrar's Office. Ceasing to attend class does not constitute official withdrawal. To obtain a full refund, you must drop the class by the end of Week 1.
5. **Academic honesty** is a requirement for passing this course. The penalty for plagiarizing an assignment or cheating on an exam is an F in the course. **Important: plagiarizing applies both to written and spoken words.**

6. **Special Needs:** If you are a student with a disability and you believe that your opportunities to be successful in this class are affected by that disability, please contact the Clackamas Community College Disability Resource Center, 503-594-3181 or <http://depts.clackamas.edu/advising/drc/>
7. **Course grades.** You may check your grades at any time by visiting the Moodle Gradebook on our Moodle site. Final grades will be posted to CougarTrax by the Monday following term's end.
8. **Email guidelines.** Your subject line should include your name and the course number. You must have instructor approval to submit assignments via email. Assignments sent as email attachments should be entitled as follows: Course#.Assignment#.YourFirstLastName.

Point Breakdown

Item	No.	% of Grade
Project Documentation, including MS Project Schedule, Project Workbook, PCR & Change, Status Report/Earned Value, Lessons Learned, and Project Presentation	6	45
PMP Interview	1	10
Discussion forums	7	15
Individual assignments	5	15
Final exam	1	15

Grade Range

- A = 90 – 100%
 B = 80 – 89%
 C = 70 – 79%
 D = 60 – 69%
 F < 60%

Course Calendar

Prepare Yourself for the Course

1. Review the optional Technology Orientation. You may also revisit this section later in the term as appropriate.

Module 1

1. Participate in the “Introduction” discussion.
2. Participate in the “Get Acquainted and Form Your Teams” discussion.

Module 2

1. Read Chapter 1 “Organization Strategy and Project Selection,” and Chapter 3 “Defining the Project.”
2. Complete the “Project Selection, Part I” file and then post to the “Project Selection, Part I” discussion.
3. Complete individual assignment, “Project Selection, Part II”

Module 3

1. Read Chapter 4, “Estimating Project Times and Costs” and Chapter 5 “Developing a Project Plan.”
2. Submit Project Workbook #1 with WBS, Deliverables, and Conference tabs completed. (team).
3. Review the lesson for Module 3
4. Complete individual assignment, “Employing Leads and Lags.”

Module 4

1. Read Chapter 6, “Managing Risk,” and Chapter 7, “Scheduling Resources and Costs.”
2. Submit Baseline Gantt exercise (including task name, duration, resources, and dependencies) and Instructor Memo.
3. Submit Project Workbook #2 assignment (including change log, back log, and risk register) (team)
4. Review the lesson for Module 4
5. Participate in Resource Scheduling discussion by submitting your draft assignment and commenting on others’.

Module 5

1. Read Chapter 2, “Organization: Structure and Culture.”
2. Complete “Functioning in a Matrix Organization” discussion
3. Complete individual “Resource Scheduling” assignment.
4. Submit Project Change Request assignment (team)

Module 6

1. Read Chapter 8, “Reducing Project Duration.”
2. Review the “Crashing and Fast Tracking lecture.
3. Participate in the “Crashing and Fast Tracking” discussion by submitting your draft assignment and commenting on others’.

Module 7

1. Read Chapter 9, “Progress and Performance Measurement and Evaluation”
2. Complete individual “Crashing” assignment.

Module 8

- 1.
2. Read Chapter 13, Agile Project Management” and “Project Management Institute Code of Ethics and Professional Conduct” (http://www.pmi.org/en/About-Us/Ethics/~media/PDF/Ethics/ap_pmicodeofethics.ashx).
3. Participate in “PM Ethics” discussion
4. View “Agile PM” lecture.
5. Participate in “Agile PM” discussion forum.

Module 9

1. Read Chapter 10, Project Closure.”
2. Submit Status Report with Schedule and Earned Value Analysis” assignment (team).
Instructions in “Disney World Conference 2013 - Requirements”
3. Submit finalized Workbook (team) See Workbook for instructions.

Module 10

1. Submit Audit/Lessons Learned assignment (team)
2. Submit individual “Special Project” assignment

Module 11

1. Deliver team presentation.

Major Assignments

Disney World Conference

All students will be assigned to one project team. Each team will have the task of running the DWC13 (Disney World Conference 2013) project, defined as follows:

Your company (your team will decide on a name) has been hired by "Planet Vegan" to organize a trip for five employees who have been promoted to project management positions. Planet Vegan’s new project managers are to attend a project management conference at Disney World in Florida. The employees will attend the classes at the conference for four days and then spend one day of fun at Disney World, followed by a final group dinner. Your company is to plan the travel, accommodations, classes they will attend, and meals for their entire stay. A list of requirements will be posted discussing the project in greater detail.

Each team will develop planning documents such as the Project Workbook and Project Change Request (PCR). The Workbook has instructions on what is expected on both assignments. These must be submitted and approved before you can baseline your schedule. Remember to include the time spent creating planning documents into the schedule. You will also complete the following:

Baseline Gantt: In Microsoft Project create a project schedule that displays all tasks that are within the project scope. Input task durations and resources and include appropriate milestones. Save as a project baseline. Submit MS Project file along with a memo to your instructor that details your project budget and assumptions on time and cost. Use the following guidelines:

1. Enter a project Start Date of April 4, 201x
2. Create a project calendar of 7 days/week, eight hours per day. No holidays observed. Individual team members are required to create custom calendars to note stretches of individual unavailability.
3. Assign each team member as a separate resource at a standard pay rate of \$100/hour and an overtime rate of \$150/hour.
4. Enter tasks for all deliverables.
5. Estimate the time to complete each task *for each team member assigned.
6. Identify *logical* dependencies between your tasks.
7. Define reasonable milestones (remember, milestones are related to deliverables).
8. Add a project summary task bar.
9. Add WBS (create from Requirements document) and outline

10. List Requirement numbers in the task names.
11. Establish a project baseline.
12. Save your file and submit along with a memo to your instructor that details your project budget and assumptions on time and cost.

Don't forget that the college business lab has great resources, including Microsoft Project 2010 and a special room in which to practice presentations.

PCR (Project Change Request). In Module 4, your instructor will introduce a realized risk. In response you will submit a PCR. Then, In Microsoft Project, you will revise your original file to reflect the actual hours worked on each task as well as the new dates, costs, or added tasks related to the realized risk.

Status Report. When you report your hours, you need to "play this straight" by recording your ACTUAL time worked. The point of this exercise is to demonstrate your understanding of Microsoft Project's cost tracking features. If you are completely on time and within budget, this exercise is beside the point. And your grade will reflect that. To complete your status report:

1. Submit your updated file along with a memo to your instructor that details your current EV, PV, CPI, SPI, and ETC.
2. If you recommend re-baselining, include a justification for doing so.
3. Also note any significant challenges your project is facing.

Audit/Lessons Learned Assignment (team)

Instructions:

Complete lessons learned in BA126—individually and collectively. You may want to consider some or all of the following:

1. What did we do right?
2. What wasn't in our project plan that surprised us?
3. What did we anticipate that turned out not to have happened?
4. Where could we have improved?
5. What mistakes did we successfully avoid making?
6. What did we learn by doing this project?
7. What skills did we need that were missing on this project?
8. What value did we get from the formal planning or documentation?
9. How accurate were our original estimates of the size and effort of our project? What did we over- or underestimate? (Consider deliverables, work effort, materials required, etc.)
10. Are you proud of our finished deliverables (project work products)? If yes, what's so good about them? If no, what's wrong with them?
11. What was the single most frustrating part of our project?
12. How would you do things differently next time to avoid this frustration?
13. What was the most gratifying or professionally satisfying part of the project?
14. If you could wave a magic wand and change anything about the project, what would you change?

Then collaborate on a paper that captures a team consensus on what you learned. Assignment guidelines:

Length: 2-4 pages

Content: Please summarize team member comments and don't include quotes from everyone on all questions. Ensure that your paper is suitable for a professional audience, logically presented, appropriately formatted, and with few to no grammar or spelling errors.

PMP Interview (team assignment)

Each team member is to interview a different *PMP-certified* project manager. Then as a team you will develop a presentation that compares and contrasts your individual interview data.

You should plan to ask the following:

- What are your typical projects?
- What are your most significant challenges?
- Why did you choose to become PMP-certified?
- What are your approaches to
 - Stakeholder analysis & management
 - Risk analysis & management
 - Change management
 - Closing a project, compiling lessons learned
- If you could give a new project manager one piece of advice, what would it be?

Presentation: Comparison contrast presentation should be 9-14 slides, including title and "references" slide. Your PowerPoint file should feature a professional appearance; it should also be free of grammar or spelling errors. The presentation itself should last seven minutes (approximately) per person.

Individual "Special project" assignment.

Attend a PMI Chapter meeting OR attend one of the PMI Roundtable discussions (see www.pmi-portland.org website for dates/times/locations). Introduce yourself to a minimum of five people and collect their business cards or work information. These people do not have to be PMPs or project managers. Write a summary paper describing why each person attends the meeting/roundtable, his/her advice for project management students, and other highlights of the conversations (2-3 single-spaced pages).

**MANAGING
Resource-Constrained
SCHEDULES**

**BA126 PROJECT
MANAGEMENT
WORKSHOP**

Resource-Constrained Scheduling: an Approach

- Limited resources tend to decrease slack to ensure delay is minimized
- Assumptions
 - No task “splitting” allowed
 - Resource level can’t be adjusted
- Heuristics
 - Parallel method
 - Minimum slack
 - Smallest duration
 - Lowest activity identification number

Why Should You Care?

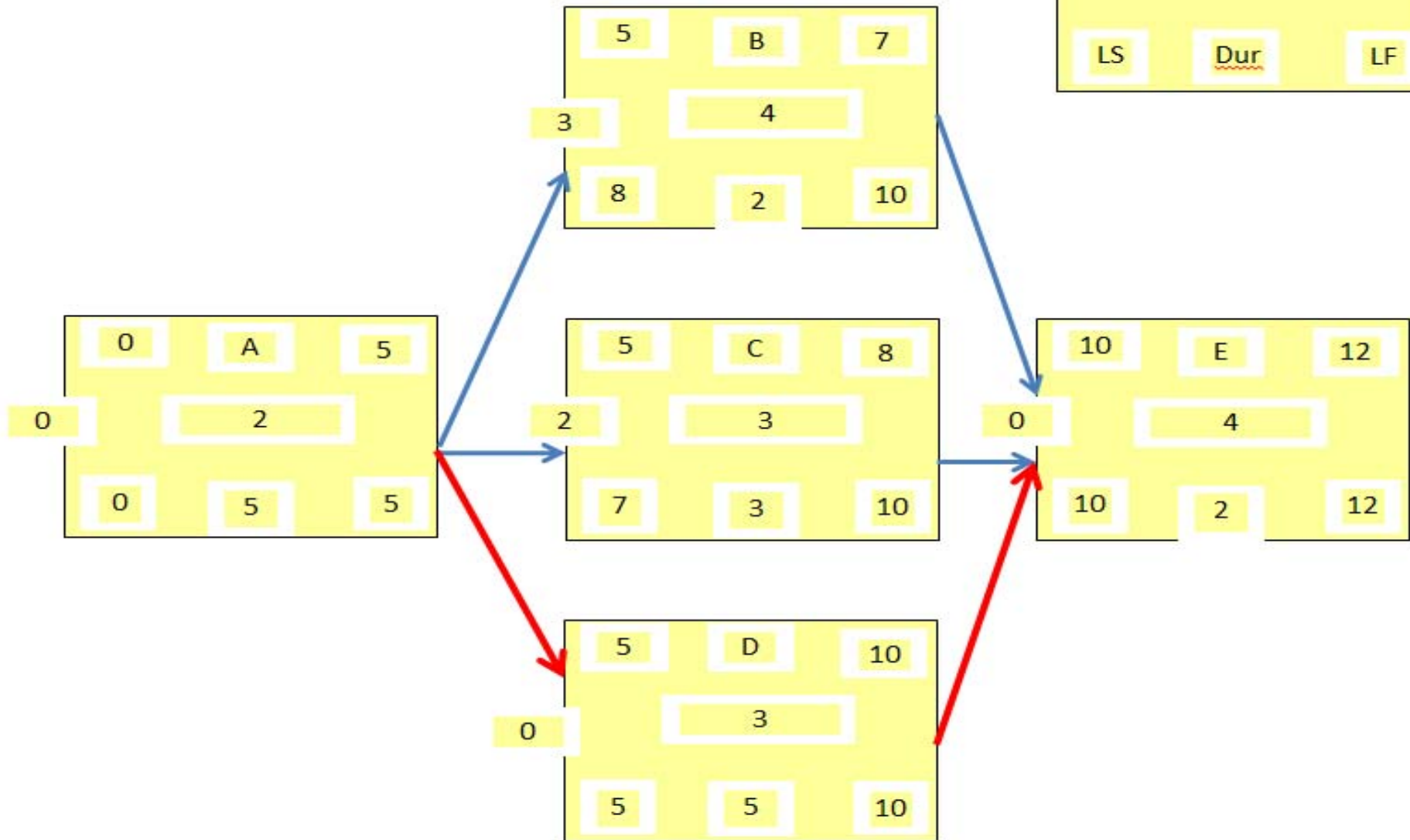
- ⦿ Software programs are only as smart as their input.
- ⦿ If we don't understand, hmmm...
- ⦿ Testing scenarios
- ⦿ Choosing appropriately

The Gilgar Project

Activity	Resources	Duration	Predecessor
A	2	5	-
B	4	2	A
C	3	3	A
D	4	2	A
E	3	5	B, C, D

Gilgar Project Time-Constrained Network

Legend		
ES	ID	EF
Resource		
LS	<u>Dur</u>	LF



Gilgar Schedule, Depicted Visually

Gilgar Project Resource						Constrained Schedule														
ID	RES	DUR	ES	LF	SL	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14
A	2	5	0	5	0	2	2	2	2	2										
B	4	2	5	10	3						4	4								
C	2	3	5	10	2						2	2	2							
D	3	5	5	10	0						5	5	5	5	5					
E	4	2	10	12	0											4	4			

Resource Totals

Gilgar Project Resource Constrained Schedule						0	1	2	3	4	5	6	7	8	9	10	11	12	13	14
ID	RES	DUR	ES	LF	SL															
A	2	5	0	5	0	2	2	2	2	2										
B	4	2	5	10	3						4	4								
C	2	3	5	10	2						2	2	2							
D	3	5	5	10	0						3	3	3	3	3					
E	4	2	10	12	0											4	4			
Total Resources						2	2	2	2	2	9	9	5	3	3	4	4			

Ouch!

Gilgar Project Resource

Constrained Schedule

						0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
ID	RES	DUR	ES	LF	SL																
A	2	5	0	5	0	2	2	2	2	2											
B	4	2	5	10	3						4	4									
C	2	3	5	10	2						2	2	2								
D	3	5	5	10	0						3	3	3	3	3						
E	4	2	10	12	0											4	4				
Total Resources						2	2	2	2	2	9	9	5	3	3	4	4				

Heuristics for Prioritizing Resource Constraints

- ⦿ Minimum slack
- ⦿ Smallest duration
- ⦿ Lowest activity identification number

The Parallel Method

Gilgar Project Resource						Constrained Schedule														
ID	RES	DUR	ES	LF	SL	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14
A	2	5	0	5	0	2	2	2	2	2										
B	4	2	5	10	3						4	4								
C	2	3	5	10	2						2	2	2							
D	3	5	5	10	0						3	3	3	3	3					
E	4	2	10	12	0											4	4			
Total Resources						2	2	2	2	2	9	9	5	3	3	4	4			

More Challenges

Gilgar Project Resource						Constrained Schedule														
ID	RES	DUR	ES	LF	SL	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14
A	2	5	0	5	0	2	2	2	2	2										
B	4	2	5	10	3											4	4			
C	2	3	5	10	2						2	2	2							
D	3	5	5	10	0						3	3	3	3	3					
E	4	2	10	12	0											4	4			
Total Resources						2	2	2	2	2	5	5	5	3	3	8	8			

Resource Constraints Resolved

Project Resource Schedule				0	1	2	3	4	5	6	7	8	9	10	11	12	13	14
DUR	ES	LF	SL															
5	0	5	0	2	2	2	2	2										
2	5	10	3											4	4			
3	5	10	2						2	2	2							
5	5	10	0						3	3	3	3	3					
2	10	12	0													4	4	
Total Resources				2	2	2	2	2	5	5	5	3	3	4	4	4	4	

Longer, More Sensitive Project

Project Resource Schedule				0	1	2	3	4	5	6	7	8	9	10	11	12	13	14
DUR	ES	LF	SL															
5	0	5	0	2	2	2	2	2										
2	10	12	0											4	4			
3	5	10	2						2	2	2							
5	5	10	0						3	3	3	3	3					
2	12	12	0													4	4	
Total Resources				2	2	2	2	2	5	5	5	3	3	4	4	4	4	



Compressing Project Schedules

**BA126 PROJECT
MANAGEMENT
WORKSHOP**

Approaches to Reducing Duration

- ⦿ Fast-tracking
- ⦿ Reduce project scope
- ⦿ Compromise project quality

Reducing Duration: Crashing

- ⦿ Schedule overtime
- ⦿ Outsource
- ⦿ Add Resources
- ⦿ Involves activities on the critical path

