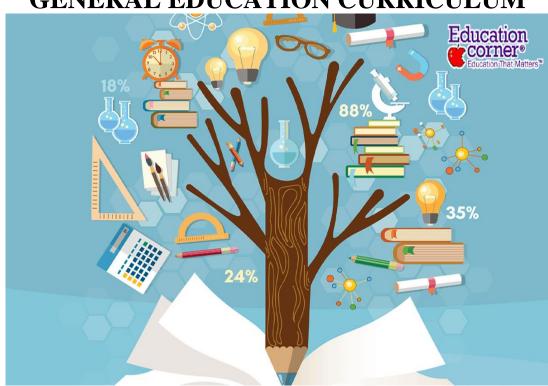# THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

OCCUPATIONAL ASSOCIATES DEGREE

GENERAL EDUCATION CURRICULUM

THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

COURSE NAME:	Communication I **Updated May 2016 (Version 1.0)**
COURSE CODE:	COMM1101
CREDITS:	3
CONTACT HOURS:	45 (45 hours theory)
PRE-REQUISITE(S):	**None**
CO-REQUISITE(S):	
SEMESTER:	

COURSE DESCRIPTION:

This course is designed to develop the community college students' ability to write expository essays, 'projects or papers' and make oral presentations in varying contexts in and out of the classroom. It is hoped that this course will be used by students to help them fulfil the academic evaluation requirements of the courses they will sit at this level and help them to become better communicators. The course gives students practice in the manipulation of secondary sources of information to support their own ideas in writing and speech.

REQUIREMENTS FOR THE COURSE:

Access to if not your own Computer, access to the internet, books, journals, newspapers, magazines, a library membership, and an open mind hungry for knowledge.

COURSE OUTCOMES:

Upon successful completion of this course, students should:

1. demonstrate academic writing skills.
2. manipulate varied, credible, and reliable sources to present informed and supported points ofview.
3. create competent expository essay.
4. produce competent oral presentations.
5. employ the APA style in their academic endeavours, writing, presentations, and research.

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UNIT I – What is Communication   (8 hours)

Learner Outcomes:

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

1. define communication.
2. identify ways in which selective factors influence the communication process.
3. describe five (5) techniques for effective communication.
4. explain transactional model of communication.
5. demonstrate efficient note taking using the Cornell Method.

Content:

1. Definition of communication.
2. Communication Process.
3. Factors influencing the communication process: age, sex, culture, family situations, religion, self-concept, education, etc.
4. Barriers to communication (Internal / External; semantic and language; Physical, psychological, physiological).
5. Effective communication techniques: listening, paraphrasing, direct questioning, clarifying, focusing, silence and other techniques.
6. The Cornell Method: http://lsc.cornell.edu/wp-content/uploads/2015/10/Cornell-Note_Taking-System.pdf.

UNIT II – Language in the Caribbean Context   (7 hours)

Learner Outcomes:

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

1. define 'language'.
2. discuss the historical and social factors that have shaped the Caribbean language situation.
3. examine areas of divergence between Creole and Standard English.

Content:

1. What is a language.
2. Historical factors and social factors that affected the development of the Caribbean language situation.
3. Comparison of Standard English and Caribbean Creole- lexicon, semantics, phonology,

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morphology, syntax.

NB. Language used in text message and its departure from the standard form

UNIT III –Introduction to Oral Presentations   (10 hours)

Learner Outcomes:

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

1. describe the basic types of oral delivery.
2. deliver a 3-5 minutes oral presentation.
3. use a PowerPoint or other visual aid in an oral presentation.
4. manage emotional anxiety during an oral presentation.

Content:

1. Types of Delivery:
   a. Memorised
   b. Manuscript
   c. Impromptu
   d. Extemporaneous
2. Basic Visual Aids, Charts, PowerPoint, Models.
3. Preparing a basic power point presentation.
4. How to overcome emotional anxiety.

UNIT IV –The Writing Process   (20 hours)

Learner Outcomes:

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

1. construct a thesis statement.
2. use connectives and transitional devices appropriately in the writing process.
3. incorporate research materials in the writing process.
4. construct well developed paragraphs.
5. use peer review and editing techniques to review written work.
6. use prewriting and planning strategies in the writing process.
7. use the APA referencing and in text citation in the writing process.
8. employ post writing strategies in the writing process.

Content:

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1. Introduction to paragraph development.
2. Topic Sentences.
3. Supporting Sentences: details such as examples, illustrations, statistics, facts.
4. Concluding sentence/clincher.
5. Cohesion, unity, adequacy and completeness.
6. Pre writing: Planning, idea generation and research.
7. Writing:
   APA Referencing:
      a. Sources of information
      b. In-text citations
      c. List of references
      d. Plagiarism
8. Post writing: Publishing

METHODS OF ASSESSMENT AND EVALUATION: Continuous Assessment

1. Course work/Test/ Quizzes   **35%**
2. Portfolio: **50%**
   a. Bibliography
   b. Formal Outline for the essay
   c. 1st Draft
   d. Peer Review
   e. Final Draft
3. Individual oral presentation lasting 3-5minutes   **15%**

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RUBRICS

Student Presentation Rubric

Oral Presentation Rubric v 2	Good	Average	Needs Improvement	Sub Total	Total
Delivery; Clarity of voice Projection of Voice	3	2	1		
Control of Emotional Anxiety Breath Control, Para Language, Movement	3	2	1		
Integration of Visual Aid	3	2	1		
Time Management Speech presented within the stipulated time	3	2	1		
Content Presentation of a Main Idea Development of at least 1 point 1 point 2 sub points	3	2	1		
Organization Introduction: attention getter, topic, thesis, body: one point adequately developed, conclusion: restate of thesis / summation	3	2	1		**/15**

Review Rubric, can be used for stage reviews, peer review of draft essay

.Feature	E VG G A F P	Comment
Thesis State.	6 5 4 3 2 1	Main idea, Major Points
Outline	6 5 4 3 2 1	Logic, planning, format
Sources	6 5 4 3 2 1	Reference page, in text citation
Paragraphing	6 5 4 3 2 1	Emphasis, Coherence, Cogency , Unity, Organisation/Order
Transitions	6 5 4 3 2 1	Internal summaries, previews, Signposts, conjunctions
Introduction	6 5 4 3 2 1	Thesis statement, attention getter, if arg- + opinion
Body	6 5 4 3 2 1	Paragraphs well developed clear rhetorical Organisation
Conclusion	6 5 4 3 2 1	No new points, summarize, restate, tie up , the body and intro
Tone	6 5 4 3 2 1	Objective-expository, subjective- persuasive-
Spelling	6 5 4 3 2 1	
Subject Verb	6 5 4 3 2 1	
Tense	6 5 4 3 2 1	
Punctuation Capitalisation	6 5 4 3 2 1	
Worldliness	6 5 4 3 2 1	
Sentence Cons. Parallelism	6 5 4 3 2 1	
Reviewers comment		Lecturers comment

I. **Content** – 10 marks

10 – 9 V Good
Clear development of main points
Rational reasoned coherent presentation of analysis
At least three points must be adequately developed with corresponding supporting points
To get full marks

8- 7 Good
Clear development of main points
Rational reasoned coherent presentation of analysis
Less than three points adequately developed with corresponding supporting points

6-5 Average
Clear development of main points
Rational reasoned coherent presentation of analysis
Less than three points
Points not adequately developed with corresponding supporting points

4-1 Below Average
No development of main points
No supporting points
Incoherent or non-existent analysis

II. **Organization** – 8 marks

a) Paragraphing – 1 mark

b) Rhetorical strategy – analysis, cause and effect, classification, comparison, definition, illustration
- 2 marks

c) Introduction – that contains a thesis, which includes:
    1. 3- 5 main points of the essay,
    2. main idea,
    3. attention getter, - 3 marks

d) Conclusion
    1. Recap, summation, restating
    2. No new points – 2 marks

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III. **Expression/Use of English** -7 marks
    a) Academic Grammar, Word Choice, Tone - 2 marks
                                             b) Punctuation –2 marks
    c) Subject Verb Agreement -2 marks
    d) Connectives –1 mark

ASSIGNMENT ELECTRONIC SUBMISSION

These assignments should utilise Turnitin software, where applicable,. If that is not available your teacher will instruct you of an alternate electronic means of submission. As your course evaluation is ongoing, students are encouraged if not required to send sections of their assignments to their lecturers for review, generally speaking you are taught a task this week the home work is required a minimum of 1 day before the first class in the next or following week.

This is so for several reasons:
1. Based on the submissions the teacher can tailor or review a section that the class may have misunderstood, for use in the next class
2. The student and teacher can submit their assignment and comment at any time convenient to them before the next class

Electronic submissions are recommended because it facilitates the advantages named above as well as it: ...
1. cuts printing costs
2. and is a record of submission

NON SUBMISSION

Please note that if you miss a submission deadline your grades may be lower than a student who consistently sends in his submission on time as your lecturer may penalise you or refuse to mark the specific submission. It is recommended that you email your lecturer early seeking permission to submit a stage of an assignment late. Do remember lecturers are accommodating but it is at their discretion that they allow a late submission.

Please be aware however that study is a reality of deadlines and pressure to meet deadlines.
Remember that you have to complete all stages of the course as well as the final projects at the level of competence to pass the course.

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RESUBMISSION

The course is designed to develop student competence thus a student is allowed one resubmission if they fail a submission or submission is below competence. However, in such a case the student's grade for that specific assignment is the average of the two submissions. As the course is competency based, for a student to pass they have to demonstrate competence in both stage and finalproduct. That is all stages of the essay writing process, expository and argument and the presentationmaking process, as well as in the expository essay, argumentative essay and presentation.

Required Text

The majority of units will be taught using a variety of material prepared by your teacher; many teachers will give you a website, page url or blog containing the material. Some may recommend chapters or pages in text books that best explain specific areas. We recommend that you copy or readthese recommended excerpts which usually are available in your school library . However, an essaywriting manual and there are many, for eg A Writers Guide: a handbook for writing and research by Maimon & Perez will help a student immensely. Not only because it provides good information on the essay writing process but also because it can be used as a resource for referencing.

Blooming with the Pouis 2009 Ramsay et al, introduction p xxi, Introduction to Argument p 131
Writing in English, 1999, Mcdinald et al; Chapters 10, 18 -24
The Art of Public Speaking, 2007 Stephen Lucas; Chapters 10,12,13,14

All the texts named above have been referenced in the syllabus guide, however they can and should be supplemented by other texts and approaches to the topics.

Recommended Texts

Any college essay writing text

NB: STUDENTS who FAIL this course are required to do an automatic RE-DO

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COURSE NAME:	Communication II **Updated May 2016 (Version 1.0)**
COURSE CODE:	COMM1202
CREDITS:	3
CONTACT HOURS:	45 (45 hours theory)
PRE-REQUISITE(S):	Communication I (COMM1101)
CO-REQUISITE(S):	None
SEMESTER:	

COURSE DESCRIPTION:

In order to meet the demands of the global market, one must be an effective communicator. Therefore, this course seeks to highlight the various routes of communication and also examine a variety of business documents used in communicating. This will assist learners in developing proficiency in communication. It is designed to provide students with opportunities to produce different types of oral and written communication while selecting and combining forms, media, channels and technologies to maximize communication. Specific emphasis will be placed on producing formal business documents such as letters and reports.

COURSE OUTCOMES:

Upon successful completion of this course, students should:

1. distinguish between the types of business documents
2. demonstrate competence in producing formal business documents
3. respond appropriately to various business related scenarios

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UNIT I – Routes of Communication   (8 hours)

Learner Outcomes:

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

1. distinguish among the various communication routes.
2. cite instances in which each route is used.
3. illustrate through oral or written presentation how the different contexts affect the nature of communication.
4. analyze the different contexts in which communication takes place.
5. use examples to describe instances in which formal and informal communication take place.

Content:

a. Routes of Communication - vertical, lateral, diagonal and other uses.
b. Contexts of communication - intra-personal, inter-personal, small group and large groups.
c. Formal and informal, grapevine, bypassing.

UNIT II – Business Documents   (35 hours)

Learner Outcomes:

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

1. collect and exhibit samples of specific written business communication.
2. compose formal letters using appropriate format, content and tone.
3. compose the letter appropriate to the given situation.
4. sequence ideas within paragraphs in written documents.
5. compile samples of original business documents based on given scenarios.
6. create the appropriate business document for formal business meetings using the appropriate format, content and tone.
7. prepare and produce the appropriate documents for internal communication.
8. construct different forms capable of capturing specific information.
9. write press releases using the five "Ws (who, what, why, when ,where).
10. identify the different types of résumé.
11. create a combination résumé.
12. use electronic means to generate business documents.
13. compose reports using appropriate format, content and tone.
14. compose the reports appropriate to the given situation.

