Disney Advanced Studies in Hospitality Management Course

Contact: College Program Education  
Suite #703, Vista Way  
P.O. Box 10000  
Lake Buena Vista, FL 32830

Tel: (407) 827-1244  
Fax: (407) 560-8899

THE DISNEY ADVANCED STUDIES IN HOSPITALITY MANAGEMENT COURSE FOCUS
(44 contact hours)

Credit Recommendation: In the lower division baccalaureate/associate degree category or in the upper division baccalaureate degree category, three semester hours in Hospitality Management, Hotel & Restaurant Management, Hospitality Administration, Management or Business Administration. (2/08)

The Disney Advanced Studies in Hospitality Management Course is an advanced-level course that covers complex issues facing Hospitality leaders today. This course will prepare students to become entry-level managers in the Hospitality industry by exposing them to contemporary operational issues and situations, equipping them with various problem solving methods and teaching them to develop and implement strategic solutions. Topics covered include guest service, leadership, strategic planning, trends and technology, communication, marketing, human resource management, and crisis management. Class content is delivered through lectures, group discussion, learning activities, and case studies.

THE DISNEY ADVANCED STUDIES IN HOSPITALITY COURSE LEARNING OBJECTIVES

- Construct a comprehensive business plan, which will include financial, guest service strategies, human resource, marketing, event planning and crisis response data.
- Assess the health of an organization through analysis of finance statements, guest satisfaction and other operational metrics.
- Integrate and apply concepts and theories in the hospitality industry to derive valid solutions to in-class case studies and scenario-based activities.
- Explain each of the four steps and conduct a SWOT analysis.
- Differentiate the primary selection, hiring, training and retention processes and formulate methods for applying the most effective procedures in class-based scenarios.
- Use demographic data to identify target markets and align strategy.
- Examine the impact of and determine appropriate application of technological advances and new trends in the hospitality industry.

THE DISNEY ADVANCED STUDIES IN HOSPITALITY MANAGEMENT COURSE REQUIREMENTS

ATTENDANCE:
Attendance is required for all of The Disney Advanced Studies in Hospitality Management courses. This is an interactive course that requires each participant's involvement. All students will be allowed two absences with or without excuse (student does not need to call instructor); however, any absences will affect the participant's final grade. On the third absence, the student will automatically be dropped from the course.
THE DISNEY ADVANCED STUDIES IN HOSPITALITY MANAGEMENT COURSE ASSIGNMENTS:

- Completion of a Park audit and submission of a 3-5 page critique
- Collaboration and completion of a group problem-solving activities
- Collaboration and participation in a group project to complete a business plan
- Group presentation of the business plan

GRADING POLICY:

Park Audit ................................................................................. 10%
Quizzes ..................................................................................... 10%
Group Business Plan ................................................................. 50%
  - Weekly Assignments
  - Final Business Plan
Group Business Plan Presentation........................................... 20%
Attendance................................................................................ 10%