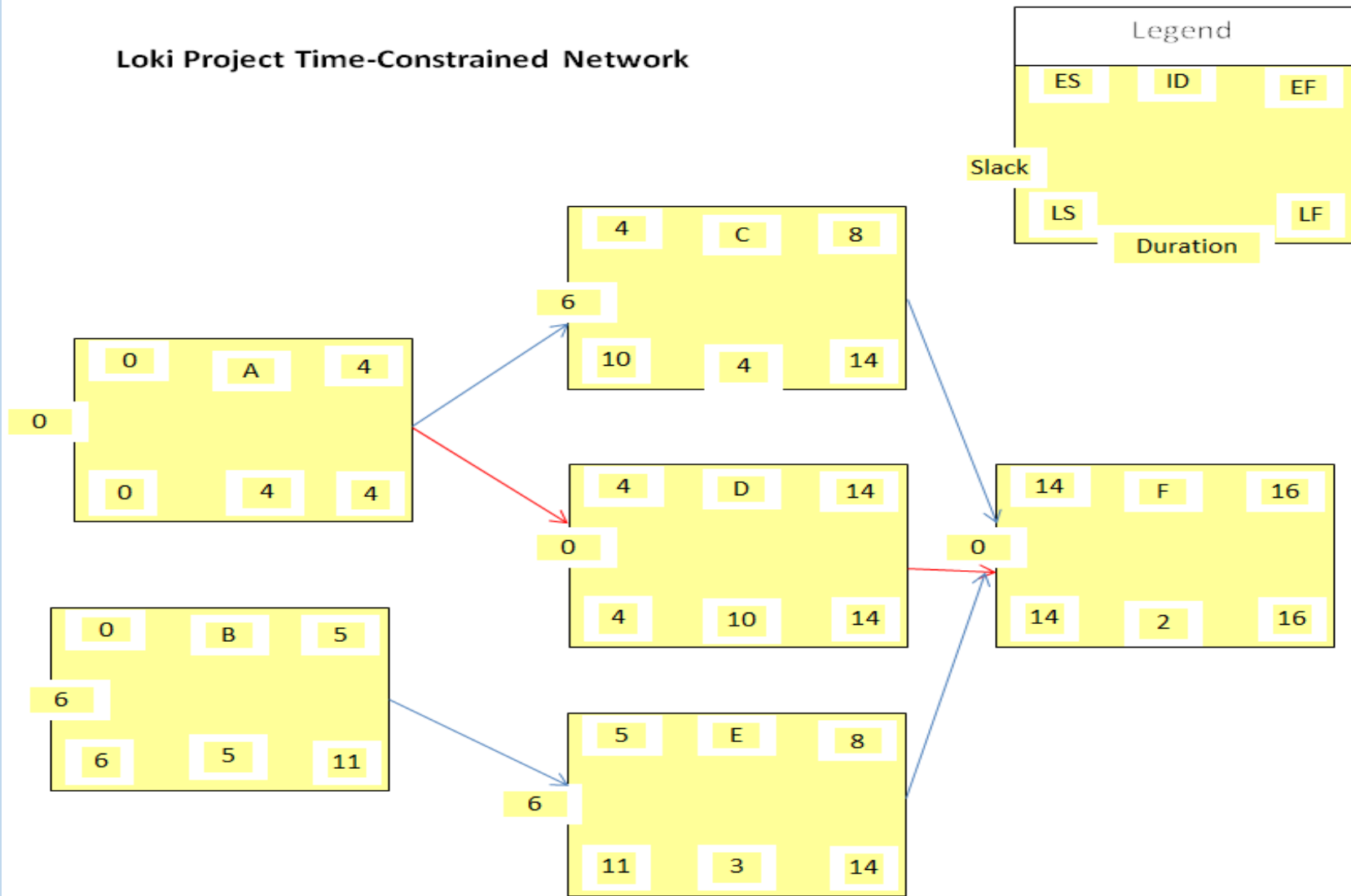
Choosing Activities to Crash

- ◉ Indirect costs vs. direct costs
 - Focus on direct
- ◉ Choosing activities to crash
 - Two week reduction

Task ID	Time	Crash Time	Crash Cost
D	5 weeks	3 weeks	\$10,000
F	3 weeks	2 weeks	\$8,000
J	6 weeks	5 weeks	\$5,000
L	4 weeks	3 weeks	\$1,000
Q	6 weeks	4 weeks	\$12,000

Fast Tracking vs. Crashing

Loki Project Time-Constrained Network



Crash Options

- ⦿ Reducing Loki by Two Days

Task ID	Time	Crash Time	Crash Cost
A	4	3	\$3,000
D	10	8	\$8,000
F	2	1	\$5,000

COURSE OUTLINE

Course Number: BA-205
Title: Solving Communication Problems with Technolog
Approval Date: June 2011

Credits: 4
Length of Course: 44 lecture hours

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Grading Method: A-F or Pass/No Pass
Prerequisites: Pass WR-121 & BA-131
Co-requisites: None
Recommended: Pass RD-090 or placement in RD-115
Required: None

Certified General Education Area(s): None
Related Instruction Area: None
Uses library resources: None

Department: Business & Computer Science: Business
Outline Developed by: Kathy Christensen
Course Approved as: Lower Division Collegiate

Course Description:

Students practice critical skills for successful communication in a business environment by employing a structured writing process, analyzing audience needs, and identifying and using appropriate communication channels and modalities. Students also work individually to produce a PowerPoint presentation with embedded narration and as team members to manage a comprehensive project and complete a business research paper.

Student Learning Outcomes:

Upon successful completion of this course, students will be able to:

1. produce business documents designed to persuade, to inform, or to deliver negative news; these messages will address the needs of an identified audience with coherence, conciseness, completeness and appropriate tone, formatting, and mechanics;
2. create professional quality documents that demonstrate layout principles and conventions appropriate to a given form (memo, letter, email, presentation, or report), employ software tools (e.g., Microsoft Word, Excel, PowerPoint) to deliver them;
3. prepare a business report that delivers information and/or recommends action by integrating data from written and online sources and by employing formatting, graphics, and spreadsheet tables and charts that illustrate and emphasize key data;
4. develop a team contract and work plan that capitalizes on individual work styles, strengths, and values, and facilitates effective team communication and conflict management during the process of managing the team

project;

5. assemble, analyze, and synthesize research and employ a medium such as PowerPoint (including templates, graphics, tables and charts) to narrate and deliver a multimedia presentation;

6. analyze audience needs to choose the most effective message timing, tone, and channel (verbal or written) and modality (e.g., face-to-face verbal, written hard copy, or any of a range of electronic forms).

Major Topic Outline:

1. Communication Theory & Strategies.
 2. Peer Editing.
 3. Basic & Advanced Writing Techniques.
 4. Editing in Microsoft Word.
 5. Routine Letters & Memos.
 6. Request & Response Letters.
 7. Negative Messages.
 8. Persuasive Messages.
 9. Informal Reports.
 10. Charting with Microsoft Excel.
 11. Formal Reports.
 12. Business Presentations with PowerPoint.
-

AAOT/ASOT GENERAL EDUCATION OUTCOMES COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

- Mark "C" if this course completely addresses the outcome. Students who successfully complete this course are likely to have attained this learning outcome.
- Mark "S" if this course substantially addresses the outcome. More than one course is required for the outcome to be completely addressed. Students who successfully complete all of the required courses are likely to have attained this learning outcome.
- Mark "P" if this course partially addresses the outcome. Students will have been exposed to the outcome as part of the class, but the class is not a primary means for attaining the outcome and assessment for general education purposes may not be necessary.

This course does not include assessable General Education outcomes.

As a result of completing the AAOT/ASOT general education requirements, students will be able to:

WR: Writing Outcomes

- _____ 1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.
- _____ 2. Locate, evaluate, and ethically utilize information to communicate effectively.
- _____ 3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

- _____ 1. Engage in ethical communication processes that accomplish goals.
- _____ 2. Respond to the needs of diverse audiences and contexts.
- _____ 3. Build and manage relationships.

MA: Mathematics Outcomes:

- _____ 1. Use appropriate mathematics to solve problems.
- _____ 2. Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

AL: Arts and Letters Outcomes

- _____ 1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.
- _____ 2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

SS: Social Science Outcomes

- _____ 1. Apply analytical skills to social phenomena in order to understand human behavior.
- _____ 2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

SC: Science or Computer Science Outcomes

- _____ 1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.
- _____ 2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.
- _____ 3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Syllabus BA205 Solving Business Communications Problems with Technology

Instructor: First Last

Phone: (999) 999-9999

Email: instructor@institution.edu (see email guidelines below)

Office Location: Building/room

Office Hours: MTWTh

Required Text: *Business and Administrative Communication 10th edition* (custom, available only at CCC Bookstore) by Kitty O. Locker and Donna Kienzler

Credits: 4

Grading Method: A-F or Pass/No Pass

Course Location: <http://online.clackamas.edu>

Prerequisites: Placement in RD115 (recommended) and successful completion of WR121 and BA131 (including effective use of Word, Excel, PowerPoint)

Course Description: Students practice critical skills for successful communication in a business environment by employing a structured writing process, analyzing audience needs, and identifying and using appropriate communication channels and modalities. Students also work individually to produce a PowerPoint presentation with embedded narration and as team members to manage a comprehensive project and complete a business research paper.

Student Learning Outcomes:

Upon successful completion of this course, a student should be able to:

1. produce business documents designed to persuade, to inform, or to deliver negative news; these messages will address the needs of an identified audience with coherence, conciseness, completeness and appropriate tone, formatting, and mechanics.
2. create professional quality documents that demonstrate layout principles and conventions appropriate to a given form (memo, letter, email, presentation, or report); employ software tools (e.g., Microsoft Word, Excel, PowerPoint) to deliver them.
3. prepare a business report that delivers information and/or recommends action by integrating data from written and online sources and by employing formatting, graphics, and spreadsheet tables and charts that illustrate and emphasize key data.

4. develop a team contract and work plan that capitalizes on individual work styles, strengths, and values, and facilitates effective team communication and conflict management during the process of managing the team project.
5. assemble, analyze, and synthesize research and employ a medium such as PowerPoint (including templates, graphics, tables and charts) to narrate and deliver a multimedia presentation.
6. Analyze audience needs to choose the most effective message timing, tone, and channel (verbal or written) and modality (e.g., face-to-face verbal, written hard copy, or any of a range of electronic forms).

Student Time Commitment: In a conventional four-credit on-campus class, a student can expect to spend four hours in class and engage in a minimum of two hours of homework for every hour in class (or 12 hours/week). Depending on how quickly and/or carefully you work you might expect to spend considerably more on this class.

Why BA205? You will find this course intensely practical; it builds skills that you can employ on the job and provides experiences that can serve to make your resume stronger and your job interviews more successful. Experience on effective teams is particularly prized in the business world, and this class provides an opportunity to practice just that. Plus clear, concise, accurate communication—which you will practice in BA205—saves time and therefore money, and makes the communicator stand out as a valued employee.

About Your Instructor: Include, for example, experience, titles, education, and teaching philosophy.

Online (Moodle) Technical Recommendations

To be successful in this online class, you should have the following:

- Internet access (we recommend high speed broadband access but DSL is fine)
- A functional email that you will check
- A recent Operating System:
 - For Windows: Windows XP, Windows 7 or Newer
 - For Apple/Mac: Mac OS X or newer
 - For Linux: Most recent or long term support version of your distribution
- Internet browser that supports Java ([Mozilla Firefox](#) is highly recommended and preferred)
- Program capable of unzipping compressed files ([WinZip](#) or [7-Zip](#) is recommended)
- 2.8 GHz Single Core Processor or better **OR** a multi-core processor of any speed should be sufficient
- Video plug-ins for Windows Media and Quicktime movies
- Antivirus software
- An Office Suite (for viewing .ppt, .doc, .xls etc) such as
 - [Microsoft Office Suite](#) (Some courses will **REQUIRE** this!)
 - [Libre Office Suite](#) or [Open Office Suite](#) (Both freeware - will get the job done but not the industry standard)

Important note: You cannot successfully complete this course with only Smart Phone access.

Student Rights and Responsibilities

CCC student handbook contains helpful resources (counseling and advising, disability resources, computer labs, and student learning center, to name a few). The section on student rights and responsibilities, beginning on page 113 is a particularly important one. The following discusses actions that are grounds of disciplinary action:

1. Dishonesty, including but not limited to cheating, plagiarism, or knowingly furnishing false information to the college.
2. Forgery, alteration or misuse of college documents or identification.
3. Obstruction or disruption of teaching, instructional or instructional research, administration of the college, disciplinary procedures or other college activities including, but not limited to, meetings of the Board of Education, community service functions, or authorized activities on college premises.

Privacy Notice

- Moodle software stores course access records, quiz scores, discussion postings, and chat room conversations. This data may be monitored.
- By enrolling in this class, you consent to sharing information and ideas, and your email address with other students. The instructor will not share your non-directory information with anyone.
- By remaining in this class, you give permission to your instructor to contact you at the email address provided in Moodle for the purpose of discussing matters relating to your enrollment in this course, including, but not limited to: providing assignment feedback & grade information, responding to your inquiries, and initiating communication related to your activity in the course. If you change your email address during this course, please update your address in Moodle to reflect the change.
- Students in hybrid or online classes have the same rights to review and discuss their assignments, scores, and academic records as any student in an on-campus class.
- Please contact your instructor if you have concerns about privacy issues.

Class Policies

1. **Team assignments.** In taking this class and committing yourself to team assignments, you commit to: (1) keeping your teammates and instructor up-to-date on your email address; (2) checking your email frequently; (3) responding as soon as possible to a teammate's inquiry; and (3) completing your portions of team projects in a timely fashion. Note: One team member should submit each team assignment.
2. **Discussion forums.** Of the 11 forums, you may drop your single lowest score. To receive your best grade, your writing must be suitable for a business audience: accurate, clear, concise, and coherent. It's important also to provide sufficient detail to support your assertions, including references to our text or other authoritative materials. Note that your instructor generally does not provide individual feedback on discussion forums but will be happy to if requested. ***No late submissions!***
3. **Individual and Team Assignments.** Accurate grammar, punctuation, spelling and appropriate tone and format are extremely important in BA-205. To receive full points, your work must be perfectly acceptable in a business environment. Submit electronic version via Moodle shell in Microsoft Word (.doc or .docx) or rich text format (.rtf). Assignments must be completed by ***midnight*** on their due dates. ***You may submit each non-forum assignment up to one week late; however, there will be a 20percent reduction in possible points for late assignments.***
4. **Optional early assignment submission.** For three individual ("Informative Memo," "Bad News Letter," and "PowerPoint Presentation") and one team assignment (Report), you will have the option to submit your work a minimum of two weeks before the due date so that you can receive instructor feedback. You'll receive instructor feedback within one week. ***No late submissions on drafts.***
5. **Email guidelines.** Your subject line should include your name and the course number. Emails must feature appropriate structure, tone, grammar and spelling.
6. **Dropping the course.** To officially drop the course, you must file an Add/Drop Request with the Registrar's Office. For a full refund, you must drop the class by the end of week 1. Ceasing to attend class does not constitute official withdrawal.

7. **Academic honesty** is a requirement for passing this course. The penalty for plagiarizing an assignment or cheating on an exam is an F in the course. **Important: plagiarizing applies both to written and spoken words.**
8. **Special Needs:** If you are a student with a disability and you believe that your opportunities to be successful in this class are affected by that disability, please contact the Clackamas Community College Disability Resource Center, 503-594-3181 or <http://depts.clackamas.edu/advising/drc/>
9. **Course grades.** You may check your grades at any time by visiting the Moodle Gradebook on our Moodle site. Final grades will be posted to CougarTrax by the Monday following term's end.

Point Breakdown

Item	% of grade.	Grade Distribution
Team assignments 1 and 2	7.5%	90-100% A
Team assignment 3 (report)	32.5%	80-89% B
Individual assignments (#1 – 20, #2 – 40, #3 – 40, #4 – 100)	45%	70-79% C
Discussion questions (10)	15%	60-69% D
		< 60% F

Course Calendar

Prepare Yourself for the Course

- Review the supplementary materials, such as “Tips for Creating a PowerPoint Presentation” (optional)
- Post to the “Class Mixer Questions” forum
- Post to the “Class Mixer Follow Up” forum

Module 1

- Participate in the “Introduce Yourself” forum
- Submit Introductory Memo assignment

Module 2

- Read chapters 1 and 8
- Participate in the “Bloggers and Free Samples” forum

- Visit <http://www.vark-learn.com/english/page.asp?p=questionnaire> to complete the VARK assessment, which you will use in team formation.
- Participate in “Form Teams and Set Up Conference” forum. *Important: you will establish your teams in this forum!*

Module 3

- Read chapters 2 and 3
- Participate in “Smokers and Health Care Costs” forum

Module 4

- Read chapters 4 and 5
- Participate in the “Body Language” forum
- Submit Team Assignment 1, “Work Plan and Contract”
- Take the Team Rating Questionnaire

Module 5

- Read chapters 9 and 15
- Participate in the “Discrimination in Networking Events” forum
- Submit Informative Memo Optional Draft

Module 6

- Read chapters 10 and 16
- Participate in the “Article Summary” forum
- Submit Team Assignment 2 (Progress Report)
- Submit Bad News Letter Optional Draft
- Take the Team Rating Questionnaire

Module 7

- Read chapters 17 and 18
- Participate in the “Bias in Written Communication” forum
- Submit Informative Memo

Module 8

- Read chapters 11 and 19
- Participate in the “Ted Talks Critique” forum
- Submit Draft of Team Assignment 3, Report

Module 9

- Read chapters 7 and 11
- Participate in the “Persuasive Email” forum
- Submit PowerPoint presentation draft

Module 10

- Read Chapter 6
- Submit Team Assignment 3

Module 11

- Submit PowerPoint presentation final draft

Assignment Details

INDIVIDUAL ASSIGNMENTS

Introductory Memo

Write a 1-1.5 page memo (see Appendix A of your text for format) to your instructor providing background on your writing experience. You'll receive feedback on your writing style from your instructor but since the assignment has a low point value, you can use it as a way to better understand your instructor's requirements. (Further details available via the assignment link.)