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Content:

1. Letters:
    a. Definition of the business letter
    b. Purpose of the business letter
    c. Parts of the business letter – heading, inside address, salutation, body etc.
    d. Types of business letters - complaint, adjustment, request, application
    e. identify the four basic types of résumé (chronological, functional, targeted resume and combination résumé

2. Résumé**:**
    a. What is a résumé?
    b. Types of resumes identify the four basic types of résumé (chronological, functional, targeted resume and combination résumé
    c. Parts of a résumé
    d. Characteristics of a résumé

3. Memorandum:
    a. What is a memorandum?
    b. Memorandum guidelines
    c. Purpose of the memorandum
    d. Parts of the memorandum

4. Minutes:
    a. What are minutes?
    b. Forms of minutes: resolution, narrative and action minutes.
    c. Parts of minutes
    d. How to take business minutes

5. Agenda:
    a. What is an agenda?
    b. Parts of the agenda

6. Notice:
    a. What is a notice?

7. Press release
    a. What is a press release?
    b. How is a press release used?
    c. Press release components – embargo date, contact information, heading etc.

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8. Form Design:
    a. What is a form?
    b. Requirements of form design
    c. Good principles of form design
    d. Layout

9. Types of Computerized telecommunication:
    a. Video Calling
    b. Video Conferencing
    c. E-mail
    d. Social Networks
    e. Fax
    f. Text messaging/ instant messaging
    g. Teleconferencing

10. Report:
    a. What is a report?
    b. Types – Formal and Informal
    c. Format Guidelines
    d. Planning the report
    e. Drafting report content/text
        i. Report Introduction
        ii. Report Body
        iii. Report Close
    f. Writing Reports
        i. Adapting to your audience
        ii. Examining style and tone
        iii. Maintaining consistent structure/format

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METHODS OF DELIVERY:

1. Lectures
2. Work sheets
3. Audio and tape evaluations
4. Discussions
5. Peer conferencing
6. Presentation(s)
7. Research
8. Role Play
9. Simulation

METHODS OF ASSESSMENT AND EVALUATION:

1. **Common Courseworks:**   **40%**
   a. In class test   5%
   b. Midterm test   20%
   c. Project (individual)   15%
2. **Final Examination (2 hours)**   **60%FINAL EXAMINATION**

SECTION A   25 Multiple Choice Questions

SECTION B   Produce three (3) Business documents

NB. The Format of Resume taught in this course is to be used when conducting Work Experience. Documents tested in common coursework should not be tested in final exam.

Rubric for Letter Writing

CONTENT	SCORE
• Letter clearly states the purpose • Appropriate explanations or facts used to support the main idea • Easy to follow • Tone is appropriate for intended audience	12-10
• Letter clearly states the purpose • Some explanations or facts used to support the main idea • Somewhat hard to follow • Tone is generally appropriate for intended audience	9- 7
• Purpose of letter is unclear • More explanations or facts need to be used to support the main idea • Hard to follow • Tone is too formal or too informal for intended audience	6-4
• Purpose of letter is unclear • Main idea is not supported by explanations or facts • Letter rambles; hard to follow or understand • Tone is inappropriate for intended audience	3-1
USE OF LANGUAGE	
• Correct sentence structure • Accurate use of punctuation and grammar • No spelling errors • Creative use of language	7-8

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• Few errors with sentence structure • One or two mistakes with punctuation or grammar • One or two spelling errors	6- 4
• Frequent errors with sentence structure • More than two mistakes in punctuation or grammar • More than two spelling errors	3 – 1
FORMAT	
Accurately uses correct business letter format (heading, greeting, introduction, body, closure, signature, enclosure)	**5**
Mostly uses correct business letter format (heading, greeting, introduction, body, closure, signature, enclosure)	**4**
Some noticeable errors in use of correct business letter format (heading, greeting, introduction, body, closure, signature, enclosure)	**3**
Several noticeable errors in use of correct business letter format (heading, greeting, introduction, body, closure, signature, enclosure)	**1-2**
TOTAL	

Content: 12 marks
Use of Language: 8 marks
Format   5 marks
Total   25 marks

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Rubric for Report/Press Release

CONTENT	10	7 – 9	6-4	2-3	0-1	Mark Received
	Handles all the elements of the case professionally; develops and supports ideas using well-chosen examples and creative details	Handles most of the elements of the case professionally, develops and supports ideas using examples	Handles case material competently; includes essential information; factually correct.	Misses one major element of the case; leaves out essential information; some minor factual errors.	Misses two or more elements of the case; major factual errors; misinterprets case assignment	
USE OF ENGLISH	6	5	4	3	1-2	

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| Full range of sentence patterns used effectively. Makes virtually no grammatical or syntactical errors. | Mastery of sentence patterns demonstrated; may have **occasional** grammatical errors; may have minor problems with punctuation or usage. | Sentence patterns most often successfully used. Writes generally correct prose; occasionally fails to catch minor grammatical errors. | Makes grammatical/ syntactical errors such as run-ons, fragments, unintelligible sentences | Makes repeated grammatical or syntactical errors. Frequently misspells | |

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FORMAT/LA YOUT	4	3	2	1	1	
	Includes all required components and follows formatting guidelines for **layout (headings), spacing, alignment, headings**, etc. Format and layout make the report **exceptionally attractive**, drawing attention to the content, and enhancing readability.	Almost all required components are included; formatting guidelines for layout (headings), spacing, and alignment are almost always followed. **1-2 problems in format** and layout, but readability and attractiveness are not affected.	Some required components are included; formatting guidelines for layouts (heading, spacing and alignment are sometimes followed. **3-4 problems in format and layout,** but the report is easy to read.	Required components are mostly absent; formatting is **repeatedly inconsistent** in layout (headings), spacing, and alignment, reducing readability and attractiveness	Off-topic; formatting guidelines for layout (headings), spacing, and alignment are not followed, making the report **unattractive or hard to read.**	
TOTAL						

Content: 10 marks
Use of Language: 6 marks
Format   4 marks
Total   20 mark

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RESOURCE MATERIAL:

Prescribed:

Bovee, Courtland. L & Trill, John. V *Business Communication Today* (11th ed.) Pearson

Evans, D. C. (2003). *People, communication and organizations* (2nd ed.). NJ: Prentice Hall.

Simon, V., & Osbourne, S. (2009) .*CAPE communication studies*. UK: Macmillan Publishers.

Job Search Website

http://jobsearch.about.com/od/sampleresumes/a/sampleresume2.htm

EBSCOhost database
https://www.**ebscohost**.com/

Springer E-Books
http://www.springer.com

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COURSE NAME:	Fundamentals of Information Technology
COURSE CODE:	ITEC1104
CREDITS:	3
CONTACT HOURS:	75(30 hours theory, 45 hours practical)
PRE-REQUISITE(S):	None
CO-REQUISITE(S):	None
SEMESTER:	

COURSE DESCRIPTION:

This course is designed to provide students with a comprehensive knowledge of the application of computers in different organizations. It includes a thorough introduction to computers and information technology, information systems, computer networks and systems security. It also aims at equipping students with practical operating system, word processing, presentation, spreadsheet, database and Internet search techniques skills.

COURSE OUTCOMES:

Upon successful completion of this course, students should:

1. know the components of the computer system
2. demonstrate an understanding of Information Technology principles
3. understand the various software and their functions
4. appreciate the need for data and information in a technology environment
5. know the types of information systems used in the business environment
6. understand the concepts of data transmission in various networking environments
7. understand computer threats and counter measures for networked computer systems
8. apply information technology principles in various fields
9. evaluate Information Technology developments, trends and ethical implications
10. understand sustainability issues related to technology

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UNIT I - Introduction to Computers and Information Technology   (6 hours)

Learner Outcomes:

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

1. state benefits of Information Technology
2. differentiate between categories of computers
3. explain the purpose of components in the system unit
4. select appropriate input, output and storage devices for a given situation
5. explain the social, legal, ethical and economic implications of information technology
6. outline the health issues relating to the use of technology
7. state the long term effect that technology has on the environment
8. discuss emerging technologies

Content:

1. definition - information technology, definition of computer system
   - benefits of information technology – speed, consistency, reliability, communication, storage

2. Categories –Mainframe, Super, Microcomputer(mobile, personal),Minicomputer/Midrange

3. Components of the system unit
   a. memory – RAM, ROM, PROM, EPROM, EEPROM, Cache
   b. CPU – Parts and their functions (ALU, CU, register), machine cycle

       select appropriate input, output and storage devices for a given situation
   c. storage devices: magnetic, optical and flash
   - Storage: Units of measurement for storage media – bit, byte, KB, MB, GB, TB
   d. Input: Categories – keyed (keyboard), pointing (mouse, trackpad, trackball, touchscreen, stylus, lightpen), source data entry (scanner, barcode reader, OMR,OCR, MICR), multimedia (microphone, camera), biometric (fingerprint scanner,retinal scanner)
   e. Output:
        i. produces hard copy/Tangible output e.g. impact and non-impact printers
        ii. produces soft copy/Intangible output e.g. monitors, speakers,   projectors
   f. Input/Output devices
        Multi-functional devices

4. Social, legal, ethical and economic implications of the introduction of computer based

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systems on individuals, organizations and society

    a. Social – social networks, netiquette

    b. Legal – computer crime, identity theft, privacy, plagiarism, copyright infringement, libel

    c. Ethical – academic integrity, software piracy, pornography, Ten Commandments for Computer Ethics (Computer Ethics Institute of the Brookings Institution)

    d. Economic – cost of access, virtual companies & taxation, job creation, job loss

5. Health Issues and the environment

    a. Ergonomics

        i. Common health issues – e.g. Carpal Tunnel Syndrome
        ii. Proper posture while using a computer
        iii. Ergonomic devices – e.g. keyboard, mouse

6. State the long term effect that technology has on the environment
Green Computing

    i. Energy consumption of computers, Energy efficient computing, Renewable energy(– solar, wind etc.), Paperless office, Recycling
    ii. Purpose of organizations such as Environmental Protection Agency (EPA)
    iii. Proper disposal of equipment

7. Emerging Technologies (under three years old)

UNIT II – History of Computers (1 hour)

Learner Outcomes:

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

1. discuss the history of computers

Content:

1. History: Generations [From the 0th generation (abacus) to the present]

UNIT III – Software (3 hours)

Learner Outcomes:

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

1. define the term software
2. distinguish between application software and system software

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3. differentiate between an operating system and a utility programme
4. list examples of operating system
5. list categories of utility programmes
6. explain the functions of an operating system
7. discuss emerging technologies (software under three years old)

Content:
1. definition; Software
2. distinguish: system software, application software
3. distinguish: utility and operating system
4. examples of operating systems: e.g. Unix, MS-Windows, DOS, Linux, MacOS etc.
5. categories utilities – file compression, diagnostic, backup, anti-virus, disk cleaner etc.
6. Functions of an operating system-booting, user interface, resource management, managing memory, file management, task management etc

UNIT IV – Data and Information   (4 hours)

Learner Outcomes:
Upon successful completion of this unit, students should be able to:
1. distinguish between data and information
2. explain the desired characteristics of information
3. define information systems
4. describe the features of the various information systems used at the various levels of an enterprise
5. recommend an appropriate type of information system for a given situation

Content:
1. Definition of data and information
2. Desired characteristics of information: accuracy; clarity; conciseness; user relatedness; relevance; timeliness
3. Definition of Information Systems
4. General systems: (definition, level, uses, inputs, outputs)
   - i   Management Information System (MIS)
   - ii   Expert Systems
   - iii   Decision Support System (DSS)
   - iv   Transaction Processing System (TPS)
   - v   Control and Monitoring Systems (CMS)vi
          Executive Information Systems (EIS)
   - vii Knowledge Management Systems (KMS)

   Functional units of an enterprise (local and international), the information systems

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used and their features -(definition, level, uses, inputs, outputs)

    i.   Human Resource – Human Resource Information Systems

    ii.   Accounting and Finance – AR, AP, Payroll, General Ledger, Investments, Tariffs

    iii.   Engineering and Product Development – CAD/CAM, Operations and Process Management System

    iv.   Sales and Marketing – POS, inventory, ordering, sales force automation, marketing surveys

    v.   Distribution – logistics, Supply Chain Management System, Transportation Management System

    vi.   Customer Service – Customer Information Management, Customer Relationship Management System (CRM)

UNIT V – Database Management Systems   (2 hours)

Learner Outcomes:

Upon successful completion of this unit, students should be able to:
1. explain the importance of database management systems (DBMS)
2. describe features common to most DBMS

Content:

1. Importance of database management systems
   - Definition of database, DBMS
   - Examples of DBMSes – Oracle, MySQL, MS-Access
   - Advantages – less redundancy, easier and faster access, improved data integrity, security, availability, extensibility
   - Disadvantages – inconsistencies, complexity, breach of confidentiality
2. Features common to most DBMSes
   - table - character, field, data type, record, primary key,
   - forms, queries, reports
   - backup

UNIT VI – Computer Networks   (5 hours)

Learner Outcomes:

Upon successful completion of this unit, students should be able to:
1. define network
2. state the advantages and disadvantages of networks

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3. describe different types of network classifications
4. identify the role of basic network hardware required for successful communication
5. identify various wired and wireless transmission media
6. select wired or wireless transmission media for given situations