_The Disney Advanced Studies in Hospitality Management Course_ is a pass/fail course. In order to earn a passing grade, you must receive an overall score of 70% or better.
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<th>Class Meeting</th>
<th>Learning Outcomes</th>
<th>Assignments to be Completed Prior to Class</th>
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<tr>
<td>1. Introduction (4 hours)</td>
<td>• Establish Class Expectations and Assignments</td>
<td>• Management role assignment.</td>
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<td></td>
<td>• Define Hospitality</td>
<td>• Complete location Vision and Mission</td>
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<td>• Understand the Lines of Business and disciplines within the Hospitality Industry</td>
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<td>• Explore various career paths</td>
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<td></td>
<td>• Introduce the Resort and the project scope</td>
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<td>2. Business Essentials (4 hours)</td>
<td>• Define the four functions of management</td>
<td>• SWOT analysis for the location complete</td>
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<td>• Explain the function of our quality standards</td>
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<td>• Identify the essential elements of a business plan</td>
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<td>3. Finance and Measurement (4 hours)</td>
<td>• Gain an understanding of Key Metrics to controlling a business</td>
<td>• List of measureable items for your location</td>
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<td>• Discuss the difference between Capital and Expenses</td>
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<td>• Understand the Labor Management Process</td>
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<td>• Understand the measurements that drive customer satisfaction</td>
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<td>• Describe Continuous Improvement</td>
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<td>4. Human Resource Management (4 hours)</td>
<td>• Identify various issues related to human resource functions</td>
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<td>• Examine challenges involved in recruiting and hiring</td>
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<td>• Evaluate the importance of training &amp; development</td>
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<td>• Identify the importance of retention and how leadership can affect it</td>
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<td>• Analyze and apply the four Languages of recognition</td>
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<td>5. The Guest (4 hours)</td>
<td>• Define the guests</td>
<td>• Complete the training plan</td>
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<td>• Discover the expectations</td>
<td>• Complete the recognition plan</td>
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<td>• Describe the elements of providing outstanding Guest Service</td>
<td>• What types of Research help us to anticipate the guest needs</td>
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<td>• Identify Guest Service strategies</td>
<td>• Guest Disney trip financial data</td>
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<td>6. Contingency and Crisis Management</td>
<td>• Examine the Incident Command System</td>
<td>• Demographics of the guests for the Resort</td>
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<td>(4 hours)</td>
<td>• Discuss the 8 Critical Task to manage a crisis situation</td>
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<td>• Discuss the Manager’s role in creating a safe and secure environment</td>
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<td>7. Marketing (4 hours)</td>
<td>• Aligning the business with the overall brand</td>
<td>• Bring in a news article regarding a Hospitality Industry that is in the current news</td>
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<td>• Benchmarking and learning from competition</td>
<td>• Park Audit</td>
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<td>8. Event Planning (4 hours)</td>
<td>• Identify the models and methods of scheduling events</td>
<td>• Research best practices of Marketing Strategies of a business similar to your location.</td>
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<td>• Discuss the impact of the metrics affect on the organization</td>
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<td>9. Technology and Future Trends</td>
<td>• Explore technological advances driving efficiency and competition</td>
<td>• Complete the three-five page Organizational Analysis paper of the Service Provider visited</td>
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<td>(4 hours)</td>
<td>• Predict new trends</td>
<td>• Business Plan</td>
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</table>
| 10. Business Plan work week (4 hours) | • Work on group presentations  
• Turn in the outline of the presentation | • Outline of Presentation |
| 11. Presentations (4 hours) | • Business Plan Presentations | • Complete presentation |
Disney Corporate Analysis Course

Contact: College Program Education
Suite #703, Vista Way
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THE DISNEY CORPORATE ANALYSIS COURSE
(37 contact hours and 24 hours of directed activities)

Credit Recommendation: In the lower division baccalaureate/associate or upper division baccalaureate degree category, this course has been recommended by the American Council on Education for three semester hours in Hospitality Management, Hotel and Restaurant Management, Business Administration or Management. (02/00) (1/03) (12/05) (8/08)

The Disney Corporate Analysis course provides an organizational exploration of The Walt Disney Company and covers a variety of topics including its corporate history, structure, governance, performance, and culture. In addition, students will learn more about our Company's concepts around innovation & technology, globalization, history & heritage, corporate social responsibility, and diversity & inclusion. Class content is delivered through lectures, group discussions, learning activities, and situational studies.

THE DISNEY CORPORATE ANALYSIS COURSE LEARNING OBJECTIVES

- Apply knowledge, skills, and behavior needed by leaders to achieve success in The Walt Disney Company
- Discuss the importance of The Walt Disney Company vision, mission, and brand essence and its role in the success of The Walt Disney Company
- Analyze the importance of The Walt Disney Company’s corporate culture and how it creates a competitive advantage for Disney
- Describe components of The Walt Disney Company’s Enterprise Leadership Competencies and how they can be applied in your future career
- Recognize the value of innovation and technology to the success of The Walt Disney Company and its future
- Explore productivity and its significance in The Walt Disney Company’s successful business
- Demonstrate mastery of concepts discussed in class through case studies
- Evaluate the impact of competition, service, and global expansion to The Walt Disney Company
- Identify the various ways The Walt Disney Company is involved with the community and the environment
- Recognize The Walt Disney Company origin, culture, and values
- Compare and contrast how The Walt Disney Company utilizes synergy between business segments with other businesses in the industry
THE DISNEY CORPORATE ANALYSIS COURSE REQUIREMENTS

ATTENDANCE:
Attendance is required for all of The Disney Corporate Analysis classes. This is an interactive course that requires each participant’s involvement. All students will be allowed two absences with or without excuse (student does not need to call instructor), however any absences will affect the participant’s final grade. On the third absence the student will automatically be dropped from the course.