Informational Memo

Write an informative memo based on a business situation. Be sure to deliver your message completely and in a manner appropriate to your audience. (Further details available via the assignment link.)

Informational Memo

Write a "bad-news" letter based on a business situation. Remember to employ business letter format and to cushion your bad news so as to (insofar as possible) retain the goodwill of the customer. (Further details available via the assignment link.)

Power Point Presentation Requirements

Your presentation must include both a written and a spoken component. To complete this assignment you will:

- Create a PowerPoint (2010 or 2013) file, and
- Embed your narration in the file (requires a computer with microphone, speakers, and sound card)
- Narration length: 8-10 minutes.
- In addition, for full points, your PowerPoint file will feature the following:
 - Appropriate spelling and grammar.
 - Attractive, professional template (background, colors, design), layout and transition effects.
 - Graphics suitable for a business audience.
 - Tables and/or graphs to support your message and to demonstrate your familiarity with linking and embedding Microsoft Word and Excel files.
 - Separate "Title," "Introduction," and "Conclusion" slides.
 - A "References" slide with 3-8 appropriately formatted references (MLA or APA).
 - Number of slides: 10-15.
 - Speaker's notes, including cues for your narration.
- Presentation Topic Suggestions
 1. What is the career outlook in a field of your choice? Consider job growth, compensation, and benefits. What kind of academic or other experience is typically required in your field? What are the typical job duties and the work environment?
 2. Why should companies have a written email- and Internet-use policy? What are the most important guidelines in such a policy?
 3. What are the benefits and drawbacks of investing in "socially responsible" mutual funds? How do such funds compare to other mutual funds?

4. What issues are most important to consider when adapting PowerPoint presentations to cross-cultural audiences?
5. What are the most significant communication challenges between business people from different generations? How can different generations communicate most effectively?
6. How are businesses now using social media (Twitter, Facebook, LinkedIn) to communicate and market themselves?
7. Profile a company with a commitment to “green” business principles. Describe their mission/vision, product line, and noteworthy “green” initiatives.
8. Others? Check with your instructor!

TEAM ASSIGNMENTS

Team Assignment 1 – Contract and Work Plan

Contract

A team contract, which does *not* define what you will deliver to your instructor, focuses on behaviors and processes you’ll engage in as you work with one another. But why should you bother to develop a contract when it doesn’t contribute directly to your project?

Actually, developing a team contract creates solid individual buy-in, since each of you will know that you have had a say in how the team will function. **Signing** the finished product serves as an individual team member’s promise to abide by the terms of the contract.

What are the required elements of your contract?

1. Introduction with a short description of your team assignment and a list of member names (include email addresses—including alternates—and phone numbers). You might also note here any potential differences in communication or approach to work (see “Values Clarification” exercise).
2. Communication, including frequency and type (face-to-face meetings, email, text, live chat, etc.).
3. Meeting ground rules (might be a sub-section of “communication”).
4. Decision making approach, process, and method (consensus, majority rule, individual expert, etc.).
5. Conflict management. In particular it’s helpful to include a specific process for dealing with non-participation. (For example, you might define the type of warning you could give someone, the number of warnings, and the consequences—such as instructor notification).
6. Attitudes (respect, courtesy, timeliness, etc.). Note: it will be important to be specific; for example, you might say, “If a member can’t be on time for a deadline, s/he will notify the other members a minimum of 24 hours beforehand” rather than “We promise to be on time with our individual work or let the team know.”
7. Goals for the project. Here are some examples:
 - a. To learn to effectively work together to produce a quality product worthy of an “A.”
 - b. To acquire specific skills (e.g., clear, empathetic communication, team building techniques, or effective meeting management).

Work Plan

Your work plan should feature a table with five columns, including “Assignment,” “Task,” “Owner,” “Due Date,” and “Percent Complete.” Here’s a start:

Assignment	Task	Owner	Due Date	Percent Complete
TA1				

Note: you’ll use this same table for your progress report (Team Assignment 2).

By the time you submit this assignment, all the tasks associated with it will be 100 percent complete. Be sure to make the work plan sufficiently detailed so that all team members understand their tasks and associated due dates. For TA1, for example, one team member might research conflict management in teams for ideas to include in your contract. Another might locate material on team meeting ground rules, while yet another might synthesize ideas and create a first draft. Important: if you assign “all” to any tasks, you should also assign a specific “lead” to ensure the task is executed appropriately.

Tasks for Team Assignment 3 might include creating charts/tables, editing, and formatting to name just a few. Also note that tasks should be fairly detailed. For example, “research the topic” is not an adequate description of a task for any single team member and also demonstrates that little thought has gone into the planning stages of the report. For each part of the plan, whether related to researching, organizing, composing, formatting, revising, proofreading, or evaluating the report, larger tasks and topics need to be divided into subtasks and subtopics.

Team Assignment 2 - Progress Report

1. **Memo format.** Consult Appendix A of our text.
2. **Opening.** As with all memos, your progress report should include an opening that discusses the purpose of the memo.
3. **Items to be discussed in the body.** This memo should speak to the work that has been completed, the work that is yet to be completed, any problems that have arisen during the early stages of the project, and plans to address and overcome those issues.
4. **Task Table.** You will reuse the table you created in Team Assignment 1.

Team Assignment 3 - Research Paper

Team reports must include the following:

- **Title page**, including report name, “submitted by,” “submitted to,” and date.
- **Table of contents, including headings and page numbers.** Be sure to note the specific way in which business report pages are numbered. Your table of contents and executive summary will be numbered with lower case Roman numerals (i, ii, iii, etc.), starting with page “ii,” your table of contents. Then you will begin numbering your page with traditional Arabic numerals, beginning with your introduction on page 1 of your report. In order to achieve different styles of numbering within a single report, you need to know how to create section breaks.
- **Executive summary** (also should use Roman numerals). Not an introduction—the executive summary should include a paragraph for each section of your report.
- **"Works Cited" or "References" page** and corresponding **in-text citations**. Please note that entries for the works cited or references page are much more than URLs (Internet addresses or links) that have been copied and pasted to the page. For each documentation style (MLA or APA) there are specific guidelines for in-text citation and for works cited or references entries. Learn them and use them. You may want to review what you learned in Writing 121 about citation and documentation.
- **Graphics, tables, and/or charts.** Consult Chapter 16 in our text on illustrating data. This section will help you understand how to create and choose meaningful graphics and also will explain how to avoid dumping graphics or illustrations into your report without discussion—all images, tables, charts, etc. must be introduced and discussed. Also, tables and charts should be original—created by team members.
- **Length: 6-8 pages** (single-spaced), including title page, table of contents, and “Works Cited” page.
- **Submission.** Submit an electronic copy in MS Word-compatible format, uploaded to your Team Assignment 3 link on Moodle.
- **Team Project Grading Criteria**
 - Appropriate content: 40%
 - Spelling, grammar, word usage, style, and tone: 40%
 - Format (see Chapter 10): 20%

Team Report Topics

Remember, when you research your topic, you'll need to gather information that is appropriate to your audience. If you are having trouble locating what you need, be sure to contact your instructor to strategize on how to proceed.

1. As a member of a stockholder watchdog group for a company of your choice, you have been asked to examine its executive salaries and report to the group, which thinks salaries are excessive. What conclusions would you draw, and what recommendations would you make to stockholders? Note: Make sure to select a public company for which salary data are available.
Background on CEO compensation: Critics complain that CEO salaries have become exorbitant and should be capped. Is it unethical for executive salaries to exceed, let's say, 24 times the average wage of employees? Should executive pay be tied to an organization's profits?
2. The business for which you work has an outdated code of ethics in its policy manual. Because of the ever-changing nature of businesses today and growing diversity in the workforce, you have been asked to help to update the company's code of ethics. Analyze other companies' codes of ethics to determine what your policy should include—and what it shouldn't. Based on your analysis, offer recommendations to your management team. Note: be sure to consider the organization you represent; you'll want to research similar companies. *Do not write a code of ethics, just recommend the content.*
3. You've learned that many companies are dedicated to the concept of social responsibility. For example, Home Depot's employees build playgrounds in poor neighborhoods, and Tom's of Maine allows employees to use 5 percent of their paid work time to do volunteer work for nonprofit organizations. You wonder if this type of philanthropy is an effective marketing tool for your company. Conduct research to locate other companies with similar programs. How does social responsibility benefit these companies? If possible, address the following questions: Would such projects generate more sales? Do the increased revenues outweigh the costs? If you cannot locate data on exactly how much revenue the programs generate, address other benefits.
4. A popular trend in today's workplace is telecommuting. Your boss has had several employees ask her about the possibility of performing work — at least part time — at home. Your boss isn't convinced that telecommuting is in her best interest, so she asks you to write a report that analyzes the pros and cons of this form of employment. Consider what jobs are ideal for telecommuting, what the employment statistics reveal, and how it affects both businesses and employees. In particular, address financial considerations.
5. To prepare your business for more competitive participation in the global marketplace, your team has been asked to collect information for a report focused on an Asian, Latin American, African, or European country where English is not regularly spoken. Conduct research on social customs (including greetings, formality, time management, etc.), appropriate business attire, economic

institutions, family life, attitudes toward the United States, and religions (if they affect business life). To confirm or expand on your research, interview an international student or an acquaintance from your target country. When you complete your research, write a report for the CEO of your company. **Note:** Before you choose a country, consider whether a) there will be sufficient available data for your research, and b) a company might really choose to enter that market. (For example, prior groups researching Russia have found the country too dangerous for such a move.)

6. Your company already uses a project team structure in which teams are co-located in the same building. However, the organization is now considering a change to virtual teams in which members can reside in other areas of the country—or even the world! Your boss has asked you to compile a report on the unique problems virtual teams face and how they might be mitigated.
7. Your company has a number of “differently-abled” employees. The general manager has been particularly impressed by their dedication to their work and their great attitudes. S/he wonders if this is generally true, or if these employees are unusually strong. Hence s/he’s asked you to compile a report focused on the benefits and drawbacks associated with hiring the “differently-abled.”

COURSE OUTLINE

Course Number:	BA-217
Title:	Budgeting for Managers
Approval Date:	May 2013
Credits:	3
Length of Course:	33 lecture hours
	<i>For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.</i>
Grading Method:	A-F or Pass/No Pass
Prerequisites:	None
Co-requisites:	None
Recommended:	Recommended: Pass BA-111 or BA-211 or have experience in accounting or work-related budgeting. Pass RD-090 or placement in RD-115.
Required:	None
Certified General Education Area(s):	None
Related Instruction Area:	None
Uses library resources:	None

Department:	Business & Computer Science: Business
Outline Developed by:	Kathy Christensen
Course Approved as:	Lower Division Collegiate

Course Description:

Focuses on developing and managing departmental and project budgets and on understanding how they fit into the overall organizational framework. Addresses fixed, flexible, and rolling budgets, break-even and contribution margin analysis, profit planning, manufacturing costs and sales forecasts, and cost behavior and variance analysis.

Student Learning Outcomes:

Upon successful completion of this course, students will be able to:

1. describe the budget development processes and the ethical considerations in budget development,
2. name master budget component budgets (sales, production, direct material and direct labor, factory overhead, and cash budgets) and explain their respective uses;
3. describe elements of responsibility accounting (e.g., centralized vs. decentralized decision making, cost/profit center, and investment center);
4. analyze compound interest, present value and future value problems and compute them accurately;
5. compute break-even and contribution margin analysis based on criteria,
6. perform variance analyses on given budgets and accurately interpret them,
7. evaluate long term projects and capital budgeting decisions with capital budgeting techniques.

Major Topic Outline:

1. Importance of budgets.
 2. Budget processes and human behavior.
 3. Components of the budget.
 4. Budget period and adjustments.
 5. Responsibility accounting and management by exception.
 6. Flexible budgets.
 7. Standard costs.
 8. Variance analysis.
 9. Evaluation of long-term projects.
-

AAOT/ASOT GENERAL EDUCATION OUTCOMES COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

- Mark "C" if this course completely addresses the outcome. Students who successfully complete this course are likely to have attained this learning outcome.
- Mark "S" if this course substantially addresses the outcome. More than one course is required for the outcome to be completely addressed. Students who successfully complete all of the required courses are likely to have attained this learning outcome.
- Mark "P" if this course partially addresses the outcome. Students will have been exposed to the outcome as part of the class, but the class is not a primary means for attaining the outcome and assessment for general education purposes may not be necessary.

This course does not include assessable General Education outcomes.

As a result of completing the AAOT/ASOT general education requirements, students will be able to:

WR: Writing Outcomes

- _____ 1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.
- _____ 2. Locate, evaluate, and ethically utilize information to communicate effectively.
- _____ 3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

- _____ 1. Engage in ethical communication processes that accomplish goals.
- _____ 2. Respond to the needs of diverse audiences and contexts.
- _____ 3. Build and manage relationships.

MA: Mathematics Outcomes:

- _____ 1. Use appropriate mathematics to solve problems.
- _____ 2. Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

AL: Arts and Letters Outcomes

- _____ 1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.
- _____ 2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

SS: Social Science Outcomes

- _____ 1. Apply analytical skills to social phenomena in order to understand human behavior.
- _____ 2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

SC: Science or Computer Science Outcomes

- _____ 1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.
- _____ 2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.
- _____ 3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

COURSE SYLLABUS

COURSE: Budgeting for Managers—BA217 **XXX 201X**

INSTRUCTOR: Thomas Frank

PHONE: 503-594-3660 voicemail

OFFICE: Streeter S122

OFFICE HOURS: by appointment & Virtual

E-MAIL: thomasf@clackamas.edu (preferred method of contact)

CREDIT: 3 (transfer)

DAYS/TIMES: **XXXXXX**

Required Text: Budgeting & Decision Making, by Walther, Skousen 4th Edition, Ventas Publishing, 2009.

Course Description:

Focuses on developing and managing departmental and project budgets and on understanding how they fit into the overall organizational framework. Addresses fixed, flexible, and rolling budgets, break-even and contribution margin analysis, profit planning, manufacturing costs and sales forecasts, and cost behavior and variance analysis.

Student Learning Outcomes:

This course is designed to:

1. Describe the budget development processes and the ethical considerations in budget development.
2. Name master budget component budgets (sales, production, direct material and direct labor, factory overhead, and cash budgets) and explain their respective uses.
3. Describe elements of responsibility accounting (e.g., centralized vs. decentralized decision making, cost/profit center, and investment center).
4. Analyze compound interest, present value and future value problems and compute them accurately.
5. Compute break-even and contribution margin analysis based on criteria.
6. Perform variance analyses on given budgets and accurately interpret them.
7. Evaluate long term projects and capital budgeting decisions with capital budgeting techniques.

Exams & Grading Criteria:

This course will be graded on a total point system (points can be earned on):

Weekly Discussion Questions (2 questions on weeks 1, 2, 3, 5, 6, 7, 9,10)	32 points
Weekly Summaries (week 1, 2, 3, 5, 6, 7, 9,10)	16 points
Participation	16 points

(week 1, 2, 3, 5, 6, 7, 9,10)	
Quiz 1 & 2 (10 points each)	20 points
Final	20 points
Project	16 points
Total Possible	120 points

Class Participation:

Daily attendance for the hybrid portion of this class is important. We will meet 4/3, 4/10, 4/24, 5/8, 5/22, & 6/5 and when class is missed, important information will be forfeited. Individual tutoring is not possible when students miss class.

Participation and Discussion Question Grading:

Discussion question responses do **not** count towards the class participation requirement and are evaluated separately.

Participation Requirements: Remember: Participation is not the same as Attendance.

You are required to contribute to class discussions in a substantive manner in the **current week's discussion question threads** at least THREE out of SEVEN days each week. In actuality, it is probably more practical if you can manage to access our Moodle Classroom forum every day. My expectation is that you post at least two substantive responses to classmates on each of the three days. That would be a total of at least 6 responses each week.

Your participation requirement is met by posting substantive responses in the **current week's discussion question**. These are your responses to someone else's Discussion Questions Response (DQ's). Your comments are a critical part of your learning and the learning of the entire class. An "I agree!" or "Good job" DO NOT constitute substantive responses. A substantive response is one that adds to, motivates others to respond, clarifies, or constructively disagrees with the posted discussion questions.

Please think about your "tone" when responding. The online classroom does not allow us to see body language. It is very easy to appear harsh when that is not the intent. Our discussion goal is to be collaborative not combative. Please reread your comments before you hit the send button, if you are not sure, save the message to your drafts folder and read again later. If you still are not sure, reword it. The learning environment in our online classroom depends on all participants feeling safe in posting their assignments, discussion, and personal experiences without fear of judgment or personal criticism. Be positive in your approach to others and diplomatic with your words. I will do my best to do the same.