Content:
1. definition of networks
2. advantages of networks – faster communication, data security, sharing of resources, control of data and resources disadvantages of networks – identity theft, risk of threats (e.g. hackers, viruses), cost
3. Networks Classifications

   - local area networks, wide area networks, metropolitan area networks
   - the role of networks (Internet, intranet and extranet) in area of specialization
4. Network Hardware
   - network interface card, hub, server, router, switch, firewall, wireless access point (WAP), modem
5. Transmission media- appropriate use in a given situation(advantages disadvantages)
   a. Wired – twisted pair, coaxial, fibre optic
   b. Wireless – broadcast radio, cellular radio, microwave, satellite, Bluetooth, , WiFi

UNIT VII – Computer Security   (4 hours)
Learner Outcome:
Upon successful completion of this unit, students should be able to:
1. define computer risk
2. define risk management
3. describe different types of computer risks
4. apply risk management strategies to counter computer risks

Content:

1. definition- risk, computer risk, risk management
2. General Risk Categories - human error; technical error; virus; natural disasters; unauthorized access and use; theft and vandalism
3. Risk Management – definition of; types of risk management [access codes and passwords; audit trails; log systems; anti-virus software; encryption; physical security measures; backup and recovery procedures, firewall, UPS, surge protectors]

UNIT VIII – Office Automation   (2 hours)
Learner Outcome:
Upon successful completion of this unit, students should be able to:

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1. state the purpose of automation
2. recommend telecommunication technology(ies) for a given situation

Content:
1. Definition and purpose of Office Automation
2. Application of office automation in various sectors: travel & tourism; education; banking; home; retail
   -Technologies – facsimile; voice mail; voice messaging; telemarketing; teleconferencing; video conferencing, telecommuting; electronic funds transfer; e-commerce; electronic mail, cloud computing

Fundamentals of Information Technology – (Lab Modules)   **ITEC1104**

COURSE OUTCOMES:
Upon successful completion of this unit, students should be able to:

1. gain experience in the use of the world wide web
2. know how to perform basic operations of a computer system
3. know how to prepare business letters, documents and term papers using a formal document preparation style
4. know how to use the spreadsheet software to perform various mathematical calculation and conduct analysis on data
5. show appreciation for presentation software
6. know how to use database management software

UNIT I – Internet and the World Wide Web   **(3 hours)**

Learner Outcomes:
Upon successful completion of this unit, students should be able to:
1. use a web browser to access a web page
2. use advanced search features to access information on the internet
3. send and receive e-mail

Content:
   a. using a browser: going to a specific URL, viewing and clearing the history, creating bookmarks, opening a new tab

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2. using a search engine:
   a. basic search
   b. advanced search (wildcards (?, *), inclusion and exclusion operators (+, -),

3. sending and receiving email: attachments, reply, reply to all, copying, forwarding, identifying the source of an email

UNIT II – Word Processing   (12 hours)

Learner Outcomes:
Upon successful completion of this unit, students should be able to:

1. use word processing interface
2. insert objects into a document
3. format texts in a document
4. apply page formatting techniques

5. use mail merge to create professional documents
6. use the APA or other writing styles to prepare documents
7. manipulate data in tables
8. use word processing templates
9. print documents created

Content:

1. Interacting with the ribbon (including hiding and displaying the ribbon)
2. Inserting Objects: clipart, pictures
3. Text Formatting:
   a. Alignment: Left, Centre, Right, Justify
   b. Formatting: Bold, Italics, Underline, Subscript, Superscript, Font sizes and styles
   c. Copy and paste text, moving text
   d. Find and replace
   e. Spacing between paragraphs
   f. Spell checks
   g. Indentation
   h. use various bullets and numbering techniques (Insertion and customization)

4. Page Formatting:
   Page setup – set margins, paper size, page orientation, Hard and soft page breaks, arrange data in columns (Multiple columns, Column width, Converting a single column to multiple columns, Converting multiple columns to single columns, Arranging columns for even and odd pages)

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5. Creating a professional letter
   a. Letter formats
   b. Mail merging

6. Preparing a term paper (using APA, MLA, or any such standards):
   a. The cover and title page
   b. Formatting Paragraph: first line indent , paragraph indent, line spacing
   c. Generating Tables of Content
   d. Headers and footers (including page numbers)
   e. Quotations – short and long
   f. Footnotes
   g. Creating reference entries
   h. Citations
7. Tables:
   a. Creating tables, Formatting tables: Merging cells, Splitting cells, Shading cells, Cell borders
   b. Formulas: Sum, Product, Max, Average, Number formats, Text direction
8. Templates - business card, brochures

9. Printing: Choosing a printer , Printing single and multiple, Selection print quality , printing multiple copies of the same document

UNIT III – Presentation Graphics   (6 hours)

Learner Outcomes:

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

1. create a presentation
2. run a presentation
3. modify a presentation
4. print a presentation
5. conduct a professional presentation

Content:

1. Creating a presentation/slideshow
2. Run a presentation
3. Viewing and editing presentations
4. Working with slides:
   a. Inserting new slides
   b. Inserting duplicate slides

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c. Deleting slides
d. Rearranging slides
e. Changing the design and the background
5. Working with hyperlinks
    a. Adding a hyperlink
6. Working with Graphics/Video/Sound (audio clips):
7. Working with animation: Customized, Timing
8. Printing Presentation:
        single slides, Handouts, Notes Page

UNIT IV – Spreadsheets	(12 hours)

Learner Outcomes:
Upon successful completion of this unit, students should be able to:
1. use spreadsheet interface
2. apply page formatting techniques
3. use formulas and functions to analyze data
4. sort data in ascending and descending order
5. format data
6. use a formula to manipulate data located in another worksheet
7. create and format graphs
8. printing in spreadsheet

Content:

1. Use spreadsheet interface - interacting with the ribbon (including hiding and displaying the ribbon)

2. Page formatting:
    a. Default margins, Changing the margins(Left, Right, top, bottom
    b. Default paper size, Changing Paper size(Letter size, Legal size)
    c. Page Orientation
    d. Add header/footer, custom header/footer

3. Formulas and functions:
    a. Common Math operations:
        i. Add numbers using simple formula or sum function
        ii. Calculate the average of numbers in a range
        iii. Determine the smallest number in a range
        iv. Determine the largest number in a range
        v. Count cells that contain labels and values only
        vi. use simple functions to add, subtract, multiply and divide values in a range

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b. Create conditional formulas:
  i. Perform an action/a calculation based on the result of a condition
    - if, sumif, countif, vlookup

    Date operations:
  i. insert dates only
  ii. insert dates with time
  iii. Calculate the difference between two dates
  iv. Calculate the difference between two times

4. Sort data ascending or descending order:
a. Sort using a single column
b. Sort using multiple programs

5. Format data

Formatting cells:
a. Number formats
b. Conditional formatting
c. Locking

6. Use a formula to manipulate data located in another worksheet

Copying formulas and functions: Absolute cell referencing, Relative cell referencing, Using auto-fill

b. Create and format graphs
  o Selecting appropriate chart
  o Inserting chart titles, axes, gridlines, legends, labels, the data source
  o Saving graph as a separate sheet and as part of the current sheetFormatting graphs: Adjust colours, font and borders, Resizing the graph
  o Graphs with trend lines
  o Simple Pivot tables

1. Printing spreadsheet
  a. set print area
  b. scaling a page to on specific sheet
    - adjust to feature
    - fit to feature

UNIT V – Database Management   (12 hours)

Learner Outcomes:

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

1. define the terms: field, record, relational database, primary key and foreign key
2. create a database
3. create a table
4. manipulate a table
5. create a relationship between two tables
6. create queries, forms and reports
7. run queries, forms and reports
8. import data from a spreadsheet

Content:

2. Define the terms: field, record, relational database, primary key and foreign key
3. Create and Maintain a SQL Database:
   a. Learn the guidelines for designing database and setting field properties
   b. Create a new database

4. Create a table
   a. Create and save a table
   b. Define fields and specify a table's primary key
   c. Add records to a table

5. Manipulate a table
   a. Modify the structure of a table - Delete, move and add fields, Change field properties
   b. Copy records and import tables from another database
   c. Insert, delete and change records

6. Create a relationship between two tables

7. Querying a Database:
   a. Learn how to use the Query window in Design mode
   b. Create and run select queries
   c. Sort data in a query
   d. Specify an exact match condition in a query
   e. Use the And / OR logical operators
   f. Use wildcard
7. Creating Forms and Reports:
   Forms:
   a. Create forms
   b. Display data using a form

   Report

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  c. Create report
  d. Insert a picture in a report
  e. Preview a report
  f. Use tables and queries as data source for report

                    8. Importing data from a spreadsheet

METHODS OF DELIVERY:

1. Lectures
2. Lab
3. Discussions
4. Individual Presentation
5. Group Presentation
6. Projects(Group and Individual)
7. Research
8. Demonstrations
9. Problem Solving
10. Case Studies

METHODS OF ASSESSMENT AND EVALUATION:

1. Common Coursework (Group Research project)- (should include unit four(4)): 10%

2. Word Processing Assessment (APA formatting, mail merge etc) 10%

3. Presentation (using presentation software) (in appropriate professional attire) 10%

4. Practical tests/assessments
  a. Spreadsheet 10%
  b. Database 10%

5. Mid-Semester (Theory) test (should be on objectives 1-4) 10%

6. Final Examination 40%
  (25 MCQs 1 mark each and 5 ETQs 25 marks each to choose 3)

Unit II (History), Unit 4, Emerging Technologies and Practical Lab Units: In class assessment - (NB. Not to be tested on final examination)

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RESOURCE MATERIAL:
Prescribed:

Shelly G.B., & Cashman, T.J. *Discovering computers 2012*. Complete Shelly Cashman
      Series. KY:Course Technology Publishing.

Evans, A. R, Martin, K. &Poatsy, M.A., Technology in Action Complete. 9/E. Prentice Hall

Shelly G., Cashman T., &Vermaat M. *Microsoft Office 2010: introductory*. KY: Course Technology
Publishing.

Or
Shelly G., Cashman T., &Vermaat M. *Microsoft Office 2007: introductory*. KY: Course Technology
Publishing.

Recommended:
LaBerta, C. Computers Are Your Future, Introductory, 12/E. Prentice Hall

Web Resource:
Teach-ict.com,
Http://owl.english.purdue.edu/owl/

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THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

COURSE NAME:	Small Business Management
COURSE CODE:	MGMT2405
CREDITS:	3
CONTACT HOURS:	45 (45 hours theory)
PRE-REQUISITE(S):	None
CO-REQUISITE(S):	None
SEMESTER:	

COURSE DESCRIPTION:

This course is designed to provide learners with an understanding of the requisite tools used in small business management. It will expose learners to the concept of entrepreneurship and the techniques used in launching a small business. In addition this course will enable learners to understand and apply principles that are critical to developing, growing and managing a new business; the learner should demonstrate mastery by development of a business plan.

COURSE OUTCOMES:

Upon successful completion of this course, students should:

1. understand the steps to be taken in opening a small business
2. understand basic principles required to run a business
3. develop a business plan
4. use information, projections logic and critical thinking to recognize an opportunity and solve small business problems
5. demonstrate the characteristics required to be a successful entrepreneur
6. apply financial information in business decision making
7. appreciate the contribution of small business to economic development
8. set up a small business and become a successful entrepreneur

UNIT I – The Foundation of Entrepreneurship **(3 hours)**

Learner Outcomes:

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

1. explain the concept of a small business
2. evalua**t**e the necessary characteristics of a successful entrepreneur and its benefits
3. describe the cultural diversity of entrepreneurship
4. describe the important role small business play in our nation's economy
5. research two (2) successful small businesses in your country
6. explain five (5) common mistakes made when starting a business
7. identify the key success factors in operating a business
8. explore online resources for business opportunities
9. examine risk management in small business
10. identify the social and ethical issues facing the entrepreneurs
11. research new and emerging trends in business entrepreneurship

Content:

1. Definition of a small business.
2. Characteristics of an entrepreneur and its benefits.
3. Cultural diversity of entrepreneurship - Young entrepreneurs, women entrepreneurs, part-time entrepreneurs, home based entrepreneurs, family business
4. Successful small business example (hair salon, dressmaker, tailor etc.)
5. Mistakes to avoid when starting a new business
6. Key factors: how to avoid business failure
7. Online resources: facebook, Google, Internet etc.
8. Managing risks in small businesses: use of insurance, critical staff etc.
9. Social and ethical issues in small businesses
10. New and emerging trends in business entrepreneurship

UNIT II – The Creative process and innovation **(3 hours)**

Learner Outcomes:

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

1. explain the differences among creativity, innovation and entrepreneurship
2. describe why creativity and innovation are such integral parts of entrepreneurship
3. explain how entrepreneurs can enhance their own creativity and that of their employees
4. describe the steps in the creative process
5. discuss techniques for improving the creative process

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6. describe the protection of intellectual property through patents, trademarks and copyrights

Content:

1. Creating innovation and entrepreneurship
2. Creativity, a necessity for survival
3. The creative process -preparation, investigation, transformation, incubation, illumination, verification and implementation
4. Barriers to creativity
5. Techniques to enhance creativity
6. Intellectual property
   a. Patents
   b. Trademarks
   c. property rights