REQUIRED MATERIALS AND READINGS:
Required readings will be distributed in-class by the Instructor.

COURSE ASSIGNMENTS:
• Each participant will be required to complete a variety of assignments including in-class case studies, written assignments, and interactive experiences.
• Participants will take one objective Midterm exam. It will be a multiple-choice response evaluation to assess participant understanding of course material, including in-class instruction and required reading material.
• All assignments are detailed in the Corporate Analysis Syllabus Supplement received in the first class.

GRADING POLICY:
TWDC Year in Review Questions.................................................. 10%
Midterm Exam ................................................................. 15%
Research and Discussion Questions ....................................... 15%
Applied Learning Journal ..................................................... 10%
Corporate Culture Reflection Paper ..................................... 15%
Case Study Discussion/Questions ........................................ 10%
Synergy Field Experience worksheet ................................. 10%
Fortune 100 Compare/Contrast assignment....................... 5%
Attendance ....................................................................... 10%

The Disney Corporate Analysis is a pass/fail course. In order to earn a passing grade, you must receive an overall score of 70% or better.
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| 1. Introduction to Corporate Analysis (3 hours)  | - Establish course norms and expectations  
- Define student expectations and explore personal goals  
- Review Course Syllabus and Supplement including course requirements, evaluations, and sequences of classes  
- Familiarize participants with the resources of the Disney Learning Centers and Cast Service Centers  
- Introduce the Applied Learning Journal, the journaling process, and the Student Performance Feedback Form  
- Understand the requirements of the College Program Writing Guide  
- Define “Segment” and “Enterprise” as they relate to The Walt Disney Company |                                                                                                                                                                                                                                                                             |
| 2. Disney History and Heritage (3 hours)         | - Describe the history of The Walt Disney Company  
- Describe how the culture of The Walt Disney Company started with Walt Disney the man                                                                                           | - Read TWDC Year in Review  
- Sign up for Research and Discussion topic                                                                                                                         |
| 3. Corporate Culture (3 hours)                   | - Define “Corporate Culture” and TWDC 3 Priorities  
- Describe the importance of “Corporate Culture” as it relates to creating competitive advantage  
- Define the Disney Look  
- Describe how the Disney Look relates to Disney Corporate Culture  
- Define the Disney Leadership Competencies  
- Define “Competency” in relation to the Disney Leadership Competencies  
- Define the “Disney Values” and the Four Keys  
- Use the Disney Leadership Competencies to develop individual goals for the College Program experience | - Read Applied Learning Journal  
- TWDC Year in Review Questions DUE                                                                                                                                         |
| 4. Corporate Social Responsibility (3 hours)     | - Discuss the ways that The Walt Disney Company stays involved with the community  
- Discuss the various environmental initiatives the Disneyland® Resort and the Walt Disney World® Resort utilizes to reduce, reuse, and recycle  
- Define “Corporate Citizenship” as it relates to The Walt Disney Company                                                                                                     | - Read Corporate Social Responsibility section of TWDC Year in Review  
- Read 2 articles from the website [www.wdwpublicaffairs.com](http://www.wdwpublicaffairs.com) and prepare for discussion                                                                                     |
| 5. Parks & Resorts and Midterm Review (3 hours)  | - Describe the organizational structure of the Parks & Resorts Segment  
- Discuss technology, creativity, and global expansion examples within Parks & Resorts  
- Define “Productivity” as it relates to The Walt Disney Company  
- Explore the use of vision, mission, and brand essence in maintaining a competitive advantage  
- Understand paradigm shifts and how they relate to decision making  
- Review for Midterm Exam                                                                                                                                                      | - Research & Discussion of Parks & Resorts Topics for Talk Show are DUE                                                                                        |
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| 6. Midterm & TWDC Corporate (3 hours) | • Assess learning through objective Midterm Exam  
• Describe the businesses that fall within TWDC Corporate segment  
• Define the vision and mission of Business units within TWDC Corporate  
• Discuss how the priorities of Technology and Global Expansion are utilized within the Corporate Segment  
• Explore the Walt Disney International business unit  
• Review the concept of Corporate Synergy | • Prepare for midterm exam  
• Read the Walt Disney International portion of The Year in Review |
| 7. Studio Entertainment & Media Networks (3 hours) | • Describe the organizational structure of Studio Entertainment and Media Networks  
• Explore the various business areas within the segments Studio Entertainment and Media Networks  
• Discuss the technology, creativity and global expansion examples for Studio Entertainment and Media Networks | • Applied Learning Journal DUE  
• Research & Discussion of Studio Entertainment and Media Networks Topics for Talk Show DUE |
| 8. Consumer Products & Interactive Media (3 hours) | • Describe the organizational structure of Consumer Products and Interactive Media  
• Explore the various business areas within the segments Consumer Products and Interactive Media  
• Discuss technology, creativity and global expansion examples for Consumer Products and Interactive Media | • Research & Discussion of Consumer Products and Interactive Media Topics for Talk Show DUE |
| 9. Case Studies (3 hours) | • Demonstrate applied learning of Disney culture, values, and competencies through team case studies | • Corporate Culture Reflection Paper DUE  
• Case Study Group Discussion/Questions DUE in class |
| 10. Synergy Field Experience (3 hours) | • Identify practical examples of synergy (for example: high-level partnering and connections) among TWDC segments by exploring a Disney theme park with the perspective of Corporate Analysis  
• Collaborate within each team to complete activities, tasks, and trivia worksheets according to schedule | • Synergy Field Experience worksheet DUE in class |
| 11. Synergy Debrief and Guest Speaker (3 hours) | • Discuss learning gained through the Corporate Analysis experience  
• Debrief the synergy examples found during the Synergy Field Experience and the comparisons of the Fortune 100 companies  
• Discuss the role of Disneyland or Walt Disney World Ambassador | • Prepare for Synergy debrief  
• Fortune 100 Compare and Contrast DUE |
Disney Corporate Communication Course