*Both quantity and quality will be considered in the evaluation of your participation.

Each week there are discussion questions (DQ's). I will post threads in the main classroom for you to post your responses to these discussion questions. It is also expected that you will respond in a substantive manner to your classmates' responses. Responding in a conversational tone is most acceptable. Also, I am mainly interested in content and presentation rather than volume, however your responses should be from 200 to 500 words. Please proofread and spell check before posting. In addition, as a part of the participation requirement you are expected to make substantive responses to classmates' DQ responses.

Weekly Summaries

Weekly summaries are required in this course, but do not count as class participation.

Your Weekly Summaries are where you will discuss what you learned from the readings, discussions and assignments. The following is a Weekly Summary Template that you should use as you prepare your summaries. The summary should be a minimum of 200 words.

Summary of Information Learned Week [1, 2, 3, 5, 6, 7, 9, or 10]

PERSONAL

DISCUSSION QUESTIONS

READINGS

LEARNING TEAMS (If applicable for that week)

CONCLUSION

Student Information:

The online student has the same rights to review and amend records as students in hybrid or on-campus classes. The student's non-directory information will be protected. The student, by enrolling in an online class, gives consent to sharing of information and exchange of email addresses with other students. The student may opt to drop the course if there is concern about privacy issues

It is expected that students take responsibility for their own academic careers, exercise common sense and respect their fellow classmates. Also, I view the taking of exams at the scheduled time as a serious matter; therefore, students are expected to make every reasonable effort to take exams at the regularly scheduled time. In case of a problem, please notify me as soon as possible. Finally, all other issues, such as safety, incompletes, withdrawals etc. will be handled according to the student handbook as well as department policy.

To officially drop the course or withdraw from college, you must file an Add/Drop Request with the Registrar's Office ([CougarTrax Link](#)). Ceasing to attend class does not constitute official withdrawal.

Students wishing to drop the class without responsibility for a grade must officially withdraw by the end of the sixth week of the term.

Academic Honesty. Academic honesty is a requirement for passing this course. The penalty for plagiarizing an assignment or cheating on an exam is an F in the course. ([Student Handbook Link](#))

Disabled Student Services. If you have a documented disability and wish to discuss academic accommodations, please contact me as soon as possible. ([Disabled Student Services Link](#)).

Grading. Note that Pass / No Pass is ***strongly discouraged***. Your credit will not transfer to other schools if you take this class as a Pass / No Pass.

Components of the Budget

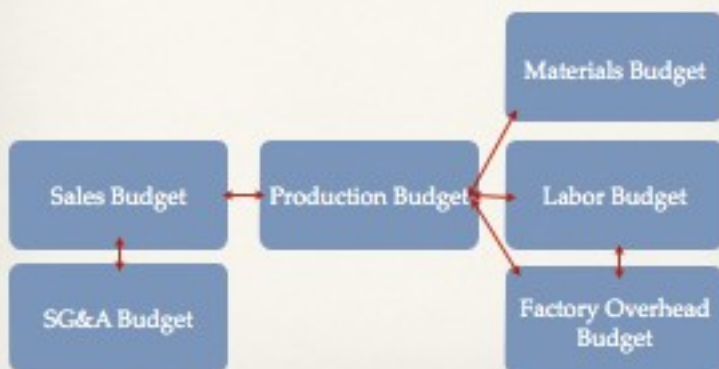
Clackamas Community College
BA 217

Date

Components of a Budget

- * Coordination is greatest challenges among managers
- * There are many building blocks of a master budget
- * Sales Budget drives production, and selling, general, and administrative budgets.

Components of a Budget



Components of a Budget



Sales Budget

- * Starts all budgeting processes
- * Reflects forecasted sales and volume
- * Influenced by previous sales, current and expected economic conditions, competitors, etc.
- * Many sales are placed on account and the conversion of those accounts to cash is critical

Sales Budget

SHEHADEH MOVIE SCREENS						Notes
Sales Budget						
For the Year Ending December 31, 2019						
	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Annual Recap	
Estimated Units	2,100	1,900	3,000	2,400	9,000	
X per unit sales price	\$175	\$175	\$175	\$175	\$175	
Total estimated sales	\$367,500	\$331,500	\$525,000	\$420,000	\$1,644,000	
Expected Cash Collections from Sales						
	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Annual Recap	
From Current quarter sales	\$345,000	\$175,000	\$350,000	\$280,000	\$1,150,000	2/3 of current quarter sales
From prior quarter sales	\$100,000	\$110,500	\$87,500	\$175,000	\$473,000	1/3 of prior quarter sales
Cash collections from sales	\$445,000	\$285,500	\$437,500	\$455,000	\$1,623,000	

Production Budget

- * Sales drive production
- * Units of production = Units Sold + Desired Ending Inventory - Beginning Finished Goods Inventory
- * Other considerations: production capacity & availability of raw materials

Production Budget

SHEHADEH MOVIE SCREENS					
Production Budget					Notes
For the Year Ending December 31, 20X9					
	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Annual Recap
Estimated Units Sold	2,100	1,500	3,000	2,400	9,000 From Sales Sheet
Desired Ending Finished Goods	575	750	600	300	20% of following Quarter Sales
Total Units Needed	2,675	2,250	3,600	2,700	
Less: Beginning Finished Goods	(125)	(175)	(750)	(600)	575 Prior Quarter Ending Amount
Scheduled Production	1,950	1,875	2,850	2,500	9,175

Direct Material Purchases Budget

- * Any purchases can be classified as direct material purchases
- * DM = DM needed for production + Desired Ending DM Inventory - Beginning DM Inventory

Direct Material Purchases Budget

SHEHADEH MOVIE SCREENS						Notes
Materials Budget						
For the Year Ending December, 31, 20X9						
	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Annual Total	
Scheduled Production	1,950	1,875	2,850	2,500	9,175	From Production Sheet
X Raw materials per unit (sq. ft.)	35	35	35	35	35	35 sq. ft. per screen
Total Raw Material needs (sq. ft.)	68,250	65,625	99,750	87,500	321,125	
Plus: Target ending raw material	15,125	15,950	17,500	19,600	19,600	20% of following quarter's needs
Total Units needed (sq. ft.)	83,375	81,575	117,250	107,100	340,725	
Less: Target beg. Raw Material	(13,650)	(13,125)	(18,950)	(17,500)	(13,650)	
Raw material purchases (sq. ft.)	69,725	68,450	98,300	89,600	327,075	
X Estimated cost per sq. ft.	\$1.40	\$1.40	\$1.40	\$1.40	N/A	
Cost of raw material purchases	\$97,615	\$95,830	\$137,620	\$125,440	\$456,505	
Expected cash payments for Material Purchases						
	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Annual Total	
For Current Quarter Purchases	\$75,852	\$81,144	\$108,876	\$100,352		80% of current quarter purchases
For Prior Quarter Purchases	\$15,000	\$18,963	\$20,286	\$27,244		20% of prior quarter purchases
Cash Payments for Materials	\$90,852	\$100,107	\$129,162	\$127,596	\$447,817	

Direct Labor Budget

- Provides the framework for planning staffing needs and costs

Direct Labor Budget

SHEHADEH MOVIE SCREENS						Notes
Labor Budget						
For the Year Ending December, 31, 20X9						
	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Annual Total	
Scheduled Production	1,950	1,875	2,850	2,500	9,175	From Production Sheet
X Direct Labor hours per unit	3	3	3	3	3	3 hours per screen
Total direct labor hours	5,850	5,625	8,550	7,500	27,525	
X Cost per direct labor hour	\$14	\$14	\$14	\$14	\$14	
Cost of direct labor	\$81,900	\$78,750	\$119,700	\$105,000	\$385,350	

Factory Overhead Budget

- Will be given by accounting
- Normally factored on per direct labor hour

Factory Overhead Budget

SHEHADEH MOVIE SCREENS						Notes
Factory Overhead Budget						
For the Year Ending December, 31, 20X9						
	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Annual Budget	
Direct Labor Hours	5,850	5,625	8,100	7,500	27,075	From Labor Sheet
Variable factory overhead rate	\$5.00	\$5.00	\$5.00	\$5.00	\$5.00	
Total variable factory overhead	\$29,250.00	\$28,125.00	\$40,500.00	\$37,500.00	\$135,375.00	
Fixed factory overhead	\$3,000	\$3,000	\$7,000	\$7,000	20,000	
Total factory overhead	\$32,250.00	\$31,125.00	\$47,500.00	\$44,500.00	\$155,375.00	Applied Factory Overhead Rate = \$5.74
Less: Depreciation	(\$3,000)	(\$3,000)	(\$7,000)	(\$7,000)	(\$20,000)	(\$17,875/27,075)
Cash paid for factory overhead	\$29,250.00	\$28,125.00	\$40,500.00	\$37,500.00	\$135,375.00	

Finished Goods Budget

SHEHADEH MOVIE SCREENS				Notes
Finished Goods Budget				
For the Year Ending December, 31, 20X9				
Cost Component	Units	Per Unit Cost	Per Unit Total	
Direct Material	35 sq. ft.	\$1.40	\$49	
Direct Labor	3 Hours	\$14.00	\$42	
Applied Factory Overhead	3 Hours	\$3.00	\$9	
			\$100	
X Units in Ending Finished Goods Inventory			700	From Production Sheet
Ending Finished Goods Inventory			\$70,000	

Selling and Administrative Expense Budget

- Part of the preparation for sales
- Costs include fixed and variable costs

Selling and Administrative Expense Budget

SHEHADEH MOVE SCREENS						Notes
Selling General, & Administrative Budget						
For the Year Ending December, 31, 2009						
	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Annual Budget	
Estimated units sold	2,100	1,500	3,000	2,400	9,000	From Sales Sheet
\$ Per unit variable SG&A	\$10	\$10	\$10	\$10	\$10	
Total variable SG&A	\$21,000	\$15,000	\$30,000	\$24,000	\$90,000	
Fixed SG&A						
Salaries	12000	12000	12000	12000	48000	
Office	4000	4000	4000	4000	16000	
Advertising	5000	15000	10000	10000	40000	
Other	3000	3000	3000	3000	12000	
Total Fixed SG&A	24000	34000	29000	29000	116000	
Total Budgeted SG&A	\$45,000	\$49,000	\$59,000	\$53,000	\$206,000	

Cash Budget

- Cash budget anticipates cash collection and disbursements
- Cash crisis can derail growth plans and normal operations

Cash Budget

SHEHADEH MOVIE SCREENS						Notes
Cash Budget						
For the Year Ending December, 31, 20X9						
	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Annual Total	
Beginning cash balance	\$50,000	\$40,948	\$44,414	\$4,654	\$140,000	
Plus: Customer receipts	\$345,000	\$297,300	\$437,000	\$495,000	\$1,574,300	From Sales Sheet
Available cash	\$395,000	\$338,248	\$481,414	\$500,000	\$1,718,700	
Less: Disbursements						
Direct materials	\$80,853	\$100,107	\$129,262	\$127,596	\$437,818	From Materials Sheet
Direct labor	\$81,900	\$78,750	\$119,700	\$205,000	\$485,350	From Labor Sheet
Factory overhead	\$79,800	\$78,175	\$90,800	\$87,500	\$336,375	From Factory Overhead Sheet
SG&A	\$40,000	\$48,000	\$58,000	\$55,000	\$201,000	From SG&A Sheet
Taxes	\$15,000	\$18,000	\$20,000	\$15,000	\$68,000	
Equipment Purchase		\$150,000			\$150,000	
Total Disbursements	\$317,553	\$463,032	\$427,762	\$385,096	\$1,593,343	
Cash Surplus/(deficit)	\$77,447	(122,084)	\$53,652	\$114,904	\$125,357	
Financing						
Planned borrowing		\$150,000			\$150,000	
Planned repayment			(\$75,000)	(\$10,000)	(\$85,000)	
Interest on repayment			(\$2,000)	(\$2,000)	(\$4,000)	
Ending cash balance	\$77,447	\$28,914	\$76,652	\$124,904	\$307,917	

Projected Income Statements

- * Prepared by use of the supporting budgets
- * 20X8 year information is given, 20X9 are supported by previous budgets

Projected Income Statements

SHEHADEH MOVIE SCREENS			Notes
Budgeted Income Statement			
For the Year Ending December, 31, 20X9			
Sales		\$1,574,300	From Sales Sheet
Cost of Goods Sold			
Beginning finished goods	\$8250		From balance sheet
Cost of goods manufactured	1282750		From production sheet + finished goods sheet
Goods available for sale	1291000		
Less: Ending finished goods inventory	\$2000		From finished goods sheet
Cost of goods sold		\$1,279,000	
Gross profit		\$295,300	
SG&A		\$201,000	From SG&A sheet
Income before interest and taxes		\$94,300	
Interest		(\$1,000)	From cash sheet and accrued interest on balance sheet
Income before taxes		\$93,300	
Income taxes		\$60,000	From cash sheet
Net income		\$33,300	

Projected Income Statements

SHEHADEH MOVIE SCREENS				
Budgeted Balance Sheet				Notes
For the Year Ending December, 31, 20X9				
	20X9		20X8	
ASSETS				
Current Assets				
Cash	\$18,508		\$50,000	From cash sheet
Accounts Receivable	\$140,000		\$100,000	From Sales Sheet
Raw materials inventory	\$27,440		\$18,110	From materials sheet + \$1.40
Finished goods inventory	\$95,000	\$217,948	\$68,250	\$287,360 From income statement
Property, Plant, & Equipment				
Plant and Equipment	\$275,000		\$225,000	Increase from cash sheet
Less: Accumulated Depreciation	(\$80,000)	(\$195,800)	(\$40,000)	\$65,000
Total Assets		\$472,948		\$402,360
LIABILITIES				
Current Liabilities				
Accounts payable	\$25,088		\$15,000	From materials sheet
Interest payable	\$1,500			unpaid interest
Notes Payable	\$25,000	\$11,588		\$15,000 increase from cash sheet
Stockholders' Equity				
Common stock	\$200,000		\$200,000	
Retained earnings	\$272,948	\$411,360	\$87,360	\$287,360
Total liabilities and equity		\$472,948		\$402,360

External Use of Documents

- * Lenders, shareholders, investors may want projected statements but these statements primarily being used for internal planning
- * When given out, assumptions should be reasonable and give the ability to show data.
- * Certain standards apply to accountants ability to disclose projections and not certifying their achieveability.
- * Maybe stamped with "internal use only"

Responsibility Accounting and Management by Exception

BA-217
Clackamas Community College

Centralized VS. Decentralized Decision-Making

- organizations will tend to gravitate to either a centralized or a decentralized style of management
- Centralized - Top leaders make and direct most decisions
- Decentralized - Top management concentrates on strategy, and leaves the day-to-day operation and decision-making tasks to lower-level personnel
 - Improves employee morale - employees input is important

Responsibility Centers

- Decentralized decision creates dispersed decision making and harder to judge manager performance
- Not all business units can be judged at same level
- Responsibility center - area under control of a manager
 - Can be profit centers, cost centers, or investment centers

Cost Center

- Cost center - incur costs and absence of revenue
- Examples - Human resources, legal, accounting, maintenance, and engineering
- Cost control is not the same as cost minimization. Goal is to control costs while maintaining organizational effectiveness
- Non financial measures are helpful for gauging effectiveness. (documents processed, support tickets, etc)

Profit Center

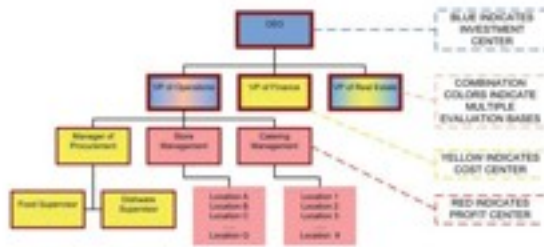
- Business units that have control of revenue and costs
- Cost overruns are expected if they are coupled with increased revenue.

Investment Center

- Managers held accountable for amount of capital to achieve outcomes.
- $ROI = \text{Operating Income} / \text{Average Assets}$
- ROI can be increased by increasing sales, decreasing expenses, and decreasing assets

Affixing Responsibility

- Managers increase their level of responsibility as they move up the organizational chart



Responsibility Center Reports

- Company's accounting system should prepare reports for each responsibility center
- Report should show the comparison between budgeted and actual data
- Any differences are shown as variance

Responsibility Center Reports

PERFORMANCE REPORT – STORE LOCATION A
FOR THE YEAR ENDING DECEMBER 31, 2005

	ACTUAL RESULTS		BUDGETED RESULTS		VARIANCE
	Percent of Sales	Total	Percent of Sales	Total	
Sales:					
Burgers	40%	\$1,000,000	43%	\$1,100,000	\$ (100,000)
Fries	24%	600,000	22%	550,000	50,000
Drinks	26%	600,000	25%	625,000	25,000
Total Sales	100%	\$2,600,000	100%	\$2,525,000	\$ (75,000)
Less: Variable Expenses					
Food Cost	19%	\$ 475,000	20%	\$ 505,000	\$ (30,000)
Other Variable Expenses	7%	175,000	8%	200,000	(25,000)
Total Variable Expenses	26%	\$ 650,000	28%	\$ 705,000	\$ (55,000)
Contribution Margin		\$1,950,000		\$1,820,000	\$ 130,000
Less: Traceable Fixed Costs		1,100,000		1,100,000	—
Location A Margin		\$ 850,000		\$ 720,000	\$ 130,000

Responsibility Center Reports

- Managers get bonus if food costs are below 20% of sales
- To encourage reduction of food waste and increase sales of higher margin products such as fries and soft drinks.