UNIT III – Strategic Planning for Small Business (4 hours)

Learner Outcomes:

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

1. explain the concept of strategic planning
2. construct a vision statement and mission statement
3. conduct a SWOT analysis on a small business
4. discuss the relationship between business strategies and the firms mission
5. identify the strategic roles of marketing, HRM and financing for small enterprise
6. identify ways in which information communication technologies (ICTs) are used by entrepreneur to gain competitive advantages
7. explain why "*going global*" has become an integral strategy of small enterprises
8. demonstrate networking skills to build customer loyalty
9. use customer service techniques as a strategic tool for small businesses

Content:

1. Definition and purpose of a vision and mission statements
2. Designing mission and vision statements
3. Components of SWOT analysis and completing a SWOT Analysis on a specific small business in your country.
4. Relationship between business strategies and the firm's mission.
5. Strategic roles: marketing, HRM and financing for small enterprises.
6. Obtaining competitive advantages in the market place using ICTs.
7. Strategy of "*going global"*
8. Building customer loyalty through networking skills
9. Customer service as a strategic tool

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UNIT IV – Types of Ownership and Legal Requirements   **(4 hours)**

Learner Outcomes:

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

1. list the three (3) major forms of business ownership
2. discuss the advantages and the disadvantages of the corporation, Limited Liability Company, the professional corporation and the joint venture
3. identify the laws governing the establishment of a business in Jamaica
4. explain the benefits and the drawbacks of buying a franchise/an existing business/starting a new business.
5. outline the major trends shaping franchising business arrangements.
6. outline the steps involved in buying an existing business
7. describe the various techniques used to determine the value of a business
8. explain the forces that drive growth in a small business
9. identify the legal requirements to start/operate a small business
10. outline the various laws and regulations that impact employer and employees in a small business

Content:

1. The sole proprietorship, partnership, corporation, joint venture etc: Advantages and disadvantages of each.
2. Laws governing the establishment of a business in Jamaica.
3. Advantages and drawbacks of buying an existing business/franchise/starting a new business.
4. Trends in franchising business arrangements.
5. Procedures to follow in buying an existing business.
6. Techniques used in valuing a business.
7. Growth strategies for small entrepreneurs/businesses.
8. Legal requirements to start/operate a small business.
9. Laws and regulations that affect employer and employees relationship.

UNIT V – Small Business Marketing   **(4 hours)**

Learner Outcomes:

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

1. explain terminologies relating to marketing
2. describe the principles of building a Guerrilla Marketing Plan and the benefits of preparing one
3. explain how small businesses can pinpoint their target market

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4. discuss the role of market research in building a marketing plan and outline the market research process for small businesses
5. discuss the marketing opportunities the world wide web offers entrepreneurs and how to take the best advantage of them
6. discuss the "four P's" of Marketing and their applications to a small business operation
7. determine the right marketing mix strategy for a small business
8. investigate how to give a small business an online marketing presence

Content:

1. Definition of marketing terms: marketing, marketing mix, 4P's, target market, etc.
2. Building a Guerrilla Marketing Plan and preparing a Guerrilla Marketing Plan.
3. Pinpointing the target market.
4. Determining customer needs and wants through market research; market research process.
5. Using marketing opportunities provided by the internet.
6. The marketing mix:
    a. product
    b. price
    c. place
    d. promotion
    e. application of 4P's to small business operations
7. Internet as a marketing tool: ecommerce, customer support etc.
8. Putting a small business online.

UNIT VI – Financial Planning   (9 hours)

Learner Outcomes:

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

1. explain the importance of preparing a financial plan
2. describe the various sources of equity capital available to entrepreneurs
3. describe the various forms of loan programmes available to entrepreneurs
4. outline the general process required for accessing a loan
5. describe different means of acquiring start-up capital
6. describe the steps in preparing a basic financial statement
7. create projected (pro-forma) financial statements
8. conduct break even analysis for a business and pricing strategies
9. explain the importance of cash management
10. create a cash budget
11. prepare business records: accounts, employee taxes etc.
12. use the internet to find financial resources online: example – freeware and mobile applications, etc.

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Content:

1. Financial planning as a strategic tool for small enterprises.
2. Sources of equity capital, loans, government small business assistance programmes, international lending agencies and grants, etc.
3. Basic Financial Statements - balance sheet, income statement, statement of cash flow.
4. Pro-forma financial statements.
5. Sources of equity financing: private and public funding: Bank, Credit union, etc.
6. Break-even analysis and pricing strategies.
7. Cash management: budget preparations; role of entrepreneur.
8. Cash budget preparation.
9. Business record keeping – accounts, employee, taxes, use of software etc.
10. Finding financial resources online.

UNIT VII – HRM and Employees Relations for Small Business   (3 hours)

Learner Outcomes:

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

1. explain the terms *human resource management (HRM) and employee's relation* and their importance in a small business
2. outline the main functions of HRM
3. examine how HRM is use as a strategic tool by small entrepreneurs
4. identify the benefits of education and training on human resource in small enterprises' success
5. show how an entrepreneur uses wage, salary and benefits policies to motivate employees
6. assess the use of two (2) Motivation Theories on employees' performance in a small firm

Content:

1. Definition of Human Resource Management and Employee Relations
2. Functions of Human Resource Management:
   a. human resource planning
   b. recruitment and selection
   c. training and development
   d. performance management
   e. compensation and
   f. occupational health and safety
3. HRM as a strategic tool in small business management.
4. Benefits of education and training on business success.
5. Factors that motivate employees and their use in a small business.
6. Two (2) Motivation Theories: Maslow's, Theory X and Y etc., their impact in small firm.

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UNIT VIII - Develop a Business Plan for a Small Business   **(15 hours)**

<u>Learner Outcomes:</u>

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

1. explain why entrepreneurs need a business plan
2. identify the parts of a business plan
3. develop a comprehensive business plan that will be fully completed as a final project/examination

<u>Content:</u>

<u>Business Plan Guide</u>

Organization of the business plan components:

1. Executive summary:
   a. Summarize key items that stand on their own
   b. Draw the reader's attention

2. Business overview:
   a. Type of business
   b. Demographics

3. Business environment:
   a. Industry analysis
   b. Target customer profile

4. Business description:
   a. Management team

5. Financial review:
   a. Financial forecast
   b. Cash flow
   c. Income statement
   d. Balance sheet

6. Business strategy:
   a. Business model

7. Action plan:
   a. Next steps

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b. Benchmarks
c. Timeframes

METHODS OF DELIVERY:

1. Lectures
2. Discussions
3. Videos
4. Simulation(s)
5. Case Studies
6. Field Trip(s)
7. Role play
8. Independent study
9. Oral report
10. Business plan
11. Project
12. Research

METHODS OF ASSESSMENT AND EVALUATION:

Students pursuing the A.Sc. Business Studies programme and other students whose programme profiles include Entrepreneurship and Business Practice as a required course are **NOT** allowed to do this course as an elective due to the similar nature of the content.

Category I

1. Business Plan   40%
2. Practicum   40%
3. Assignments:
   a.   Assignment 1   10%
   b.   Assignment 2   10%
                                           100%

Category II

Programmes other than A.Sc. Business Studies

1. Business Plan   40%
2. Mid-Semester Examination   20%
3. Presentation   20%
4. Assignments:
   a. Assignment 1   10%
   b. Assignment 2   10%
                                  100%

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RESOURCE MATERIAL:

Prescribed:

Bennett, K. (2010) *Starting a business in Jamaica*

Williams, S. (2006) *The financial times guide to business start-up*. Pearson Education: UK

Zimmerer T., Scarborough N. (2007). *Essentials of entrepreneurship and small businessmanagement* (5th ed.). NJ: Prentice Hall.

Websites:

Small Business Association of Jamaica – www.sbaj.org.jm

Jamaica Business Development Corporation – http://www.jbdc.net

JAMPRO Trade and Investment Jamaica – http://ww.jamaicatradeandinvets.org

Doing Business – measuring business regulations - http://www.doingbusiness.org/

International Council for small Businesses – http://www.icsb.org

http://entrepreneurs.about.com

http://www.bplans.com/sp/businessplans.ctm

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THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

COURSE NAME: USING SOCIAL & EMPLOYABILITY SKILLS

COURSE CODE: USEK1100

COURSE HOURS: (45 HOURS)

CREDITS: 3

PREREQUISITES: NONE

CO-REQUISITE: NONE

YEAR/SEM.:

COURSE DESCRIPTION

This course is designed to actively engage students in their career development process through exposure to the use of employability skills to develop personal and professional competencies.

COURSE OUTCOMES:

Upon completion of this course, students will be able to incorporate a multi-faceted approach to fostering the necessary skills and attributes that will be needed to meet and exceed personal and professional standards within the Agro-processing industry.

Upon successful completion of this course, students are competent when they are able to:

1. Develop an awareness of key fundamental steps in identifying their career journey.
2. Display an awareness of professional standards and principles that guide their development.
3. Demonstrate a working knowledge of the interpersonal skills needed by professional employees within the renewable energy sector
4. Develop the competencies required in managing change within the organization and industry and
5. Design a plan for professional and personal development through self-assessment.

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UNIT I: PLAN PROFESSIONAL DEVELOPMENT   3 HOURS

Learners Outcome:

Upon successful completion of this unit, learners will be able to:

1. define the scope of professional development

2. recognize the importance of professional development

3. define who is a professional

4. identify key skills/characteristics and core values of a professional

5. discuss the importance of being a life-long learner

Content

1. Definition of professional development

2. Importance of professional development

3. Definition of a professional

4. Key skills/characteristics of a professional

5. Innate vs learnt behaviour

6. Core values vs beliefs

7. Evaluation of traits and habits of successful business persons

8. Life-long learner

UNIT II: ADHERE TO PROFESSIONAL STANDARDS   (3+3) HOURS

Learners Outcome:

Upon successful completion of this unit, learners will be able to:

1. identify the professional standards of the sector.

2. demonstrate awareness of the practices involved in professional development.

Content

1. Ability, attitude and aptitude

2. Principles to guide the quest for professional development - great respect and consideration for everyone (G.R.A.C.E), treating others as you would want to be treated etc

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3. Industry standards for tourism, hospitality & culinary arts & production

UNIT III: ANALYZE AND DISCOVER SELF   (2 HOURS)

Learners Outcome:

Upon successful completion of this unit, learners will be able to:

1. assess current status in their personal & professional development
2. undertake personal s.w.o.t appraisal
3. suggest techniques to improve identified weaknesses and threats

Content

1. Who am i?
2. What do i want to do
3. S.w.o.t analysis
4. Aptitude assessment

UNIT IV: IMPLEMENT CAREER DEVELOPMENT PLANS AND GOALS   (3 HOURS)

Learners Outcome:

Upon successful completion of this unit, learners will be able to:

1. recognize the importance of goal setting
2. create s.m.a.r.t goals linked to their career development process
3. identify what needs to be done in completing their career development process

Content

1. Definition of goal setting
2. Classification of the acronym S.M.A.R.T
3. Career development process

UNIT V: APPLY BUSINESS ETIQUETTE, PROTOCOL AND GROOMING   (3+9 HOURS)

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Learners Outcome:

Upon successful completion of this unit, learners will be able to:

1. demonstrate good business etiquette

2. demonstrate confidence in all aspects of dining etiquette

3. apply the techniques for dressing on a budget

4. recognize the importance of employing proper grooming

Content

1. Business etiquette

2. Dining etiquette

3. Executive presence

4. First impressions

5. Dressing on a budget

6. Grooming

UNIT VI: MANAGE CHANGE   3 HOURS

Learners Outcome:

Upon successful completion of this unit, learners will be able to:

1. recognize the dynamic nature of the renewable energy sector

2. demonstrate behaviour required to manage change

3. explore the various ways employees respond to the changing work environment

4. recognize and adapt to the diversity within the workplace

Content

1. Stress management and techniques

2. Time management and techniques

3. Emotional intelligence

4. Management styles

5. Understand the corporate culture

6. Diversity - Gender - Race - Ethnicity - Sexual Orientation - Religion

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UNIT VII: PRACTICE BUSINESS COMMUNICATION   3 HOURS

Learners Outcome:

Upon successful completion of this unit, learners will be able to:

1. identify the key elements of writing a successful resume & cover letter

2. design a resume & cover letter

3. recognize the differences in written communication

4. recognizing the communication process and chain of command of organization

5. use principles that guide audio visual presentations

Content

1. Communication

2. Resume writing

3. Cover letters

4. Written communication - memorandums, speeches, emails etc.

5. Oral presentations

6. Audio-visual presentations

METHODS OF DELIVERY:

1. Lectures

2. Demonstrations

3. Discussions

4. Group work

5. Presentations

6. Field trips

7. Seminars

8. Think-pair share

METHODS OF ASSESSMENT AND EVALUATION:

1   Create portfolio with a reflection from all units   20%

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2	Individual Assignment	20%
3	Conduct a Seminar/function on any area of unit V	40%
4	Reflection	10%
5.	In Course test	10%
Total		100%

RESOURCE MATERIAL:

Prescribed and Recommended:

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THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

COURSE NAME:	MATHEMATICAL OPERATIONS
COURSE CODE:	OMAT1100
CREDITS:	3
CONTACT HOURS:	45
PRE-REQUISITE(S):	None
CO-REQUISITE(S) :	None
SEMESTER:	Year 1, Semester 1

COURSE DESCRIPTION

This course is designed for students requiring minimal use of mathematical applications in their jobs. The topics included ensure numeracy, exposure to the consumer arithmetic and statistics which is a useful tool in data presentation and report writing. Students are equipped with a basic yet sufficient knowledge, particularly of consumer/financial mathematics among others, for advancement on their jobs as well as academically.