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THE DISNEY CORPORATE COMMUNICATION COURSE FOCUS (44 contact hours)

Credit Recommendation: In the lower division baccalaureate/associate degree category or in the upper division baccalaureate degree category, three semester hours in Communication, Hospitality Communications, Management or Business Administration. (2/08)

The Disney Corporate Communication Course describes how American companies communicate with key audiences, both internal and external to the corporation. Course introduces students to the communication function and how companies reach a variety of publics to include customers, investors, employees, media, government agencies and communities located in the proximity of the corporation. The purpose of this course is to introduce the students to the purpose and significance of communication within an organization at many levels. Students will learn both the why and how of communication techniques as organizations interface with customers, employees, and the public. As a result, students should have greater understanding of and appreciation for the corporate communication process.

Learning Objectives:
After completing this course, the students should be able to:
  - Identify key functions of organizational communication departments within a corporation
  - Identify the design of a corporate communication strategic planning model
  - Recognize special communication functions, including government, investor, and consumer relations
  - Recognize the significance of communication research
  - Appreciate the value of cost-effective communication planning
  - Define and identify the impact of communication technologies on reputation management and surveillance functions
  - Explore problem solving strategies associated with crisis communication

Course Requirements

Attendance:
Attendance is required for all of the Disney Corporate Communications Course classes. This is an interactive course that requires each student's involvement. All students will be allowed two absences with or without excuse (student does not need to call instructor); however, any absences will affect the student's final grade. On the third absence, the student will automatically be dropped from the course.