Responsibility Center Reports

PERFORMANCE REPORT - ALL STORES FOR THE YEAR ENDING DECEMBER 31, 2008								
	Combined	Location A	Location B	Location C	Location D	Location E	Location F	Location G
Sales:								
Burgers	\$ 7,000,000	\$ 1,000,000	\$ 875,000	\$ 1,200,000	\$ 1,400,000	\$ 800,000	\$ 875,000	\$ 1,100,000
Fries	3,075,000	800,000	400,000	750,000	900,000	200,000	300,000	625,000
Drinks	3,800,000	800,000	875,000	875,000	1,000,000	400,000	300,000	600,000
Total Sales	\$13,875,000	\$2,600,000	\$2,150,000	\$2,825,000	\$3,300,000	\$1,400,000	\$1,475,000	\$2,325,000
Less: Variable Exp.								
Food Cost	\$ 3,204,000	\$ 475,000	\$ 408,000	\$ 525,000	\$ 640,000	\$ 257,000	\$ 282,000	\$ 352,000
Other Variable Exp.	3,241,000	175,000	175,000	224,000	224,000	112,000	207,000	187,000
Total Variable Exp.	\$ 6,445,000	\$ 650,000	\$ 583,000	\$ 749,000	\$ 864,000	\$ 369,000	\$ 489,000	\$ 539,000
Contribution Margin	\$ 7,430,000	\$ 1,950,000	\$ 1,567,000	\$ 2,076,000	\$ 2,436,000	\$ 1,031,000	\$ 986,000	\$ 1,786,000
Traceable Fixed Costs	8,000,000	1,500,000	1,000,000	800,000	1,200,000	500,000	500,000	1,000,000
Location Margin	\$ 3,834,000	\$ 450,000	\$ 567,000	\$ 1,276,000	\$ 1,236,000	\$ 531,000	\$ 486,000	\$ 786,000
Common Fixed Costs	1,000,000							
Burger Margin	\$ 3,234,000							

Responsibility Center Reports

- Division manager would look at performance of all stores
- Would concentrate efforts on non-performing stores, such as store E
- Note that there are common fixed costs that cannot be attributed to one store, but are shared among all of them

Responsibility Center Reports

PERFORMANCE REPORT -- OPERATIONS FOR THE YEAR ENDING DECEMBER 31, 20X5

	Combined	Stores	Catering	Procurement
Total Sales	\$28,868,000	\$18,410,000	\$12,458,000	\$ -
Total Variable Expenses	\$ 6,942,590	\$ 4,575,950	\$ 2,366,640	\$ -
Contribution Margin	\$21,923,410	\$11,834,050	\$10,089,360	\$ -
Less: Traceable Fixed Costs	17,700,000	9,500,000	7,000,000	1,200,000
Unit Margin	\$ 4,223,410	\$ 2,334,050	\$ 3,089,360	\$(1,200,000)
Less: Common Fixed Costs	1,300,000			
Operations Margin	\$ 2,923,410			

Responsibility Center Reports

- Higher up VP of operations will see consolidated report of all store performance across the whole company.
- Look at high level reports of all departments combined.

The Power of Database System

- Many accounting systems have fixed reporting output that is not flexible based on specific inquiries.
- If VP of Operations wanted to know what was the sales mix of hamburgers, fries, and drinks, a lower manager would have to compile the information and present to VP of Operations.
- Companies are developing flexible and nimble databases that can query information on the fly and tailor it to user's needs.

Traceable vs. Common Fixed Costs

- Reports separate out fixed and variable costs
- Fixed costs are further divided to traceable and common fixed costs
 - Traceable fixed costs would not exist if unit did not exist
 - Common fixed costs support the operation of more than one unit

Management by Exception

- "Underperforming stores are identified, problems are studied, and corrective measures are taken. Very little time is spent on locations that are meeting or exceeding corporate profit goals."
- Management focus on areas where corrective action is necessary
- A strong manager can study problems and decide if corrective action is needed or just happened because of bad luck

COURSE OUTLINE

Course Number: BA-285
Title: Human Relations in Business
Approval Date: June 2011

Credits: 4
Length of Course: 44 lecture hours

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Grading Method: A-F or Pass/No Pass
Prerequisites: None
Co-requisites: None
Recommended: Pass RD-090 or placement in RD-115
Required: None

Certified General Education Area(s): None
Related Instruction Area: Human Relations
Uses library resources: None

Department: Business & Computer Science: Business
Outline Developed by: Kathy Christensen
Course Approved as: Lower Division Collegiate

Course Description:

Students are introduced to the theory and practical application of human relations at the individual, group, and organizational levels. Students assess their intrapersonal and interpersonal skill levels and write a plan for improvement that will increase their work performance. Upon completion, the successful student will have a basic understanding of psychological principles that help build relationships among employees and employers. Major topic areas include goal setting, motivation, communication, leadership, conflict management, and individual and group behavior.

Student Learning Outcomes:

Upon successful completion of this course, students will be able to:

1. identify the student's own intrapersonal and interpersonal strengths and weaknesses,
2. describe the common biases affecting perception,
3. define ethics and discuss how a particular ethical perspective affects choices to help oneself and/or the organization vs. helping oneself and harming others,
4. identify the elements of the communication process and analyze a scenario to identify the ways in which the process is either enhanced or interrupted.
5. determine the student's own preferred conflict management style and describe when the styles (avoiding, accommodating, compromising, collaborating, and forcing) might most effectively be used.
6. explain the situational leadership styles and how they might be best used in relation to different employee

maturity levels.

7. Identify the major motivation theories (e.g., Maslow's Hierarchy, Equity, Manifest Needs, and others), and discuss their similarities and differences.
8. identify the common bases of power and describe how to use each one appropriately.
9. describe the stages of a team's development, the types of group roles, and how those roles can contribute to team success.
10. develop student's own human relations plan based on a minimum of three self-assessments.

Major Topic Outline:

1. Intrapersonal Skills: Behavior and Human Relations.
 2. Intrapersonal Skills: Personality, Stress, Learning and Perception.
 3. Intrapersonal Skills: Attitudes, Values and Ethics.
 4. Interpersonal Skills: Communications and Emotions.
 5. Interpersonal Skills: Conflict.
 6. Interpersonal Skills: Leading and Trust.
 7. Interpersonal Skills: Motivation.
 8. Interpersonal Skills: Power and Politics.
 9. Leadership Skills: Teams, Creativity, Problem Solving, and Goal Setting and Decision Making.
 10. Leadership Skills: Organizational Change and Culture.
 11. Leadership Skills: Valuing Diversity.
 12. Applying Human Relations Skills.
-

AAOT/ASOT GENERAL EDUCATION OUTCOMES COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

- Mark "C" if this course completely addresses the outcome. Students who successfully complete this course are likely to have attained this learning outcome.
- Mark "S" if this course substantially addresses the outcome. More than one course is required for the outcome to be completely addressed. Students who successfully complete all of the required courses are likely to have attained this learning outcome.
- Mark "P" if this course partially addresses the outcome. Students will have been exposed to the outcome as part of the class, but the class is not a primary means for attaining the outcome and assessment for general education purposes may not be necessary.

This course does not include assessable General Education outcomes.

As a result of completing the AAOT/ASOT general education requirements, students will be able to:

WR: Writing Outcomes

- _____ 1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.
- _____ 2. Locate, evaluate, and ethically utilize information to communicate effectively.
- _____ 3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

- _____ 1. Engage in ethical communication processes that accomplish goals.
- _____ 2. Respond to the needs of diverse audiences and contexts.
- _____ 3. Build and manage relationships.

MA: Mathematics Outcomes:

- _____ 1. Use appropriate mathematics to solve problems.
- _____ 2. Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

AL: Arts and Letters Outcomes

- _____ 1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.
- _____ 2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

SS: Social Science Outcomes

- _____ 1. Apply analytical skills to social phenomena in order to understand human behavior.
- _____ 2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

SC: Science or Computer Science Outcomes

- _____ 1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.
- _____ 2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.
- _____ 3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

BA285 Human Relations in Business Syllabus

- Instructor:** First Last
- Phone:** (999) 999-9999
- Email:** instructor@institution.edu (see email guidelines below)
- Office Location:** Building/room
- Office Hours:** MTWTh
- Credits:** 4
- Grading Method:** A-F or Pass/No Pass
- Course Location:** <http://online.clackamas.edu>
- Required Text:** *Human Relations in Organizations*, 8th edition, Lussier. McGraw Hill

Course Description:

Students are introduced to the theory and practical application of human relations at the individual, group, and organizational levels. Students assess their intrapersonal and interpersonal skill levels and write a plan for improvement that will increase their work performance. Upon completion, the successful student will have a basic understanding of psychological principles that help build relationships among employees and employers. Major topic areas include goal setting, motivation, communication, leadership, conflict management, and individual and group behavior.

Student Learning Outcomes:

Upon completion of this course, students should be able to:

1. identify the student's own intrapersonal and interpersonal strengths and weaknesses,
2. describe the common biases affecting perception,
3. define ethics and discuss how a particular ethical perspective affects choices to help oneself and/or the organization vs. helping oneself and harming others,
4. identify the elements of the communication process and analyze a scenario to identify the ways in which the process is either enhanced or interrupted.

5. determine the student's own preferred conflict management style and describe when the styles (avoiding, accommodating, compromising, collaborating, and forcing) might most effectively be used.
6. explain the situational leadership styles and how they might be best used in relation to different employee maturity levels.
7. Identify the major motivation theories (e.g., Maslow's Hierarchy, Equity, Manifest Needs, and others), and discuss their similarities and differences.
8. identify the common bases of power and describe how to use each one appropriately.
9. describe the stages of a team's development, the types of group roles, and how those roles can contribute to team success.
10. develop student's own human relations plan based on a minimum of three self-assessments.

Student Time Commitment: In a conventional four-credit on-campus class, a student can expect to spend three hours in class and engage in a minimum of two hours of homework for every hour in class (or 12 hours/week). Depending on how quickly and/or carefully you work you might expect to spend more on this class.

Why 285? Many people mistakenly assume that career success depends solely on acquiring the right mix of technical skills. While such skills *are* important, you need much more to thrive in today's business environment. You need to build soft skills such as effective communication, teamwork, and conflict management. Also vitally important are stress management, motivating others, positive political skills and many more. BA285 gives you the chance to enhance these skills and, in doing so, can improve both your personal and your professional life.

About Your Instructor: experience, titles, education, teaching philosophy, etc.

Online (Moodle) Technical Recommendations

You cannot successfully complete this course with only Smart Phone access. To be successful in this online class, you should have the following:

- Internet access (we recommend high speed broadband access but DSL is fine)
- A functional email that you will check
- A recent Operating System:
 - For Windows: Windows XP, Windows 7 or Newer
 - For Apple/Mac: Mac OS X or newer
 - For Linux: Most recent or long term support version of your distribution
- Internet browser that supports Java ([Mozilla Firefox](#) is highly recommended and preferred)
- Program capable of unzipping compressed files ([WinZip](#) or [7-Zip](#) is recommended)
- 2.8 GHz Single Core Processor or better **OR** a multi-core processor of any speed should be sufficient
- Video plug-ins for Windows Media and Quicktime movies
- Antivirus software
- An Office Suite (for viewing .ppt, .doc, .xls etc) such as

- [Microsoft Office Suite](#) (Some courses will REQUIRE this!)
- [Libre Office Suite](#) or [Open Office Suite](#) (Both freeware - will get the job done but not the industry standard)

Student Rights and Responsibilities

CCC student handbook contains helpful resources (counseling and advising, disability resources, computer labs, and student learning center, to name a few). The section on student rights and responsibilities, beginning on page 113 is a particularly important one. The following discusses actions that are grounds of disciplinary action:

1. Dishonesty, including but not limited to cheating, plagiarism, or knowingly furnishing false information to the college.
2. Forgery, alteration or misuse of college documents or identification.
3. Obstruction or disruption of teaching, instructional or instructional research, administration of the college, disciplinary procedures or other college activities including, but not limited to, meetings of the Board of Education, community service functions, or authorized activities on college premises.

Privacy Notice

- Moodle software stores course access records, quiz scores, discussion postings, and chat room conversations. This data may be monitored.
- By enrolling in this class, you consent to sharing information and ideas, and your email address with other students. The instructor will not share your non-directory information with anyone.
- By remaining in this class, you give permission to your instructor to contact you at the email address provided in Moodle for the purpose of discussing matters relating to your enrollment in this course, including, but not limited to: providing assignment feedback & grade information, responding to your inquiries, and initiating communication related to your activity in the course. If you change your email address during this course, please update your address in Moodle to reflect the change.
- Students in hybrid or online classes have the same rights to review and discuss their assignments, scores, and academic records as any student in an on-campus class.
- Please contact your instructor if you have concerns about privacy issues.

Course Policies

1. **Homework, Mini Quizzes, and Discussion Forums** must be neatly typed and free of spelling, punctuation, and grammar errors. In addition they should be logically organized and provide sufficient detail (e.g., examples or reference to sources such as our texts). *No email submissions of homework or mini-quizzes.*
2. **Timely submission.** Assignments and forum posts may be submitted up to one week late (20% point reduction applies). Late assignments **will not be accepted after one week** nor during weeks 10-11.
3. **Multiple-Choice Quizzes** must be submitted on team; however you may drop your lowest quiz score.
4. **To officially drop** the course or withdraw from college, you must file an Add/Drop Request with the Registrar's Office. Ceasing to attend class does not constitute official withdrawal. To obtain a full refund, you must drop the class by the end of Week 1.

5. **Academic honesty** is a requirement for passing this course. The penalty for plagiarizing an assignment or cheating on an exam is an F in the course.
6. **Special Needs:** If you are a student with a disability and you believe that your opportunities to be successful in this class are affected by that disability, please contact the Clackamas Community College Disability Resource Center, 503-594-3181 or <http://depts.clackamas.edu/advising/drc/>
7. **Course grades.** You may check your grades at any time by visiting the Moodle Gradebook on our Moodle site. Final grades will be posted to CougarTrax by the Monday following term's end.
8. **Email guidelines.** Your subject line should include your name and the course number. You must have instructor approval to submit assignments via email. Assignments sent as email attachments should be entitled as follows: Course#.Assignment#.YourFirstLastName.

Point Breakdown

Item	No.	% of Grade
Quizzes (drop lowest score)	3	30
Homework 1 & 2	2	5
Mini Quizzes	6	25
Critical Inquiry Worksheet	9	5
Discussions	7	10
Summary discussions	3	5
Self-Assessment Term Paper	1	20

Grade Distribution

- A \geq 90%
- B 80 - 89.9%
- C 70 - 79.9%
- D 60 - 69.9%
- F $<$ 60%

Course Calendar

Prepare Yourself for the Course

1. Review the Technology Orientation
Module 1

1. Read Chapter 1
2. Review the Lesson for Module 1 and complete the associated Critical Inquiry Worksheet
3. Participate in the “Introduction” discussion.

Module 2

1. Read chapters 2 and 3
2. Review the Lesson for Module 2 and complete the associated Critical Inquiry Worksheet
3. Participate in the “Personality” discussion.
4. Complete Mini Quiz: Ethics
5. Complete Mini Quiz: Biases

Module 3

1. Read Chapter 5
2. Review the Lesson for Module 3 and complete the associated Critical Inquiry Worksheet
3. Submit Homework 1
4. Participate in one of the following discussions: “Stress Type,” “Values,” or “Keirsey”
5. Complete Quiz 1 (timed, multiple choice—covers chapters 1-3)
6. Complete Mini Quiz: “Communications”

Module 4

1. Read chapters 6 and 7
2. Review the Lesson for Module 4 and complete the associated Critical Inquiry Worksheet
3. Complete Self-Assessment Summary 1
4. Complete Mini Quiz: “Conflict”

Module 5

1. Read chapters 8 and 9.
2. Review the Lesson for Module 5 and complete the associated Critical Inquiry Worksheet
3. Participate in the “Motivation Theories” discussion
4. Take Quiz 2 (timed, multiple choice—covers chapters 5-7)
5. Complete Mini Quiz “Leadership”

Module 6

1. Read chapters 10 and 11.
2. Review the Lesson for Module 6 and complete the associated Critical Inquiry Worksheet
3. Submit Homework 2
4. Participate in one of the following discussions: “Organizational Politics,” “Decision Making,” or “Manifest Needs”
5. Complete Mini-Quiz: Motivation

Module 7

1. Read chapters 12 and 13
2. Review the Lesson for Module 7 and complete the associated Critical Inquiry Worksheet
3. Complete Self-Assessment Summary 2
4. Complete Mini-Quiz: Power

Module 8

1. Read chapter 14
2. Review the Lesson for Module 8 and complete the associated Critical Inquiry Worksheet
3. Participate in the “Generation Gap” discussion
4. Complete Quiz 3 (timed, multiple choice—covers chapters 8-11)
5. Complete Mini-Quiz: Team Development

Module 9

1. Read Chapter 15
2. Participate in two of the following discussions: “Communication Barrier,” “Leadership,” or “Power.”