COURSE OUTCOMES:

Upon completion of this course, students are competent when they are able to:

1. convert from the metric system of measurement to the imperial system

2. recognize geometrical figures/shapes in the calculation of length of sides as well as to in establishing symmetry, congruence and similarity

3. compute the perimeter and areas of plane figures as well as the surface area and volume of solids

4. transpose formulae and verify their validity

5. apply the principles of interest, discounts, depreciation and marginal analysis in the

6. determination of the viability/profitability of businesses

7. use statistics to process data then analyze and present reports

UNIT I - ASSOCIATE MEASUREMENTS/CONVERSIONS WITH INSTRUMENTS   9 Hours

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

    1.1 convert lengths, weight and other quantities from metric and imperial measures

    1.2 measure a variety of lengths and angles

    1.3 recognize the customary angles

    1.4 convert time readings from a 12-hour clock to a 24-hour clock and vice versa, as well as in the recognition of different time zones internationally

    1.5 change temperatures in degrees Celsius to degrees Fahrenheit and vice versus

Content

To include but is not limited to:

- Converting for:-
  - lengths within:
    - the metric system mm up to km
    - the imperial system inches, feet, yards, chains, furlongs and miles
    - areas (such as acres to hectares) and from mm^2 to m^2 and hm^2
    - volumes in metric (from mm^3 to m^3, dm^3 and hm^2; milliliters (ml) to litres (l) and imperial measures in pints, quarts and gallons and conversions across the two systems
- weights within:
  - the metric system (mg to kg); metric tonne to kg; ounces, pounds, stones and the British tons
  - convert between the systems :
    1. time from a 24-hour clock to that a 12-hour clock and vice versa
    2. recognition of varying time zones internationally
    3. temperature from Celsius to Fahrenheit
    4. Measure lengths with ruler in inches and centimetres

UNIT II - USE PRINCIPLES IN SIMPLE GEOMETRY   **6 Hours**

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

    2.1. recognize plane shapes and solids encountered in work activities

    2.2. develop a visual recognition of commonly used angles

    2.3. apply Pythagoras' Theorem for the determination of the third side of a right-angled triangle

    2.4. deduce relationships among objects based on the dimensions of or by theorem for similarity, congruence and lines of symmetry

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Content

To include but is not limited to:

- Recognition of shapes:
    - plane figures: triangles, quadrilaterals (squares, rectangles, parallelogram, trapezium, rhombus, polygons)
    - solids: cubes, cuboids, prisms, cylinders, cones, spheres, and pyramid
- Development of visual recognition of commonly used angles- 30º, 45º, 60º, 90º & 120º
- Computation/calculation of a side based:
    - physical measurement
    - Pythagoras' Theorem

UNIT III– INTRODUCE STATISTICS IN DATA COMPILATION/INTERPRETATION   8 Hours

Specific Objectives:

Upon completion of this unit, students are competent when they are able to:

3.1. define probability
3.2. compute probability for situations involving random or chance events
3.3. work with summation notation
3.4. calculate measures of central tendency (mean, mode and median)
3.5. calculate measures of dispersion (ranges, standard deviation and variance, etc.)
3.6. analyze statistical data presented in graphical and tabular forms
3.7. prepare charts, histograms and frequency polygons from data in the business

Content

To include but is not limited to:

- Probability:-
    - Definition
    - Calculation for:
        1. experimental objects (deck of cards, die, balls)
        2. other situation involving random selections from numbers, alphabet, etc.
- Summation notations
- Measures of central tendency: mean, mode and median
- Measures of dispersion: range, inter-quartile range, quartile deviation (semi-interquartile range), standard deviation and variance, mean deviation and coefficient of variation
- Graphical presentation of statistical data:
    - Charts/graphs: pie, bar and histograms

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UNIT IV - COMPUTE PERIMETERS, AREAS AND VOLUMES FOR SPECIFIED SHAPE   8 Hours

Specific Objectives:

Upon completion of this unit, students are competent when they are able to:

4.1   calculate the perimeter and areas of plane figures/shapes

4.2   calculate the surface area and volume of plane solids

4.3   compute arc length, circumference and area of the circles, its sectors or segments

4.4   compute the perimeter and area of a polygon.

4.5   compute the perimeter, areas and volumes of combined shape for plane figures and solids

Content

To include but is not limited to:

- Calculation of:
    - the perimeter and area of plane figures
    - the surface area and volumes of solids
    - the circumference and area of a circle
    - arc length, area of sectors and segments of a circle
    - perimeter and area of polygons
    - surface area and volume of solids
- Computing the following:
    - the perimeter and area of combined plane shapes
    - the volume of combined solids

UNIT V- TRANSPOSE BASIC FORMULAE   8 Hours

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

5.1.   associate a formula with interest and discount measures

5.2.   transpose a variable to become the subject of a formulae through algebraic manipulations

5.3.   test the newly derived formula for validity

Content

To include but is not limited to:

- Association of formulae with financial transactions
    - simple and compound interest

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- discounting
- appreciation and depreciation
- Transposition of formulae using:
    - algebraic manipulations
    - miscellaneous techniques
    - Testing by using values from a similar solved problem

UNIT VI - APPLY THE PRINCIPLES OF FINANCIAL MATHEMATICS 6 Hours

Specific Objectives

Upon completion of this unit, students are competent when they are able to:

6.1. calculate percentages, profit and loss and discounts

6.2. solve worded problems involving simple and compound interest together with the related accumulated sum using variable interest rates

6.3. determine profit/gain or loss, percentage profit or loss and cost price or selling price

6.4. convert between currencies

6.5. calculate VAT such as GCT payable on goods and services

6.6. solve worded problems with discounts, percentage discount, initial price and discounted price

6.7. solve problems involving wages, salaries, overtime pay, commissions, taxes and personal tax allowance

6.8. perform calculations relating to hire purchase

6.9. manipulate the variables in simple and compound depreciation and appreciation obtaining percentages, depreciated values, appreciated values or initial values of assets

6.10. determine rates applicable in arriving at the sums payable on bills (utilities bills)

6.11. develop proficiency in the use of an electronic calculator

Content

To include but is not limited to:

- Calculation involving;
    - actual profit or loss, percentage profit or loss, cost price or selling price
    - actual discounts, percentage discount, initial or discounted price
    - valued added tax including GCT on good and services
    - currency conversion
- Solution of worded problems involving:
    - simple and compound interest – actual interest, percentage interest, time and accumulated balance
    - simple and compound depreciation/appreciation - actual depreciation/appreciation,

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percentage depreciation, initial value and depreciated/appreciated value of asset

- Performance/Calculation relating to hire purchase:
    - deposit and percentage deposit
    - balance with or without interest
    - duration
    - value of each installment
- Wages/emoluments
    - regular weekly wage
    - overtime pay
    - commission
    - personal tax allowance applicable
    - taxable income and tax payable
    - labour cost and analysis
- Observing/Detecting proficiency in the use of an electronic calculator:
    - observation
    - based on class work
    - in marking quizzes and tests
- Determination of rates;
    - mileage – miles per gallon
    - cost per mile
    - wage bill per week
    - rate applicable in arriving at – utility bills
- Development of proficiency in using the calculator:
    - observation
    - inspection of class work
    - reviewing calculation pertaining to test

INSTRUCTIONAL METHODS
- Lectures
- Demonstrations
- Discussions
- Simulations
- Project(s)
- Presentations

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ASSESSMENT PROCEDURES

Course work Requirements		60%
·	Oral Assignment/presentations	5%
·	Written Assignment	8%
·	Mid-semester test/quizzes	15%
·	Group Project	30%
Final Assessment		**40%**
·	Written	30%
·	Practical Assessment	10%
Total		**100%**

ASSESSMENT PROCEDURES

Students will take responsibility for their own academic achievement. Students will demonstrate their commitment to their own goal of educational advancement by attending classes, completing assigned work, and complying with existing copyright legislations. To successfully complete this course, a student must pass **ALL** the different components of the course.

FEEDBACK

Students will be given rubrics and grading schemes within the first contact period of the course. Each student will also be given written and oral feedback. Feedback will be immediate and no longer than one week after a task is assessed. Feedback may be documented on assessment evidence.

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THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

COURSE NAME:	Oral Communication
COURSE CODE:	COMM2301
CREDITS:	3
CONTACT HOURS:	45 (45 hours theory)
PRE-REQUISITE(S):	Communication I (COMM1101) Communication II (COMM1202)
CO-REQUISITE(S):	None
SEMESTER:	

COURSE DESCRIPTION:

The focus of this course is to help students improve speech habits and develop strategies for effective oral communication.

COURSE OUTCOMES:

Upon successful completion of this course, students should:

1. apply effective listening to a variety of oral presentations
2. demonstrate command of presentation skills in a variety of oral presentations
3. generate a speech appropriate to a given situation
4. integrate non-verbal components in a variety of oral presentations
5. respond critically to your and other's oral presentations

UNIT I - Listening   (5 hours)

Learner Outcomes:

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

1. describe the basic elements of effective listening
2. assimilate information aurally

Content:

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1. The difference between hearing and listening
2. The four (4) types of listening
3. The listening process
4. Effective listening techniques

UNIT II – Voice Production (8 hours)

Learner Outcomes:

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

1. manipulate their vocal instrument to communicate their speeches effectively
2. identify the vocal components of given speeches

Content:

1. Breath and voice production
2. Management of emotional anxiety
3. Components of vocal expression
   a. pace
   b. projection
   c. inflection (stressing)
   d. pronunciation (articulation) and diction (enunciation)
   e. vowel and consonant sound

UNIT III – Speech Composition (16 hours)

Learner Outcomes:

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

1. compose different types of speech
2. deliver different types of speech

Content:

1. Types of speech
   a. extemporaneous, manuscript, memorized, impromptu
2. Speech purpose
   a. persuade

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b. inform
　　　　c. entertain
　3. Creating speeches for different occasions
　4. Analyzing the situation
　5. Selecting the right medium
　6. Adapting to your audience
　7. Planning and delivery of special occasion speeches
　　　　a. Welcome
　　　　b. Introduction
　　　　c. Vote of thanks
　　　　d. Toast
　8. Planning and delivery of keynote speeches
　　　　i. Choosing a topic
　　　　ii. Creating an outline
　　　　　　a. Finding and incorporating sources
　　　　　　b. Using rhetorical strategies
　　　　　　　　i. Repetition, rhetorical questions
　　　　　　　　ii. Word choice
　　　　　　　　iii. Appeals (logos-logic, ethos-ethics, pathos-emotion)

UNIT IV – Speech Delivery   (16 hours)

Learner Outcomes:

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

1. devise an effective speech delivery plan
2. incorporate various non-verbal components to improve speech delivery

Content:

1. Non-verbal delivery component of speech delivery
   a. Para-linguistics
       i. Gestures
       ii. Facial expression
       iii. Artefacts- props, dress
       iv. Posture
       v. Proxemics
   b. Choosing your presentation method
   c. Practicing your delivery
   d. Overcoming anxiety
   e. Visual aids

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     i.PowerPoint presentations
     ii.Charts/banners

METHODS OF DELIVERY:

1. Lectures
2. Demonstrations
3. Discussions
4. Group Work
5. Presentations
6. Speeches

METHODS OF ASSESSMENT AND EVALUATION:

1. Continuous Assessment

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Rubric for Oral Presentation

INTRODUCTION	5	4	3	2	1	SCORE
	Introduction is new, original and intelligent at a level appropriate to the audience.	Gets audience attention immediately by starting with a statement/ relevant humor	Makes the audience curious to hear about the topic	Is underdeveloped and irrelevant	No Introduction used.	
MAIN POINT	**9-10**	**7-8**	**5-6**	**3-4**	**1-2**	
	Is fully developed and organized and moves into the topic from Introduction easily	Clearly addresses the question and focuses on the topic	Not always clear and is developing	Difficult to identify and does not emerge in the presentation	No main point used	
SUPPORTING MATRIALS	**9-10**	**7-8**	**5-6**	**3-4**	**1-2**	
	All supporting materials are backed by strong evidence displaying a superior control of the presentation	Logical and relevant, backs all topics with examples	Lacks originality or adequate development	Generalized or inappropriate with no relevance to the topic	No supporting materials used	
TRANSITORY POINT	**5**	**4**	**3**	**2**	**1**	
	Transitions from one topic to another is very smooth and natural	Discusses pre-prepared sub-topics in a logical order	Divides the topic into three or four sub-topics and moves between them randomly	Transitions from one point to another is not coherent	No transitory point used	
VOCAL						

DELIVERY	5	4	3	2	1
	Delivery appears spontaneous throughout; notes may assist but do not interrupt or interfere with delivery	Appropriate pronunciation is maintained. Speech is spontaneous throughout; notes may assist the speaker but do occasionally interrupt the flow	Speech is hampered by occasional lazy articulation such as slurring or run- together words appearing to be spontaneous	Inappropriate or ineffective articulation, which disrupts communication with the audience	The speaker fails to communicate and is not intelligible
EFFECTIVE LANGUAGE	9-10	7-8	5-6	3-4	1-2
	Clear and distinctive words, expressions, and sentence structures; rapt audience attention	Clear word choices and expressions; no grammatical errors	Generally clear delivery; minor articulation problems, such as but not limited to, slurring or running words together	Muddled meaning; distracting in sentence structure or word usage	Consistently incorrect usage of words or phrases – and /or – offensive language
OVERALL ORGANIZATION	5	4	3	2	1
	Clear purpose; exceptionally well organized, developed and supported ideas	Main idea clear with relevant examples and smooth flow	Main idea evident; however, weak organizational structure	Ideas not focused or developed; unclear purpose	No organization is evident
CONCLUSION	5	4	3	2	1

	Outstanding topic review; strong sense of closure	Satisfying review of highlights	Acceptable work needing additional development	Abrupt, ending without connection to subject	No conclusion	
TOTAL						

1. When the subject does not use any of the necessary criteria
2. The subject makes an effort but fails
3. Acceptable: When the subject meets the basic requirement
4. Good: When the subject is well-prepared and hence would do very well in a prepared presentation
5. Excellent: When the subject is a natural communicator and can talk about the topic with ease

RESOURCE MATERIAL:

<u>Recommended:</u>

Lucas, S.(2004).*The art of public speaking*, Boston: McGraw-Hill

<u>Additional Reading</u>

Alder, Ronald B..Proctor Russell F,.Rosenfeld,Lawrence B,(2004). Interplay
The process of interpersonal communication. 9th edition. Oxford: Oxford University Press

EBSCOhost database
https://www.ebscohost.com/

Springer E-Books
http://link.springer.com/

THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

COURSE NAME:	Fundamentals of Accounting
COURSE CODE:	ACCT1101
CREDITS:	3
CONTACT HOURS:	45 (45 hours theory)
PRE-REQUISITE(S):	None
CO-REQUISITE(S):	None
SEMESTER:	

COURSE DESCRIPTION:

This course is designed to help students acquire competency in the preparation of accounting transactions and its relevance to the workplace. The course progresses from the identification and preparation of source documents, to recording and posting of transactions to books of original entries, posting to the relevant ledgers through to the preparation of financial statements. Areas of emphasis will include post trial balance adjustments such as accruals, prepayment, depreciation and provision for bad debts.

COURSE OUTCOMES:

Upon successful completion of this course, students should:

1. demonstrate an understanding of the fundamental accounting principles and their application in the business world

UNIT I – Accounting Framework   (3 hours)

Learner Outcomes:

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

1. define the term accounting

2. explain the difference between accounting and book-keeping

3. state the purpose of accounting to individuals and organizations
4. reproduce the accounting cycle using a flow chart
5. explain the elements of the balance sheet (statement of financial position) equation
6. distinguish among assets, liabilities and capital
7. prepare a simple balance sheet correctly classifying elements of balance sheet equation
8. distinguish between revenue and expenditure

Content:

1. Definition of 'accounting
2. Accounting versus book-keeping.
3. 'The importance of financial accounting to various individuals, accounting professionals and organizations
4. The accounting cycle
5. The accounting equation
6. Distinction among assets, liabilities and capital
7. An introduction to the Statement of Financial Position (balance sheet)
8. Revenue and expenditure

UNIT II – Accounting Concepts and Conventions and introduction to conceptual framework (3 hours)

Learner Outcomes:

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

1. list the fundamental accounting concepts, assumptions, principles and constraints governing the recording of accounting entries;
2. explain the fundamental accounting concepts, assumptions, principles and constraints governing the recording of accounting entries;
3. apply current accounting concepts, and conventions according to International Financial Reporting Standards (IFRS)/(IAS) to accounting problems;
4. Categorize sub-elements for the qualitative characteristics of accounting information

Content:

1. Characteristics of accounting information
2. Accounting concepts, principles, assumptions and constraints.

    i. Concepts:
         -Prudence
         -Consistency
         -Realization

-Objectivity
                    -Duality
   ii.   Principles
                    -Historic costs
                    -Revenue recognition
                    -Matching or Accrual
                    -Full disclosure
   iii.   Assumptions
                    -Business/Economic Entity
                    -Going Concern
                    -Money measurement
                    -Periodicity
   iv.   Contraints
                    -Cost-benefits
                    -Materiality
                    -Industry practice
                    -Conservatism

UNIT III –Conceptualization Framework   (2 hours)

Learner Outcomes:

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

1. explain the meaning of the conceptual framework
2. discuss the nature and purpose of a conceptual framework

Content:

1. The conceptual framework:
   a. Purpose of conceptual framework
   b. Objectives of financial statements
   c. Performance and position
   d. Recognition
   e. Measurement

UNIT IV – The Ledger, Trial Balance and Simple Financial Statements   (9 hours)

Learner Outcomes:

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

1. record double entry transactions for assets, liabilities, capital, revenue and expenses
2. distinguish between the types of ledgers

3. record accounting entries in the appropriate ledgers
4.   balance ledger accounts
5. extract a trial balance from ledger balances
6. prepare a Statement of Comprehensive Income (simple income statement) and Statement of Financial Position (balance sheet).

Content:

1. Description of the general ledger
2. Types of ledgers
3. Double entry recording for assets, liabilities, capital, revenues and expenses
4. Balancing of ledger accounts
5. Preparation of a trial balance
6. Preparation of a simple Statement of Comprehensive Income (simple income statement) and Statement of Financial Position

UNIT V - The Journals and Ledgers   (6 hours)

Learner Outcomes:

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

1. state the use of the general journal and subsidiary journals
2. prepare journals from source documents
3. post transactions from the journals to the appropriate ledgers

Content:

1. The general journal
2. The purchases journal
3. The sales journal
4. The returns journal
5. The Sales Ledger
6. The Purchases Ledger
7. The General Ledger
8. Debit/Credit Note
9. Invoices/Receipts
10. And other source documents

UNIT VI – Post Closure Calculations, Adjustments and Recordings   (14 hours)

Learner Outcomes:

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

1. define depreciation
2. discuss possible causes of depreciation
3. calculate depreciation charges, using the straight line and reducing balance methods
4. record depreciation charges on the books, using the double entry system
5. record entries for disposal of non-current assets
6. define bad debts and provision for bad debts
7. record entries for bad debts and provision for bad debts using the double entry system
8. distinguish between accruals and prepayments
9. record adjustments relating to accruals and prepayments in the ledger
10. prepare a set of final accounts for a sole trader from a trial balance

Content:

1. Depreciation and provision for depreciation
2. Causes of Depreciation
3. Depreciation calculation
4. Double entry for depreciation
5. Double entry for disposal of non-current assets
6. Bad debts and provision for doubtful debts
7. Double entry for bad debts and doubtful debts
8. Accruals and prepayment for revenue and expenses
9. Application of adjustments to final accounts

UNIT VII – Cash Book and Bank Reconciliation Statement   (4 hours)

Learner Outcomes:

1. state the purpose of a cash book
2. prepare a three column cash book
3. identify factors that account for differences in the balance in the cash book and the bank statement
4. prepare an updated cash book
5. prepare bank reconciliation statements

Content:

1. The three column cash book
2. The banking system:
   a. deposits and withdrawal slips
   b. preparing cheques
   c. interpretation of bank statements
3. Updated cash book
4. Bank reconciliation statement

METHODS OF DELIVERY:

1. Lectures
2. Engagement/Discussions
3. Scenarios/Mini-cases
4. Guest Lectures
5. Presentation(s)
6. Demonstration(s)

METHODS OF ASSESSMENT AND EVALUATION:

1. Common Coursework   20%
2. College Coursework   20%
3. Final Examination (2 hrs)   60%

Lecture / Tutorials: 41 hoursUnit Test 1 and 2: 2 hours Final Examination: 2 hours

RESOURCE MATERIAL:

Prescribed:

Sangster, A., & Wood, F. (2008). *Business accounting 1* (latest edition.). NJ: Pearson Education.

Recommended:
ACCA Paper 3

Certified Accounting Technician (CAT) - Drafting Financial Statements

Websites:
IAS
www.iasplus.com
www.ebscohost.com

THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

COURSE NAME:	PROMOTING CUSTOMER SERVICE AND WORKPLACE RELATIONSHIPS
COURSE CODE:	CSWR1104
CREDITS:	3
CONTACT HOURS: 45	
PRE-REQUISITE(S):	None
CO-REQUISITE(S) :	None

COURSE DESCRIPTION

This course is designed to enable students to develop the requisite skills, knowledge and attitudes to promote customer service and workplace relationships. It is designed to equip students how to adequately communicate information and instructions relating to organisational operations. Emphasis is made on methods for requesting work instruction, delivery and report writing and contributing to meeting/discussions. Students will also learn strategies that can be used to promote a harmonious and professional work environment. The course also outlines procedures involved in identifying workplace problems and the corrective action to be taken in resolving them. It also deals with the cultural awareness that workers need to portray in order to communicate effectively and deal with customers from diverse cultural and ethnic backgrounds.

COURSE OUTCOMES:

Upon completion of this course, the student are competent when they are able to:

8. Describe how clear, concise and effective communication contributes to work-related meetings
9. Explain self-evaluation on language performance
10. List relevant strategies for effective communication
11. Examine the importance of completing reports and providing references in a timely manner
12. List procedures for writing logical and fact-based reports using the organisation's jargon
13. Examine the components of effective communication within the organisation
14. Explain the different interpersonal skills that may be used to develop rapport, promote confidence and accuracy in communication
15. Explain the benefits of having good relationships with customers
16. State factors to consider when formulating reports
17. Describe types of work environment and organisational structures
18. Discuss techniques/strategies used to identify causes of problems
19. Define the extent, cause and nature of a problem and possible causes of this problem
20. Discuss a range of possible options for the resolution of the problem
21. Explain how to select and implement corrective action to resolve the problem and guidelines for documenting details of the problem-solving process
22. Define relevant terminologies/concepts

23. Examine features of cultural diversity
24. Identify different cultural groups within Jamaican/Caribbean society
25. Examine industry best practices for dealing with cultural diversity at the workplace
26. Explain the value of human relations skills in dealing with customers from diverse cultural and ethnic backgrounds

UNIT I: COMMUNICATE INFORMATION RELATING TO WORK ACTIVITIES (10 hours)

<u>Learner Outcomes:</u>
Upon completion of this unit, students are competent when they are able to:
1.1. Produce accurate written reports
1.2. Demonstrate good oral and listening techniques
1.3. Request and provide work instructions and information
1.4. Deliver presentations with clarity and accuracy

Content:
To include but not limited to:
- Effective communication skills:
  - Practising active listening
  - Using appropriate words, behaviour and posture when communicating
  - Expressing an individual perspective
  - Clarifying, summarising and questioning
  - Identifying and evaluating verbal interactions in a non-judgmental way
  - Ensuring responses are culturally appropriate
  - Expressing own philosophy, ideology and background and exploring the impact of this on the communication
- Communication methods include:
  - Verbal (face-to-face, telephone)
  - Written (paper-based, electronic)
- Knowledge of:
  - Slang and colloquialisms
  - Syntax and grammar of language
  - Interviewing techniques
  - Specialist vocabulary
- Methods for presenting information within the work context:
  - Auditory
  - Tactile-kinesthetic
  - Visual
- Nonverbal communication includes:
  - Gestures
  - Facial expression
  - Posture
- Active listening and communication techniques include:
  - Maintaining eye contact
  - Facing the speaker
  - Responding appropriately to prompts and focusing solely on customer
  - Effective questioning techniques
- Interview techniques include:
  - Behavioural
  - Traditional

- Situational
- Interviews will be carried out within requirements established by:
  - Relevant conventions relating to the rights of individuals
  - Organisation's policy and procedures
  - Relevant legislation
  - Relevant programme standards
- Types of interviews:
  - Related to candidate's competency needs
  - Verification of candidate's competency with third party
  - Related to collecting evidence of candidate's performance

UNIT II: CONTRIBUTING TO EFFECTIVE WORKPLACE RELATIONSHIP (15 hours)

Learner Outcomes:
Upon completion of this unit, students are competent when they are able to:
- 2.1. Display interpersonal skills
- 2.2. Apply problem-solving skills
- 2.3. Build professional networks
- 2.4. Negotiate solutions
- 2.5. Maintain professional relationships
- 2.6. Prepare written materials
- 2.7. Communicate effectively and build rapport