Module 10

1. Submit Video Summary
2. Submit Self-Assessment Term Paper

Module 11

1. Complete Quiz 4 (timed, multiple choice—covers chapters 12-15)

Major Assignment Details: Self-Assessment Term Paper/Human Relations Plan

This exercise will demonstrate to your instructor how well you’ve understood the course material. It will also offer you a chance to reflect on what you have learned in this class and how you want to incorporate the material in your life. In particular, you’ll reference the self-assessments you’ve taken throughout the term.

Length: 2-5 typed single-spaced pages.

Components: Introduction, conclusion, and “Works Cited” page as well as the following topic headings: “Strengths,” “Areas for Improvement,” “SMART Goals,” and “Human Relations Plan.”

Note: supporting your statements with references to our text or other scholarly materials lends credence to your material.

Content: You will answer specific questions and also create a human relations plan, including SMART goals. Questions include:

1. What are your specific strengths? How are they reflected in the self-assessments? Which strengths fall into the interpersonal category? The intrapersonal?
2. Identify three self-assessments that point to areas in which you might improve. What changes might you make? (You may want to consider asking friends, coworkers and relatives for feedback; in addition, your text can offer ideas.)
3. Write three *SMART goals regarding the changes you’ve identified.
4. Describe your plan for implementing the goals.
5. Discuss how you will measure your success. .

Note: Your paper should feature college-level writing—logically organized and free of grammar and spelling errors.

*To create a SMART goal you must include these elements:

- Specific. Clear and unambiguous.
- Measurable. Including specific criteria (for example, “increase “x” by 10 percent”).
- Attainable. Is it possible to meet the goal? If not, we want to revise it so the goal is accessible.

- Relevant. Applicable to what is important to the goal setter.
- Time-sensitive. By when must you accomplish the goal?

For example, if Lori determines that she is not as good a listener as she would like. In particular, she's learned that rather than concentrating on the message she is receiving, she's likely to spend her "listening time" focusing on what she'll say when it's her turn to talk. She also tends to assume she already knows what her conversational partner will say and therefore interrupts to "move the conversation along."

After reviewing our textbook, Lori decides that she wants to practice staying "tuned in" to the conversation and asking relevant questions to clarify meaning. She also decides that reflecting on conversations after they occur and recording her insights about them could help her recognize areas for improvement. In addition, she knows that it would be overwhelming for her to try and log all her conversations. Here is her SMART goal:

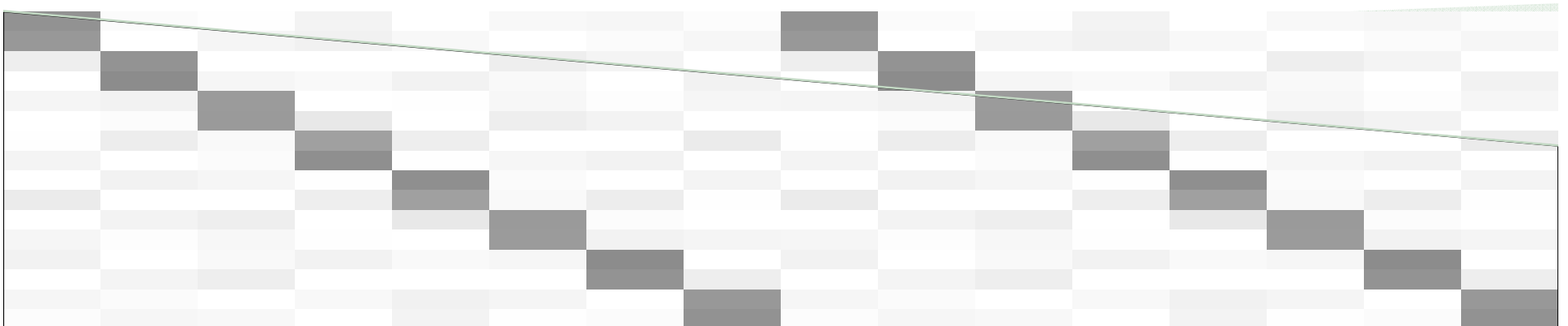
Keep a log of a minimum of two conversations per day for thirty days (April 1 – 30). For each conversation,

- Name the conversational partner, the topic, and the setting, and
- Record reflections on how engaged I remained in the conversation as well as the clarifying questions I asked.
- After 30 days analyze the log for patterns and areas for improvement and
- Determine next steps.

Lori's goal is *specific* (it states exactly what she will do). It is also measurable (two conversations day for thirty days) and (she hopes) attainable since she will focus on only two conversations. It is certainly relevant in that it focuses on recording and analyzing her behavior in order to learn to make better choices. Finally—it is time-sensitive (the date range, April 1 – 30).

“Remember the difference between a boss and a leader,
a boss says ‘go,’ a leader says, ‘*let’s go.*’ -E.M. Kelly

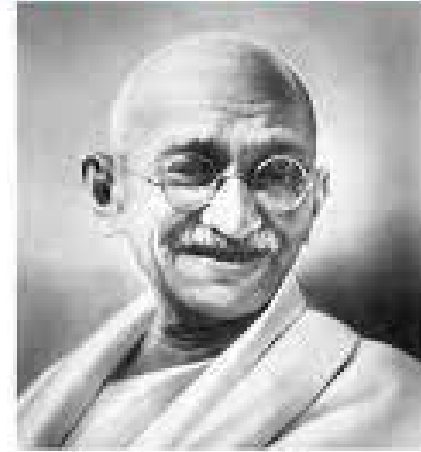
Leading & Trust



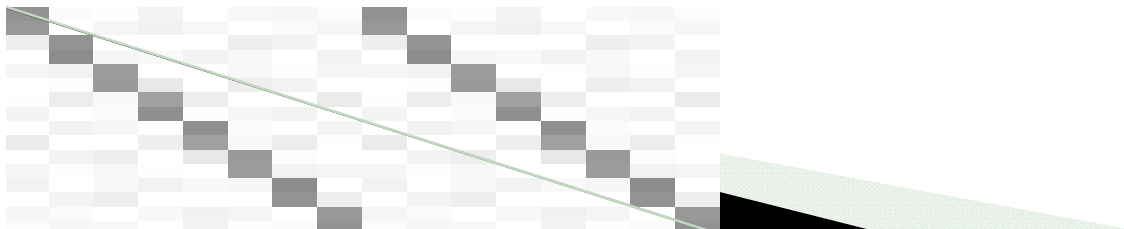
Leadership

Is the _____ of
influencing employees to work
toward the achievement of
_____.

Remembering Gandhi



Be The
Change
You Wish To See In
The World



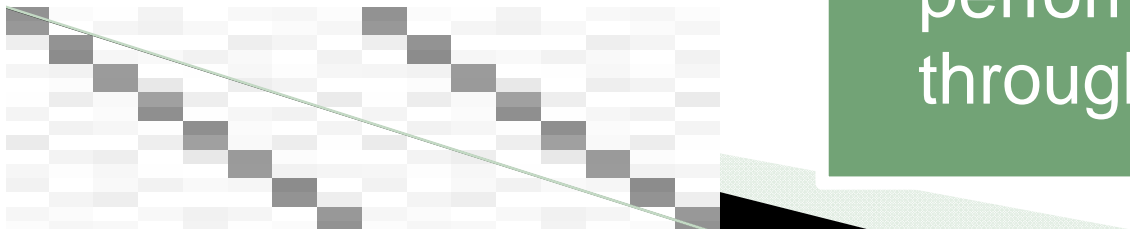
What can effective leadership **do**?



*Effective leadership _____ to better performance.

*The leaders behavior actually makes the leader's _____.

*Outstanding leaders tend to elicit commitment and high performance from others through _____.



Leadership \neq Management

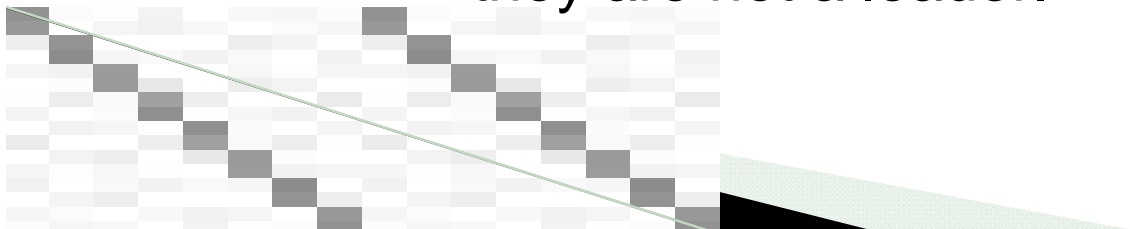
- Leadership is part of the 5 management functions:

- 1) Planning
- 2) Organizing
- 3) Staffing
- 4) _____
- 5) Controlling

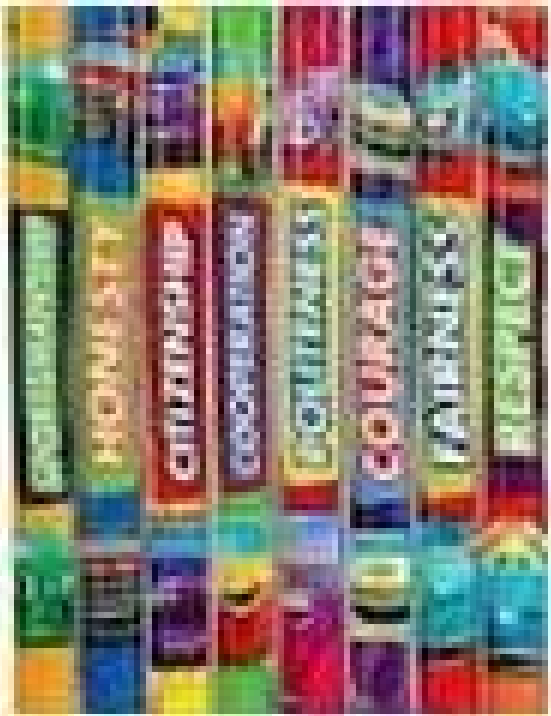


Have you seen?

A good *manager*, but if they cannot _____
they are not a leader.

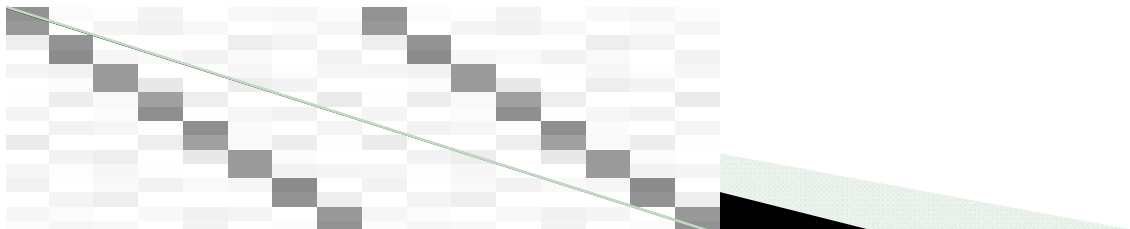


Leadership: Traits or Behaviors



- No one has come up with a

list of traits that all successful leaders possess.
- So...studies shifted to understanding leader



Leadership Theories

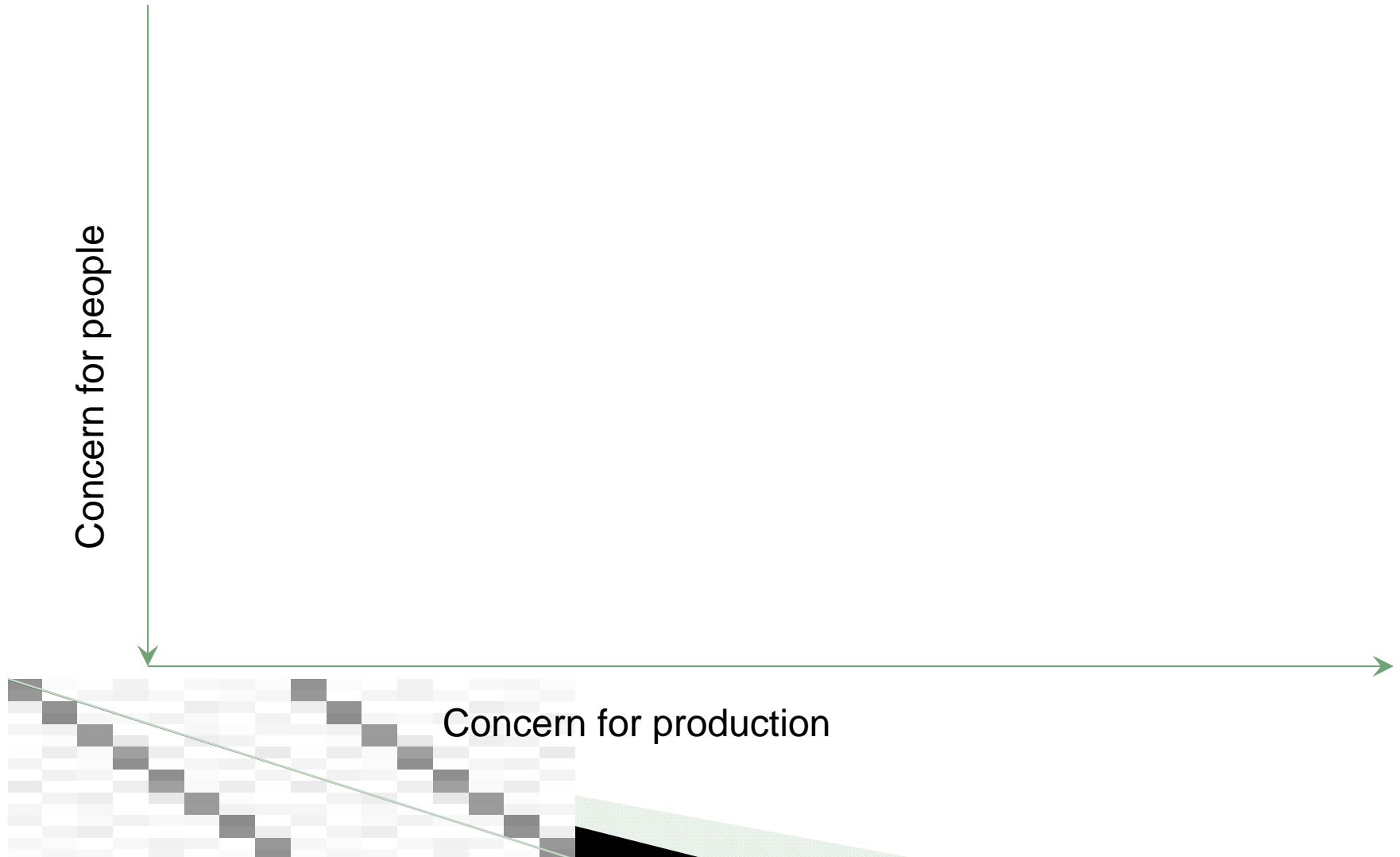
Behavioral Theories

- assumes there are distinctive styles that effective leaders use consistently
- ex.) 2-Dimensional Styles, Leadership Grid

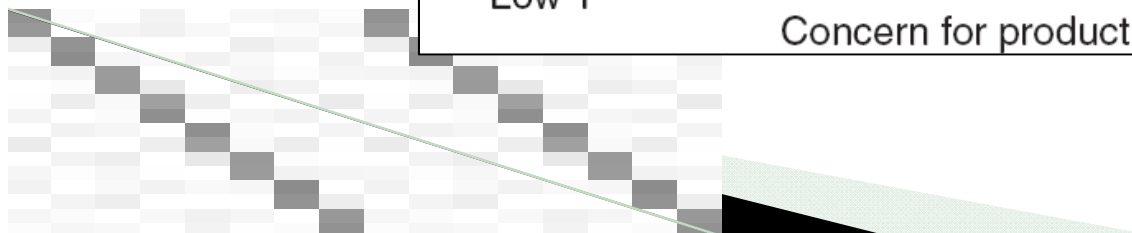
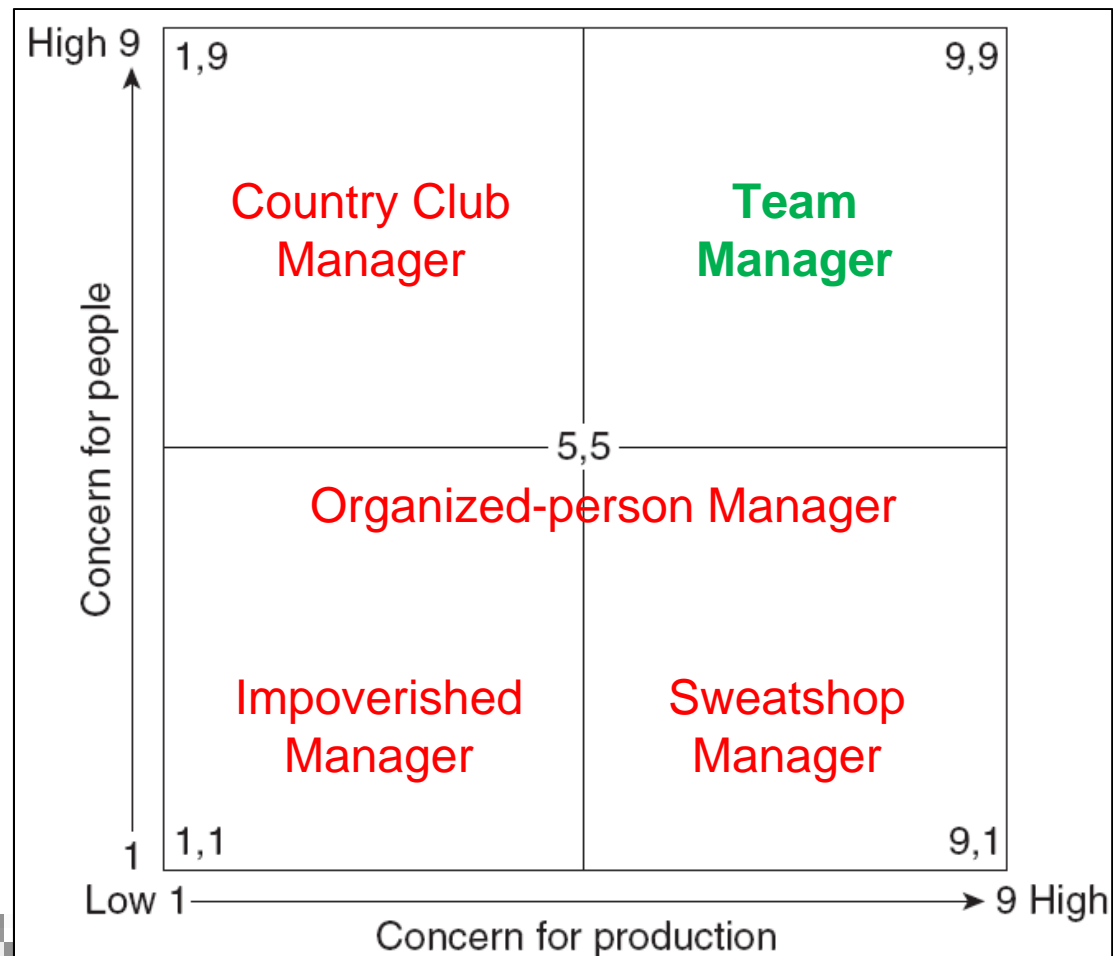
Contingency Theories