Content
To include but not limited to:
- Enhancing effective communication:
  - Utilising the five "Cs" of effective communication:
    - clear
    - concise
    - correct
    - constructive
    - courteous
  - Demonstrating appropriate language use
- **Interpersonal skills include:**
  - Applying consultative methods, techniques and protocols
  - Summarising and paraphrasing
  - Using appropriate body language
  - Networking
  - Seeking feedback from group members to confirm understanding
- **Individual differences include:**
  - Age
  - Gender
  - Culture
  - Educational background
  - Social background
  - Disabilities
  - Language
  - Beliefs/Values
  - Religious/Spiritual observances
  - Economic background

- **Written information can be:**
  - Minutes of meetings
  - Facsimiles
  - Handwritten and printed materials
  - General correspondence
  - Marketing materials
  - Electronic mail
  - Telephone messages
  - Internal memoranda
  - Briefing notes
- **Business technology includes:**
  - Telephone
  - Photocopier
  - Internet/Extranet/Intranet
  - Computer
  - Personal schedules
  - Email
  - Facsimile machine
  - Digital camera
  - Scanner
- **Feedback to improve promotional activities:**
  - Use of media
  - Accuracy and sufficiency of information
  - Benefits to organisation
  - Participation of competitors
  - Liaison with networks
  - Appropriateness of audience
  - Impact of message
- **Coaching assistance facilitates:**
  - Problem solving
  - Fair and ethical practices
  - Providing feedback to another team member
  - Presenting and promoting a positive image of the collective group
  - Providing encouragement
  - Non-discriminatory processes and activities
  - Acknowledging and respecting the contribution of all participants
- **Internal and external meetings include:**
  - Professional associations
  - Peer groups
  - Team meetings
  - Division meetings
  - Business social functions

UNIT III: SOLVE WORKPLACE PROBLEMS   (10 hours)

Upon completion of this unit, students are competent when they are able to:
  3.1. Identify the problem
  3.2. Determine the cause of the problem
  3.3. Determine the corrective action
  3.4. Implement the solution to the problem

Content

To include but not limited to:

- **Activities, products, services may include:**
  - Financial planning
  - Credit management
  - Insurance products and claims
  - Retail banking services
- **Extent, cause and nature of problem include:**
  - Documents/records of transaction(s) misplaced/lost
  - Service standards not being met
  - Customer's lack of understanding of the product
  - Disallowed claims
  - Employer error
- **Necessary/relevant information includes:**
  - Personal details of person with the problem
  - Organisation's policy relating to type of problem
  - Dates, times, place and other details of problem
- **Sources of information include:**
  - Company manuals
  - Memoranda
  - Colleagues
  - Company website
  - Records
- **Criteria for information:**
  - Concise
  - Up-to-date
  - Relevant
  - Comprehensive
  - Accurate
- **Problem-solving tools and analytical techniques include:**
  - Step-by-step problem-solving approach
  - Organisational policies and procedures
  - Using deadlock breaking techniques
  - Industry dispute settlement procedures
- **Deadlock breaking techniques include:**
  - Preparing a compromise
  - Resting the positions
  - Deferring the decision
  - Clarifying positions
- **Organisational policies and procedures include:**
  - Anti-discrimination legislation
  - Fraud control standards
  - Consumer legislation
  - Ethics and accountability standards
  - Industry standards

UNIT IV: OPERATE IN A CULTURALLY DIVERSE WORK ENVIRONMENT

(10 hours)

Upon completion of this unit, students are competent when they are able to:

4.1. Communicate effectively with culturally diverse customers

4.2. Assist with international tourists

4.3. Evaluate and handle cross-cultural misunderstandings

4.4. Appreciate varied features of local and international cultures

Content

To include but not limited to:

- **Relevant terminologies/concepts:**
    - Culture and cultural diversity
    - Customers
    - Communication (verbal/non-verbal)
    - Cultural awareness
- **Customers:**
    - Different levels within the enterprise)
    - Internal customers (employees within the organisation)
    - External customers (outside clients)
- **Customers:**
    - Those with special cultural needs
    - International tourists from various nationalities, cultural and ethnic groupings
    - Those with special needs
- **Principles that underpin cultural awareness:**
    - Incorporating other people's cultural backgrounds, beliefs and values into the service provided
    - Adjusting personal style to accommodate other beliefs and values
    - Practising respect – asking questions about personal preferences of others
    - Learning continuously about others in relation to self
- **Some features of cultural diversity:**
    - Race
    - Language
    - Special needs
    - Disabilities
    - Family structure
    - Gender
    - Age
    - Religious practices
- **Some religious/cultural groups in the Caribbean:**
    - Seventh Day Adventists
    - Jews
    - Rastafarians
    - Hindus
    - Muslims
- **Awareness of cultural customs and practices of different nationalities and ethnic groups to include:**
    - Family obligations
    - Language spoken

- Work ethics
- Product preferences
- Forms of address
- Recognised holidays
- Levels of formality/informality
- Non-verbal behaviour
- Personal grooming
- Customs
- **Forms of communication:**
  - Written (including letters and posters)
  - Non-verbal communication:
    - body language
    - physical characteristics
    - listening
    - voice
    - space
    - posture
    - symbols, including sign language
  - Verbal or oral (including speeches)
- **Some communication barriers:**
  - Gender issues
  - Noise
  - Bias and stereotyping
  - Technical jargon
  - Cultural differences – including language
  - Words that conflict with body language
  - Lack of empathy
- **Organisations from which customer service agents may obtain assistance when required:**
  - Diplomatic services
  - Appropriate government agencies
  - Interpreting services
  - Local cultural organisations
- **Some ways of dealing with language barriers:**
  - Making an attempt to communicate with customers/colleagues in their own
    language on diverse occasions such as:
    - taking part in meetings, giving simple directions or instructions
    - answering simple inquiries
    - meeting/saying farewell to customer/colleague
  - Using gestures or simple words in the customer's language
  - Drawing diagrams

ASSESSMENT

Students will take responsibility for their own academic achievement. Students will demonstrate their commitment to their own goal of educational advancement by attending classes, completing assigned work, and complying with existing copyright legislations.
To successfully complete this course, a student must pass **ALL** the different components of the course (tests, essay/project and presentation) with a minimum mark of 50% (C) in each.

METHODS OF ASSESSMENT AND EVALUATION:

No.	Suggested Unit/Unit Cluster	Assessment Strategy	Weight
Ongoing Assessment   Requirements
1	**I, II, III, IV**	Oral Assignment	20%
2	**I, II, III, IV**	Written Assignment	20%
3	**I, II, III, IV**	Group Project	40%
4	**I, II, III, IV**	Demonstration	20%
Total			**100%**

FEEDBACK

Students will be given rubrics within the first contact period of the course. Each student will also be given written and oral feedback. Feedback will be immediate and no longer than one week after a task has been assessed. Feedback may be documented on assessment evidence.

METHODS OF DELIVERY:

- Formal lectures
- Discussions
- Reporting events and incidents
- Interviews
- Discussions
- Description of pictures and online activities
- Demonstrations
- Case studies
- Presentations

RESOURCES

American Hotel & Lodging Educational Institute (AHLEI). (2021). *Hospitality & Tourism Management*
        (2nd ed.). AHLEI, Chicago, IL
Boone, L. E., & Kurtz, D. L. (n.d.). *Contemporary Business. (14th ed.)*. NY: Wiley and Sons.
Bradley, S. (2003). *Customer Service* (Level 2). United Kingdom, Heinemann Educational Publishers.
Daft, R. L., & Marcie, D. (2010). *Understanding Management*. Cengage Learning.
Evans, D. (1990). *People, Communication and Organizations*. New Jersey: Prentice Hall Inc.

THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

COURSE NAME:	SUPERVISING PERSONNEL
COURSE CODE:	SUPE2200
COURSE HOURS:	45 HOURS
CREDIT VALUE:	3
PRE-REQUISITES:	NONE
SEMESTER:	IV

COURSE DESCRIPTION:

This course is designed to give students the knowledge, skills, and aptitudes in supervision of the personnel resources of the organization. Students will be exposed to the different legislations and regulations related to the subject, personnel development strategies, supervisory strategic and organizational behavior theories.

COURSE OUTCOMES:

Upon completion of this course, students are competent when they are able to:

1. apply relevant Organizational Behaviour Theories to their work.
2. develop the pre-requisite competencies to supervise personnel under leadership.
3. monitor trends in the field of personnel resource management.
4. adhere to legal, regulatory, company policies and regulation in executing their functions plan, organize and implement strategies for the development of their staff.
5. develop and implement strategic and operational plans for carrying out the various personnel functions and processes.
6. develop and submit for approval relevant budgets.
7. conduct relevant research and surveys on personnel issues.
8. devise and implement strategies to enhance staff motivation, productivity, and staff-satisfaction levels.
9. develop and employ appropriate leadership styles to execute own work activities.

UNIT I: APPLY ORGANIZATIONAL BEHAVIOUR THEORIES TO WORKPLACE ACTIVITIES   (6 HOURS)

Learner Outcomes:

Students are competent when they are able to:

1. explain the importance of organizational behaviour theory to supervision of personnel.
2. investigate the effect of an organization's culture on employees and their behaviour/motivation.
3. craft relevant leadership strategies using organizational behaviour theories.
4. research organizational behaviour theories relevant to personnel issues.
5. employ research finds to solve issues and or supervise personnel.
6. use motivational theories to empower staff and improve performance.
7. evaluate the impact of group dynamics on the organization.
8. use organizational behaviour theories to create positive and productive work environment and culture.
9. apply knowledge of organizational structure and culture to enhance performance.
10. make positive adjustments to organizational change and work-related stresses.

Content:

1. Factors of Motivation
2. Early Motivation Theories:
    a. Hierarchy of Needs
    b. Theory X and Theory Y
    c. Two Factor Theory
    d. McLelland's Theory of Needs
    e. Herzberg Hygiene Theory
3. Contemporary Theories of Motivation:
    a. Self Determination
    b. Goal Setting Theory
    c. Self-Efficacy Theory
    d. Reinforcement Theory
    e. Equity Theory
    f. Expectancy Theory
4. Job Characteristic Model
5. Group Dynamics
6. Organizational Culture and Structure.

UNIT II: SELECT AND RECRUIT PERSONNEL   (8 HOURS)
Learner Outcomes:

Students are competent when they are able to:

1. understand recruitment policies and procedures for hiring competent and capable staff.
2. conduct need analysis to identify the gaps for staff recruitment.
3. develop criteria for selecting the most suitable staff for recruitment.
4. identify the criteria for staff selection.
5. prepare staff profiles for positions identified to be filled.
6. draft for approval advertisements for staff positions.
7. process applications received and created short listings.

8. prepare selection criteria.
9. organize and guide interview panels.
10. adhere to protocols in industry interviews.
11. conduct interviews and make recommendations for employment hrd.
12. follow-up for employment offer to successful candidates.
13. communicate with potential employers' organizations employment decisions.
14. hold preliminary briefing meeting with successful employee.
15. complete relevant documentation.

Content:

1. Needs Analysis process
2. Recruitment policies
3. Interview approaches for selecting categories of staff
4. Appropriate laws and regulations
5. Employment Status:
   a. permanent
   b. temporary (part-time/full-time)
   c. contract (short-term/long-term)
6. Selection of Interview Panel
7. Advertisement Policy Procedure for making employment offers
8. Procedures for communicating decision

UNIT III: CONDUCT STAFF ORIENTATION   (3 HOURS)

Learner Outcomes:

Students are competent when they are able to:

1. adhere to company's orientation policy and communication policy.
2. plan orientation sessions for staff.
3. conduct orientation sessions with staff.
4. explain terms and conditions of employment.
5. introduce new staff to organization stakeholders.
6. prepare and make presentations to stakeholders.

Content:

1. Terms and conditions:
   a. Probationary period
   b. Employment contract
   c. salary and benefits
   d. Nature and permanency of employment (contract, temporary, part-time, full-time, hourly paid)

      e. Performance Management programme

      f. Leave policy

      g. Staff development policy

      h. Separation policy

      i. Job Descriptions

      j. Retirement policy

2. Purpose of Orientation Programme
3. Target group for orientation:
      a. new staff
      b. Existing staff (updates, shifts in policy etc.)
4. Introduction to:
      a. colleagues
      b. work location
      c. job function and responsibilities
      d. internal departments
      e. external stakeholders

5. Presentations:
      a. Orientation Programme
      b. Top Management
      c. Staff meetings
      d. External stakeholders

UNIT IV: SUPERVISE AND MONITOR PERSONNEL PERFORMANCE (6 HOURS)

Learner Outcomes:

Students are competent when they are able to:

1. comply with company's performance and productivity policies.
2. follow the procedures of the performance systems and procedures.
3. initiate steps to improve the performance management system.
4. guide staff in the use of the performance management system.
5. interpret organization strategic performance plan.
6. develop operational performance plans.
7. implement performance appraisal programme.
8. supervise and monitor staff and departmental performance.
9. evaluate performance as per schedule.
10. effect corrective actions to performance issues identified.
11. counsel staff having performance issues.
12. conduct performance appraisal according to company policy.
13. adjust performance plans and targets.

Content:

1. Performance Operational Plans
   a. department
   b. personal
2. Corrective Actions:
   a. non-performance
   b. low performance
   c. poor performance
3. Performance Appraisal Procedures

4. Performance Evaluation schedule:
   a. routine
   b. periodic
   c. annual
5. Performance Issues:
   a. conflict
   b. bottlenecks
   c. resource
   d. interrelationships
6. Performance Appraisal Conduct.

UNIT V: PERFORMANCE ADMINISTRATIVE FUNCTIONS   10 HOURS

Learner Outcomes:

Students are competent when they are able to:

1. calculate administer leave entitlement.
2. provide approve leave requests by members of staff.
3. approve over-time work assignment.
4. approve timesheets submitted.
5. contribute to the payroll function.
6. address staff grievance to resolution.
7. contribute to the administration of staff benefits.
8. recommend acting appointments of staff.

Content:

1. Leave Entitlement:

         a. Vacation

         b. Sick

         c. Compassionate

         d. Study

         e. No-pay

2. Staff Grievances:

         a. policy issues

         b. work related

         c. interpersonal

         d. resource

         e. workload

         f. wage related

         g. benefit related

3. Acting Appointment:

         a. vacant position

         b. staff on vacation

         c. new position to be filled

UNIT VI: SUPERVISE STAFF TRAINING AND DEVELOPMENT   (6 HOURS)

Learner Outcomes:

Students are competent when they are able to:

1. comply with company training and development policies.
2. identify staff training and development needs.
1. develop for approval staff training and development plans.
2. review and approve personal training and development plan of staff.
3. develop for approval budget for staff training and development.
4. monitor approved training and development plans and budgets.
5. implement staff training and development activities and monitor as appropriate.
6. implement strategies to facilitate development and improvement of staff performance.
7. encourage staff to become involved in life-long learning activities.
8. implement training intervention strategies.
9. explain the importance of training and development productivity and performance improvement tools.
10. maintain training and development records.

Content:

1. Implementation:

         a. Internal training

   b. External training
   c. Job rotation
   d. Job coaching
   e. Acting appointments
2. Training and Development Needs Analysis
3. Budget Preparation
4. Departmental Training and Development Plans
5. Development Strategies:
   a. Coaching
   b. Mentoring
   c. Role Modeling
   d. Job Rotation
6. Training Intervention:
   a. On the job
   b. Institutional
   c. Attachment programmes (local, overseas)

UNIT VII: PLAN AND IMPLEMENT STAFF SCHEDULES   (6 HOURS)

Learner Outcomes:

Students are competent when they are able to:

1. adhere to company's policy on staff scheduling.
2. comply with scheduled production activities.
3. schedule staff to meet production requirement.
4. use schedule to maximize productivity and profitability.
5. use software applications where available to roster staff.
6. develop and communicate approved roster to staff.
7. monitor staff schedules and roster.
8. adjust personal roster of staff in keeping with particular circumstances.
9. delegate tasks and appropriate level of authority in keeping with task assigned.
10. prepare reports and maintain records in keeping with policies and procedures.

Content:

1. Production Schedule:
   a. Timing
   b. Production targets
2. Company Policies
3. Circumstance:
   a. leave
   b. training assignment
   c. illness

         d.   understaffing

   4. Software Application

METHODS OF DELIVERY:

1. Lectures
2. Demonstrations
3. Discussions
4. Group Work
5. Presentations
. Field Trips
7. Laboratory activities

METHODS OF ASSESSMENT AND EVALUATION:

No.	Suggested Unit/Unit Cluster Assessment Strategy	Weight
1	Two in-course tests	20%
2	Individual Assignment	20%
3	Seminar (Group Project)	40%
4	Reflection on each Unit	10%
5.	Portfolio	10%
	Total	100%

RESOURCE MATERIAL:

RESOURCES:

Required Readings:

Evans, D. (1990). *People, Communication and Organization*. Prentice Hall Incorp.

Woods, R. H. (2002). Recruitment and Selection 3rd ed. Educational Institute of America

Human Resource:

- Lecturers

- Industry Professionals

THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

COURSE NAME:	ORGANIZATIONAL BEHAVIOUR (Formerly Managing Industry Dynamics)
COURSE CODE:	ORBH1100
CREDITS:	3
CONTACT HOURS:	45
PRE-REQUISITES:	NONE
YEAR/SEM.:	YEAR II, SEMESTER III

COURSE DESCRIPTION:

This course provides opportunities for students to acquire the appropriate knowledge and skills for understanding, analyzing, and predicting human behaviour organizations.

COURSE OUTCOMES:

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

1. apply theories of organization behaviour to the design of work environments.
2. develop the psychological narrative and competence to manage people and their behavior in the workplace.
3. understanding organizational behavior in influencing performance of individuals, groups and organizations.
4. demonstrate an understanding of how to apply behavioral theories to achieve organizational goals and objectives.
5. conduct elementary research to investigate how individuals, groups and organization types impact the organizational effectiveness.
6. analyze organizational behavior cases and make recommendations for problem solving.
7. assess the relevance and applicability of the theories of organizational behavior within Jamaican and Caribbean contexts.
8. assess the determinants of individual behaviour.
9. determine and assess human behaviour in groups and teams.
10. understand human behavior in organizations .
11. apply knowledge to make people and organizations perform more effectively.

UNIT I - USE PSYCHOLOGICAL NARRATIVE AND COMPETENCE TO MANAGE PEOPLE   (6 HOURS)

Learner Outcomes:

Upon completion of this unit, learners will be able to:

1. discuss the psychological narratives to understanding peoples' behavior.
2. identify strategies to manage the psyche of TEAM members.
3. identify the organizational narrative.
4. discuss organizational change.
5. discuss strategies to disrupt the narrative of Change and align TEAM members' personality to the change.
6. evaluate TEAM members' performance and alignment to the Organizational change and behavior.

Content:

To include but is not limited to:
1. Organizational Change
2. Team Evaluation
3. Strategies
4. Psychological Narrative

UNIT II - UNDERSTANDING ORGANIZATIONAL BEHAVIOUR   (4 HOURS)

Learner Outcomes:

Upon completion of this unit, learners will be able to:
1. Evaluate the importance of organizational behavior (OB) in a restaurant.
2. Identify the major disciplines contributing to the field of OB.
3. Assess the challenges and opportunities managers have in applying OB concepts.
4. Compare the three levels of analysis in the OB model.
5. Distinguish between the dependent and independent variables in the OB model in a Caribbean context.
6. Analyze an OB case and make recommendations for action.

Content:

To include but is not limited to:
1. Management and Organizational Behaviour:
    a) Functions, Roles and Skills of Managers
    b) Effective vs. Successful Managers
2. Introduction to Organizational Behaviour:

3. Contributing Disciplines to the field of OB.
4. Overview of the Dependent Variables in OB.
5. Overview of the Independent Variables.
6. The OB Model.
    7. Case Studies in Organizational Behaviour:
        a. Analyzing OB cases

UNIT III - MOTIVATION THEORIES AND APPLICATIONS   (3 HOURS)

Learner Outcomes:

Upon completion of this unit, learners will be able to:

1. explain the Key Elements of Motivation Theories.
2. evaluate the applicability of each of the early theories of motivation to Jamaican workers.
3. evaluate the applicability of each of the contemporary theories of motivation to Jamaican workers.
4. assess the relevance of the job characteristics model to Jamaican organizations.
5. use motivational theories to improve restaurant operations.

Content:

To include but is not limited to:

1. Elements of Motivation.
2. Early Theories of Motivation:
   a) Hierarchy of Needs Theory
   b) Theory X and Theory Y
   c) Two-Factor Theory
   d) McClelland's Theory of Needs
3. Contemporary Theories of Motivation:
   a) Self-Determination Theory
   b) Goal-Setting Theory
   c) Self-Efficacy Theory
   d) Reinforcement Theory
   e) Equity Theory
   f) Expectancy Theory
4. The Job Characteristics Model.

UNIT IV - FOUNDATIONS OF GROUP BEHAVIOUR   (4 HOURS)

Learner Outcomes:

Upon completion of this unit, learners will be able to:

1. Distinguish among the various types of groups in organization.

2. Differentiate between the two main models of group development.
3. Demonstrate how role requirements change in different group situation.
4. Explain how group norms influence an individual's behaviour.
5. Evaluate the effect of group cohesiveness on organizational behaviour.
6. Assess the impact that a group's properties have on its performance.

Content:

To include but is not limited to:
1. Defining and Classifying Groups.
2. Stages of Group Development:
   a) The Five-Stage Model
   b) Punctuated-Equilibrium Model
3. Group Properties:

a) Roles; Norms; Status; Size; Cohesiveness

UNIT V - CREATE A POSITIVE WORK ENVIRONMENT   (7 HOURS)

Learner Outcomes:

Upon completion of this unit, learners will be able to:
1. contrast leadership and management.
2. explain Trait theories of Leadership.
3. assess Contingency Theories of Leadership by their Level of Support.
4. contrast Charismatic, Transactional and Transformational Leadership.
5. apply different leadership styles.
6. explain the five bases of power in organizations.
7. identify the causes and consequences of power in organizations.
8. distinguish between legitimate and illegitimate power behaviours.
9. differentiate among the main views of conflict.
10. manage conflict.
11. use organization behaviour to create positive work environment.
12. apply leadership theories to build effective organization.

Content:

To include but is not limited to:
1. Leadership:
    a) Trait and Behavioural Theories of Leadership
    b) Contingency Theories of Leadership
    c) Inspirational Approaches to Leadership
    d) Charismatic and Transformational Leadership

2. Power:
    a) Contrasting leadership and Power
    b) Bases of Power
    c) Power Tactics
3. Conflict:
    a) Transitions in conflict thought
    b) The conflict process

UNIT VI - USE ORGANIZATIONAL STRUCTURE AND CULTURE   (7 HOURS)

Learner Outcomes:

Upon completion of this unit, learners will be able to:
1. identify the six elements of an organization's structure.
2. distinguish among the common organizational designs.
3. assess the usefulness of new design options for Jamaican organizations.
4. analyze the behavioral implications of different organizational designs.
5. compare the functional and dysfunctional effects of organizational culture on people and the organization.

6. recommend strategies for transmitting culture to an organization's employees.
7. evaluate the effect of culture on organization's effectiveness.

Content:

To include but is not limited to:

1. Organizational Structure:
   a) Elements of an organization's structure
      i. Work specialization; Departmentalization; Chain of Command; Span of Control; Centralization; Formalization
   b) Common and New Organizational Designs
   c) Organizational Designs and Employee Behaviour
2. Organizational Culture:
   a) The role of culture
   b) Creating and sustaining culture
      i. How employees learn culture
      ii. Creating a positive organizational culture

UNIT VII - MONITOR ORGANIZATIONAL CHANGE AND WORK STRESS IN ORGANIZATIONS   (7 HOURS)

Learner Outcomes:

Upon completion of this unit, learners will be able to:

1. Analyze the Sources of Resistance to Change.
2. Assess Lewin's Three-Step Model for Managing Organizational Change.
3. Compare the main Approaches to Managing Organizational Change.
4. Contrast the individual and organizational Approaches to managing stress.
2. Determine the potential sources and consequences of stress.
3. Use approaches to managing stress in the organization.
4. Assess the implications of stress on job satisfaction and performance.

Content:

1. Organizational Change:
   a) Resistance to Change
   b) Approaches to Managing Organizational Change
   c) Lewin's Model of Change
   d) Organizational Development
2. Work Stress:
   a) Potential Sources of Stress
   b) Consequences of Stress
   c) Managing Stress
   d) Implications of work stress for managers

UNIT VIII - CONDUCT STAFF ORGANIZATION AND TRAINING   (7 HOURS)

Learner Outcomes:

Upon completion of this unit, learners will be able to:

1. train dining room staff in the skills necessary to fully execute required service activities.

2. organize Staff.
3. develop restaurant staff schedules and rosters.
4. recognize the objectives and benefits of delegating tasks.
5. conduct staff meetings/debriefing.

Content:

To include but is not limited to:

1. Staff inspection and daily meetings
2. Effective debriefing sessions
3. Training Strategies
4. Scheduling the dining room staff
5. Delegation of authority

METHODS OF DELIVERY

1. Lectures
2. Discussions
3. Demonstration
4. Case studies
5. Presentations

METHODS OF ASSESSMENT AND EVALUATION

The assessment for this course takes the form of:

1. Two (2) theory papers	40%
2. Four (4) practical assessments	60%

CAPSTONE EXPERIENCE DESCRIPTION

Design and implement survey on impact of organizational changes on staff motivation and performance.

RESOURCE MATERIAL

Prescribed:

Robbins, S. P. & Judge, T.A.(2008). *Organizational Behaviour.* (18th ed.). NY. Pearson.

Recommended:

Luthans, F. (2004). *Organizational Behaviour.*(8th ed.). Irvin McGraw Hill