- assumes the appropriate leadership style varies from situation-to-situation
 - Is a person's leadership style task or relationship-oriented and if the situation matches the leader's style
- ex.) Situational Leadership, Situational Supervision

Leadership Grid

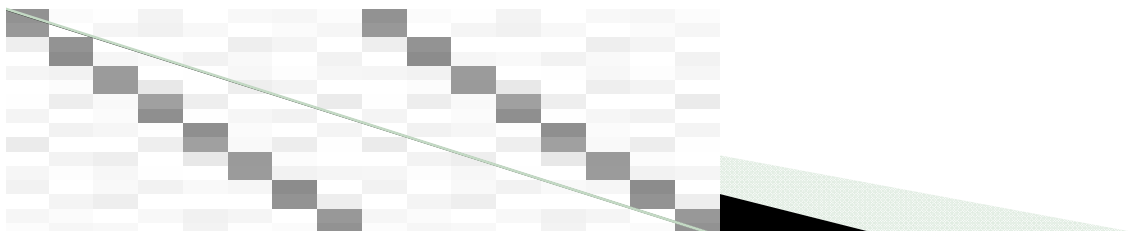


Leadership Grid: 5 Styles

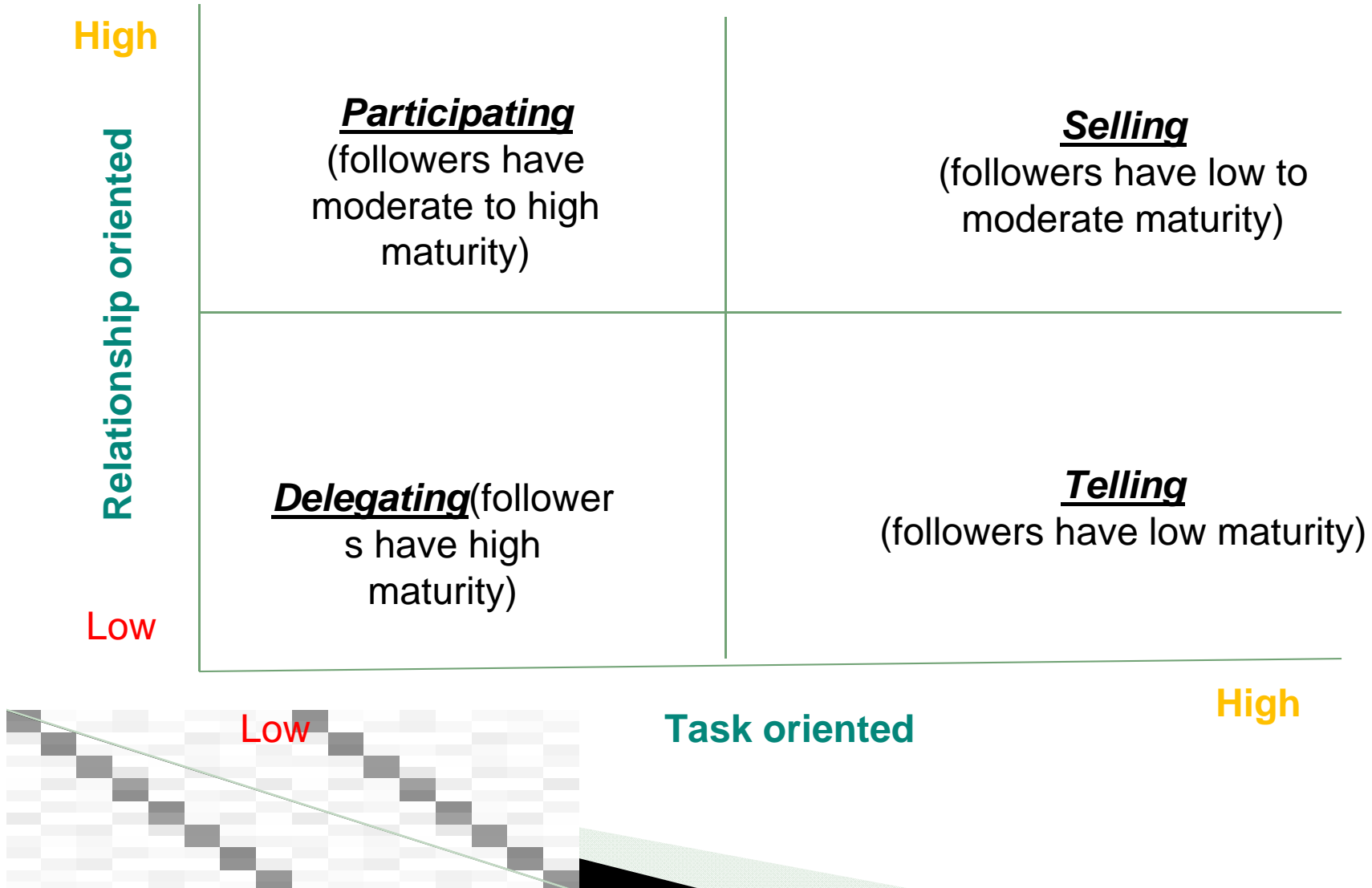


Contingency Leadership Theory

- Assume that the appropriate leadership style varies from situation to _____
- Takes the 2-D and Grid and develops four leadership styles:
 - telling
 - selling
 - participating
 - delegating



Situational Leadership



Risks

Developing trust through self-disclosure includes risks of being:

- hurt
- _____
- taken advantage of

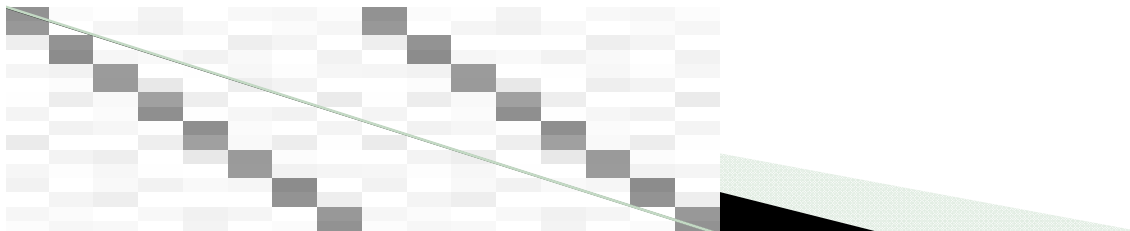
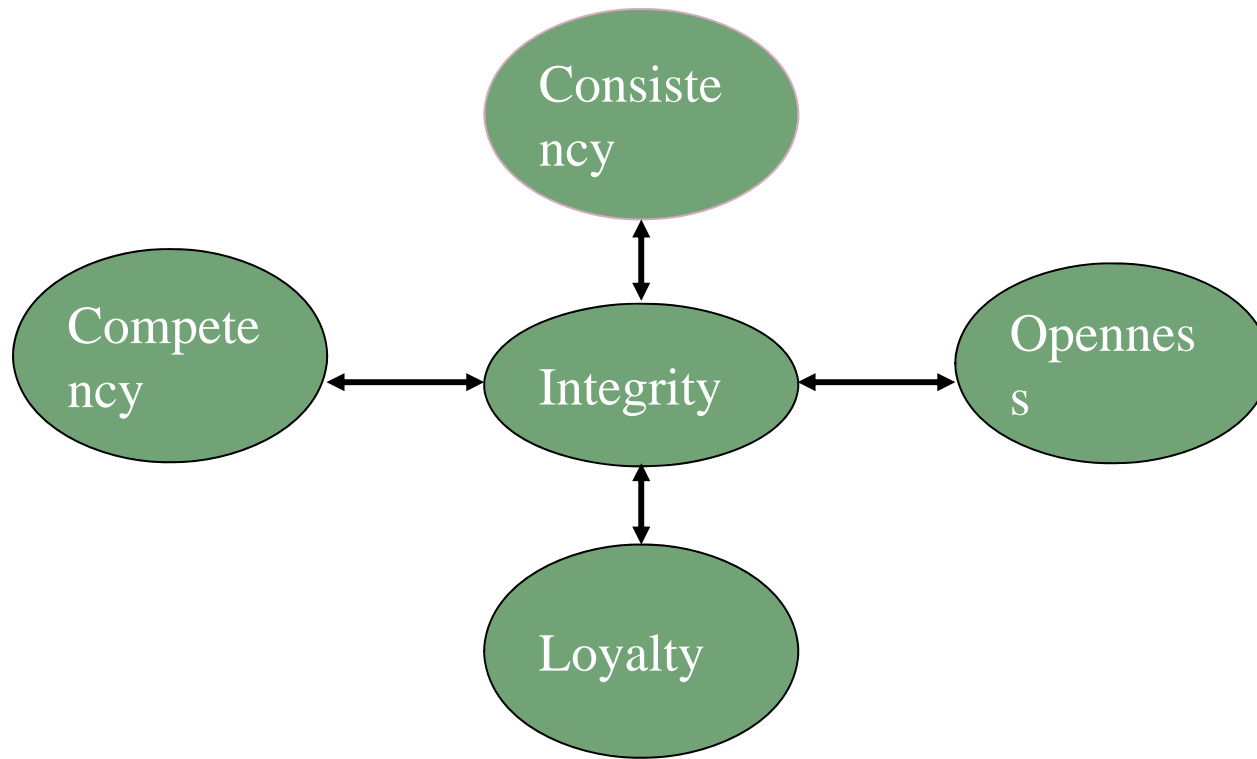


Rewards

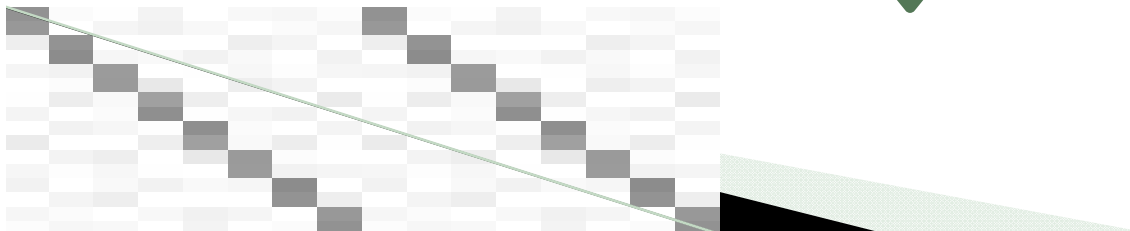
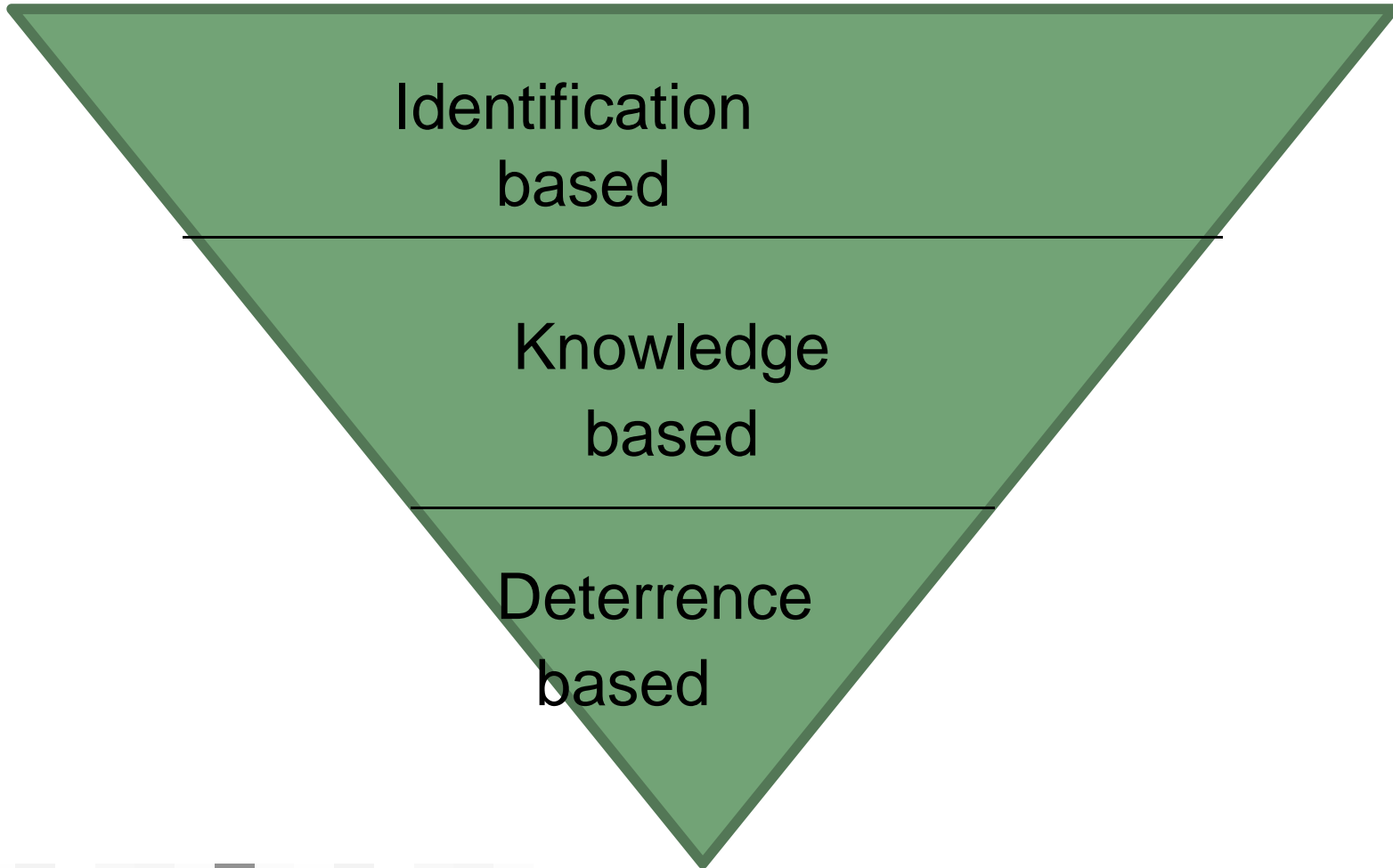
The rewards of

_____ human relations and personal friendship are worth the risk!

Dimensions of Trust



3 Levels of Trust



Group Development



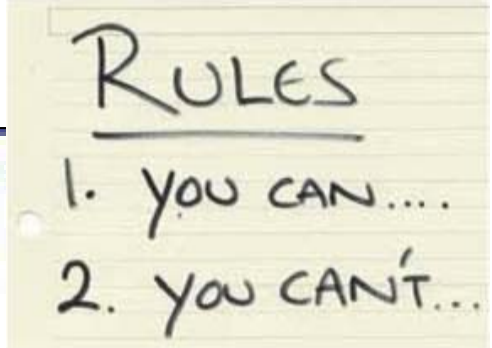
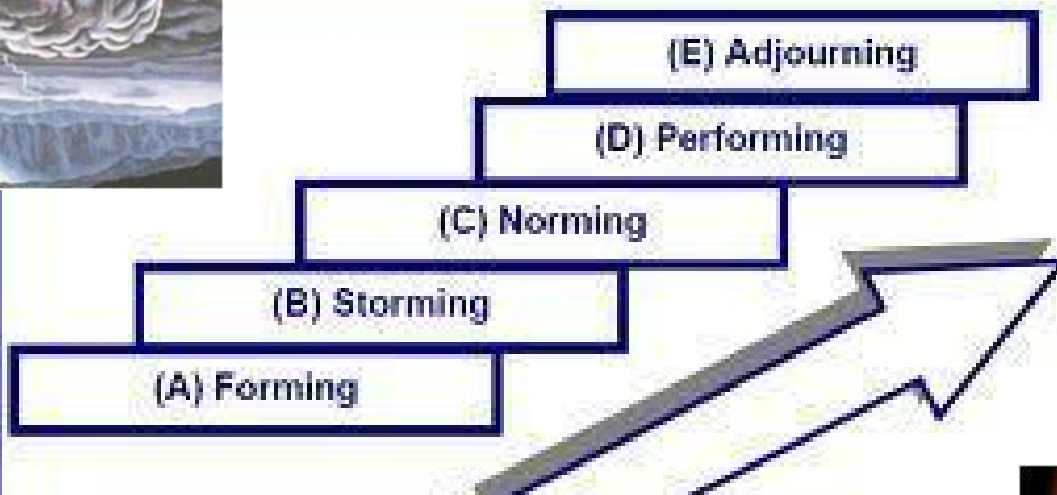
TEAMWORK




Working together to
achieve something
beyond the capabilities
of individuals working



Group Development Stages



Group Development Stages

Stage	Description	
Forming	High commitment Low competence	 The logo for BNT CAMP features the letters 'BNT' in a large, bold, black font above the word 'CAMP' in a smaller, similar font. The letters are set against a white background with a black border. A stylized figure of a person wearing a helmet and goggles is integrated into the letter 'N'.
Storming	Lower commitment _____ competence	 A conceptual illustration of a human brain floating in a dark, stormy sky. A bright lightning bolt strikes the brain from above, and another lightning bolt strikes the ground below, creating a reflection of the brain in the water.



Group Development Stages

Stage	Description	
Norming	High commitment High _____	
Performing	_____commitment _____competence	

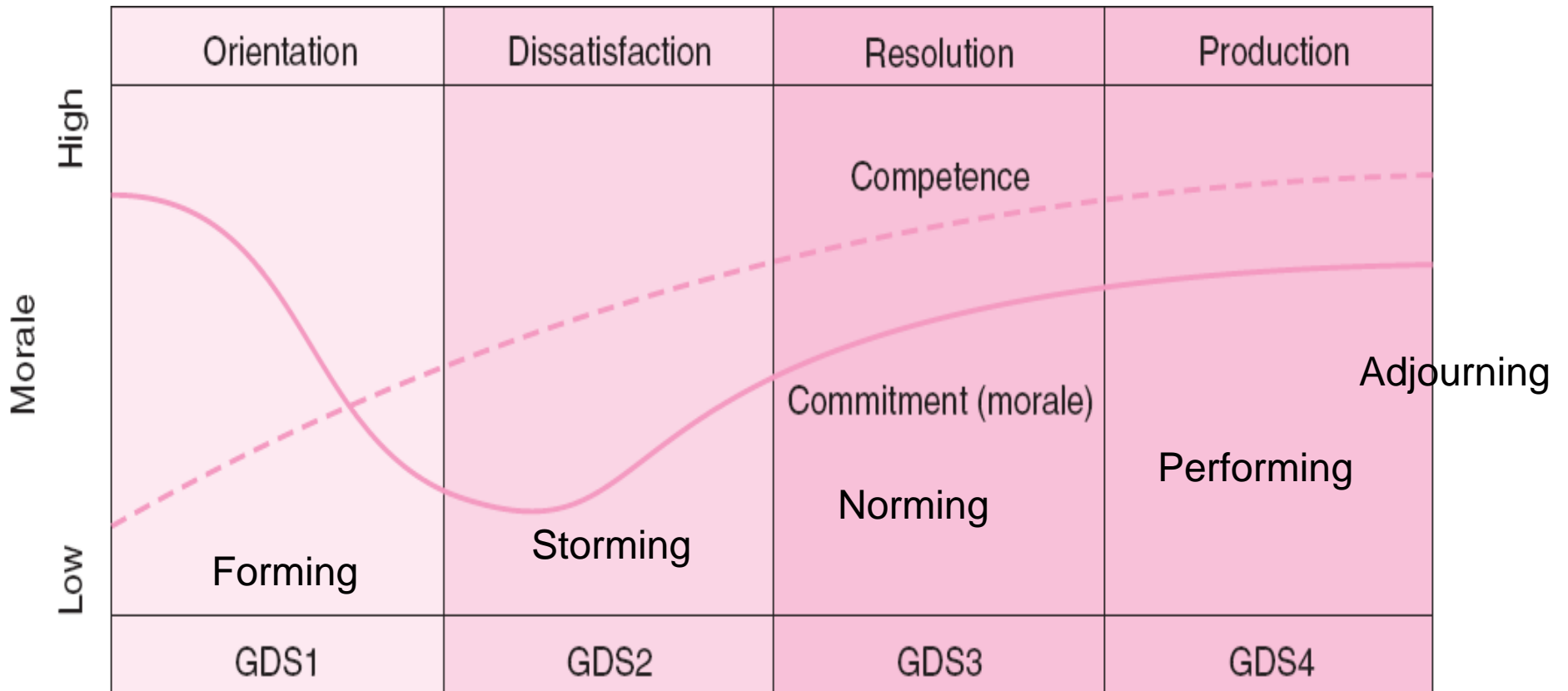


Group Development Stages

Stage	Description	
Adjourning	<p>Only reached if there is a reorganization</p> <p>Occurs in task groups, such as committees or project teams</p>	 <p>https://www.youtube.com/watch?v=PDA4lcw8k1g</p>



Group Development Stages



Maintenance roles: the things group members do and say to develop and sustain group dynamics



Task roles: the things group members do and say that directly aid in the accomplishment of its objectives

Group Roles



Maintenance Roles

Their role is to...

Formers

Get members involved and committed to group

Consensus seekers

Get members input and _____
on group decisions

Harmonizers

Gatekeeper

See that appropriate norms are developed and

Be supportive, friendly and responsive to the
needs of members

Compromisers

Modify or get others to _____ their positions
in the interest of cohesiveness

Group Roles



<i>Task Roles</i>	Their role is to...
Objective clarifiers	Be sure everyone understands the objective
Planners	Determine how the _____ will be met
_____	Assign and coordinate resources
Leaders	Influence _____ through direction as the task is performed
_____	Take corrective action to ensure the objective is achieved





USA 2012 Women's Soccer Gold Medalist Team

<http://www.ussoccer.com/tournaments/olympic-games-women/2012-olympic-games.aspx>



COURSE OUTLINE

Course Number: BT-177
Title: Microsoft Project
Approval Date: June 2013

Credits: 3
Length of Course: 33 lecture hours

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Grading Method: A-F or Pass/No Pass
Prerequisites: None
Co-requisites: None
Recommended: None
Required: None

Certified General Education Area(s): None
Related Instruction Area: None
Uses library resources: None

Department: Business & Computer Science: Business
Outline Developed by: Kathy Christensen
Course Approved as: Career Technical Preparatory

Course Description:

Covers the basics of using Microsoft Project to plan, schedule, and track a project. Also addresses communicating project information, assigning and tracking resources and costs, tracing progress, and closing a project. Concludes with students using Microsoft Project to produce management and other reports and to share project information with other audiences and applications.

Student Learning Outcomes:

Upon successful completion of this course, students will be able to:

1. open, close, and save (with project baselines) project files using MS Project;
2. enter project work elements and Work Breakdown Structure information into MS Project,
3. plan a project in MS Project,
4. create a project schedule in MS Project,
5. demonstrate how to use standard and custom report functions in MS Project to communicate project information to other stakeholders,
6. assign resources and costs in MS Project,
7. track progress of projects and elements in MS Project,
8. close projects in MS Project,
9. share project information with other applications.

Major Topic Outline:

1. Introduction to course.
 2. Opening and closing files in MS Project.
 3. Saving files and saving baselines in MS Project.
 4. Planning a project.
 5. Creating a project schedule.
 6. Communicating project information.
 7. Assigning resources and costs.
 8. Tracking progress and closing the project.
 9. Sharing information with other people and applications.
-

AAOT/ASOT GENERAL EDUCATION OUTCOMES COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

- Mark "C" if this course completely addresses the outcome. Students who successfully complete this course are likely to have attained this learning outcome.
- Mark "S" if this course substantially addresses the outcome. More than one course is required for the outcome to be completely addressed. Students who successfully complete all of the required courses are likely to have attained this learning outcome.
- Mark "P" if this course partially addresses the outcome. Students will have been exposed to the outcome as part of the class, but the class is not a primary means for attaining the outcome and assessment for general education purposes may not be necessary.

This course does not include assessable General Education outcomes.

As a result of completing the AAOT/ASOT general education requirements, students will be able to:

WR: Writing Outcomes

- _____ 1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.
- _____ 2. Locate, evaluate, and ethically utilize information to communicate effectively.
- _____ 3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

- _____ 1. Engage in ethical communication processes that accomplish goals.
- _____ 2. Respond to the needs of diverse audiences and contexts.
- _____ 3. Build and manage relationships.

MA: Mathematics Outcomes:

- _____ 1. Use appropriate mathematics to solve problems.
- _____ 2. Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

AL: Arts and Letters Outcomes

- _____ 1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.
- _____ 2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

SS: Social Science Outcomes

- _____ 1. Apply analytical skills to social phenomena in order to understand human behavior.
- _____ 2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

SC: Science or Computer Science Outcomes

- _____ 1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.
- _____ 2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.
- _____ 3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

BT 177 Microsoft Project 2010 Syllabus

- Instructor:** First Last
- Phone:** (999) 999-9999
- Email:** instructor@institution.edu (see email guidelines below)
- Office Location:** Building/room
- Office Hours:** MTWTh
- Credits:** 3
- Grading Method:** A-F or Pass/No Pass
- Course Location:** <http://online.clackamas.edu>
- Required Text:** *New Perspectives on Microsoft® Project 2010* by Biheller Bunin,
Course Technology Publishing

Important: For BT177, you must have access to **MS Project 2010**—which is available both at the main campus (Streeter Lab) and the Harmony campus. **MS Project 2013 is NOT an acceptable substitute.**

Course Description:

Covers the basics of using Microsoft Project to plan, schedule, and track a project. Also addresses communicating project information, assigning and tracking resources and costs, tracing progress, and closing a project. Concludes with students using Microsoft Project to produce management and other reports and to share project information with other audiences and applications.

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4. create a project schedule in MS Project,
5. demonstrate how to use standard and custom report functions in MS Project to communicate project information to other stakeholders,
6. assign resources and costs in MS Project,
7. track progress of projects and elements in MS Project,
8. close projects in MS Project,

9. share project information with other applications.

Student Time Commitment: In a conventional three-credit on-campus class, a student can expect to spend three hours in class and engage in a minimum of two hours of homework for every hour in class (or 9 hours/week). Depending on how quickly and/or carefully you work you might expect to spend more on this class.

About Your Instructor: experience, titles, education, teaching philosophy, etc. I encourage you to contact me if you have questions or concerns. I'd like this class to be rewarding for you.

Online (Moodle) Technical Recommendations

You cannot successfully complete this course with only Smart Phone access. To be successful in this online class, you should have the following:

- Internet access (we recommend high speed broadband access but DSL is fine)
- A functional email that you will check
- A recent Operating System:
 - For Windows: Windows XP, Windows 7 or Newer
 - For Apple/Mac: Mac OS X or newer
 - For Linux: Most recent or long term support version of your distribution
- Internet browser that supports Java ([Mozilla Firefox](#) is highly recommended and preferred)
- Program capable of unzipping compressed files ([WinZip](#) or [7-Zip](#) is recommended)
- 2.8 GHz Single Core Processor or better **OR** a multi-core processor of any speed should be sufficient
- Video plug-ins for Windows Media and Quicktime movies
- Antivirus software
- An Office Suite (for viewing .ppt, .doc, .xls etc) such as
 - [Microsoft Office Suite](#) (Some courses will REQUIRE this!)
 - [Libre Office Suite](#) or [Open Office Suite](#) (Both freeware - will get the job done but not the industry standard)

Student Rights and Responsibilities

CCC student handbook contains helpful resources (counseling and advising, disability resources, computer labs, and student learning center, to name a few). The section on student rights and responsibilities, beginning on page 113 is a particularly important one. The following discusses actions that are grounds of disciplinary action:

1. Dishonesty, including but not limited to cheating, plagiarism, or knowingly furnishing false information to the college.
2. Forgery, alteration or misuse of college documents or identification.
3. Obstruction or disruption of teaching, instructional or instructional research, administration of the college, disciplinary procedures or other college activities including, but not limited to, meetings of the Board of Education, community service functions, or authorized activities on college premises.

Privacy Notice

- Moodle software stores course access records, quiz scores, discussion postings, and chat room conversations. This data may be monitored.

- By enrolling in this class, you consent to sharing information and ideas, and your email address with other students. The instructor will not share your non-directory information with anyone.
- By remaining in this class, you give permission to your instructor to contact you at the email address provided in Moodle for the purpose of discussing matters relating to your enrollment in this course, including, but not limited to: providing assignment feedback & grade information, responding to your inquiries, and initiating communication related to your activity in the course. If you change your email address during this course, please update your address in Moodle to reflect the change.
- Students in hybrid or online classes have the same rights to review and discuss their assignments, scores, and academic records as any student in an on-campus class.
- Please contact your instructor if you have concerns about privacy issues.

Class Policies

1. **Assignments** must be submitted via the Moodle assignment tool (no email submissions accepted). They must be neatly typed and free of spelling, punctuation, and grammar errors. All involve the use of MS Project 2010.
2. **Timely submission.** Assignments and forum posts may be submitted up to one week late (20% point reduction applies). Late assignments **will not be accepted after one week** nor during weeks 10-11.
3. **Tests** must be submitted on time unless special arrangements are made with your instructor. Tests, also, employ MS Project 2010.
4. **To officially drop** the course or withdraw from college, you must file an Add/Drop Request with the Registrar's Office. Ceasing to attend class does not constitute official withdrawal. To obtain a full refund, you must drop the class by the end of Week 1.
5. **Academic honesty** is a requirement for passing this course. The penalty for plagiarizing an assignment or cheating on an exam is an F in the course. **Important: plagiarizing applies both to written and spoken words.**
6. **Special Needs:** If you are a student with a disability and you believe that your opportunities to be successful in this class are affected by that disability, please contact the Clackamas Community College Disability Resource Center, 503-594-3181 or <http://depts.clackamas.edu/advising/drc/>
7. **Course grades.** You may check your grades at any time by visiting the Moodle Gradebook on our Moodle site. Final grades will be posted to CougarTrax by the Monday following term's end.
8. **Email guidelines.** Your subject line should include your name and the course number. You must have instructor approval to submit assignments via email. Assignments sent as email attachments should be entitled as follows: Course#.Assignment#.YourFirstLastName.

Point Breakdown

Description	No.	% of Grade
Case Problems	6	30
Tests	4	30

Final Exam	1	30
Forums	5	10

Grade Distribution

- A $\geq 90\%$
- B 80 - 89.9%
- C 70 - 79.9%
- D 60 - 69.9%
- F $< 60\%$

Course Calendar

Prepare Yourself for the Course

1. Download the “Starting” files.
2. Review the resources.

Module 1

1. Review the Introductory lesson.
2. Participate in the Introductory discussion
3. Begin working on Tutorial 1

Module 2

1. Review the lesson for Module 2
2. Complete Tutorial 1
3. Submit Case Tutorial 1, Problem 1
4. Submit Test 1
5. Begin working on Tutorial 2

Module 3

1. Review the lesson for Module 3
2. Participate in the Tutorial 2 discussion
3. Complete Tutorial 2
4. Submit Tutorial 2, Case Problem 1
5. Submit Test 2
6. Begin working on Tutorial 3

Module 4

1. Review the lesson for Module 4
2. Complete Tutorial 3
3. Submit Tutorial 3, Case Problem 1
4. Submit Test 3

Module 5

1. Review the lesson for Module 5
2. Participate in the Work Breakdown Structure discussion
3. Begin working on Tutorial 4

Module 6

1. Review the lesson for Module 6
2. Complete Tutorial 4
3. Submit Tutorial 4, Case Problem 1
4. Submit Test 4

Module 7

1. Review the lesson for Module 7
2. Participate in the “Microsoft Project Features” discussion
3. Begin working on Tutorial 5

Module 8

1. Review the lesson for Module 8
2. Complete Tutorial 5
3. Submit Tutorial 5, Case Problem 2

Module 9

1. Review the lesson for Module 9
2. Participate in the “Project Closing” discussion
3. Begin working on Tutorial 6

Module 10

1. Complete Tutorial 6
2. Submit Tutorial 6, Case Problem 1

Module 11

1. Submit final exam, working through all steps beginning with a new MS Project file.

Equal Employment Opportunity

CASE is a WIA Title I- financially assisted program and is therefore an equal opportunity employer/program which provides auxiliary aids and services upon request to individuals with disabilities by calling 711 or 800.648.3458 TTY.

US Department of Labor

The CASE grant project (\$18,679,289) is 100% funded through the US Department of Labor’s Trade Adjustment Assistance Community College and Career Training program.

DOL Attribution

This workforce solution was funded by a grant awarded by the US Department of Labor’s Employment and Training Administration. The solution was created by the grantee and does not necessarily reflect the official position of the US Department of Labor. The Department of Labor makes no guarantees, warranties or assurances of any kind, express or implied, with respect to such information, including any information on linked sites and including, but not limited to, accuracy of the information or its completeness, timeliness, usefulness, adequacy, continued availability or ownership.

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