Required Textbook: (to be purchased prior to class)

Suggested Readings:

Course Assignments:
- Case Studies
- Exam
- Group Presentation

Group Presentation:
- Students will work in groups to present a corporate communication case study to the class
- The Instructor will assign teams, approve topics, and provide additional details during class
- All group members must be present and everyone in the group must participate in the presentation
- Delivery must include a PowerPoint presentation
- Teams will complete a 10 - 12 minute presentation allowing an additional 3 minutes for Q&A
- Teams are to assume they are the corporate communication team and are using these examples to brief their CEO and senior executive teams on how these would relate to their achieving corporate business goals and objectives
- Teams will reference at least three sources with factual data in support of the topic
- Presentations must reference at least three sources with factual data in support of the topic

Grading Policy:
Case Studies ............................................................ 30%
Final Exam ............................................................... 30%
Group Presentation.................................................... 30%
Attendance & Class Participation .............................. 10%

The Disney Corporate Communication Course is a pass/fail course. In order to earn a passing grade, you must receive an overall score of 70% or better.
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| **Module 1: Introduction and Welcome**  
(4 hours) | • Identify course expectations, policies, and course workload  
• Identify a key model for corporate communication  
• Describe the significance of community, employee, and media relations to an organization  
• Identify “special” communication functions, such as government and investor relations | • Read Introduction, pages xi-xxv in required text, *The Handbook of Strategic Public Relations and Integrated Communications* |
| **Module 2: Planning and Research Functions**  
(4 hours) | • Define the key variables in a strategic communication plan  
• Recognize the value of strategic planning to cost effective communication tactics and program execution  
• Evaluate the importance of spokesperson source selection in communication problem solving  
• Discuss typical communication research methods used to evaluate program effectiveness  
• Assess the relative value of primary and secondary research in terms | • Read Chapter 3: The Role of Research in Public Relations Strategy and Planning, pages 34-59 in required text |
| **Module 3: Media Relations**  
(4 hours) | • Distinguish between traditional and new methods of social and cultural communication  
• Explore the history and consider the viability of traditional media  
• Explore the implications and impact of the “New Media”  
• Illustrate the interaction between age and media uses and gratifications  
• Discuss how the rise of new media penetration has impacted control and flow of news and information to external publics  
• Examine how the growth of new media has changed corporate media relations practices | • Read Chapter 4: Global and Local Media Relations, pages 63-76, and Chapter 5: Broadcast Media Relations, pages 77-89 in required text |
| **Module 4: Community Relations**  
(4 hours) | • Identify and assess the importance of external stakeholders to the company’s long-term viability  
• Differentiate groups based on demographic data  
• Specify messages and channels appropriate to key external audiences  
• Discuss the value of community goodwill as it relates to corporate viability  
• Measure the costs and benefits associated with corporate community relations programs | • Read Chapter 10: The Strategic Uses of Corporate Philanthropy, pages 149-172 in required text |
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| **Module 5: Employee and Customer Communication** (4 hours) | • Diagram communication flows throughout the organization  
• Assess the difficulty of communicating with key internal publics  
• Relate the importance of localized information to the line employee  
• Criticize top-down versus bottom-up corporate communication tactics  
• Explain the value of first line leader communication with key employee publics  
• Question the relative cost effectiveness of traditional mediated employee communication tactics  
• Identify key customers as critical corporate external stakeholders  
• Assess the value of “ally development” plans and tactics  
• Question the cost effectiveness of corporate customer relations functions  
• Discuss typical tactics such as “trade shows” and site visits | • Read Chapter 8: Labor Relations: Union-Management Relations and Negotiations, pages 119-138 and Chapter 15: Managing a Diverse Workforce in a Changing Corporate Environment, pages 23-243 in required text  
• Read Chapter 9: Connecting with Consumers, pages 139-148 in required text |
| **Module 6: Government Relations** (4 hours) | • Identify the variety of governmental agencies which affect corporate viability at the local, state, national and international levels  
• Differentiate between “education” and registered lobbying  
• Explain the differences between authorization and appropriation  
• Discuss communicating with elected officials as special cases of corporate media and community relations programs and tactics | • Read Chapter 31: Public Relations in Government, pages 453-480 in required text |
| **Module 7: Project** (4 hours) | • Group work in preparation for team Corporate Communication project | • Prepare individual research contributions team presentation |
| **Module 8: Management, Trends and Technology** (4 hours) | • Assess the impact of blogs, chat rooms, and Web-based groups on public perception of corporate activities  
• Discuss the value of informal employee communication networks and channels in terms of providing critical, timely information for decision making  
• Explain the value of “futurists” in predicting trends which affect corporate viability  
• Examine the concept of participation with key external publics in terms of providing critical corporate information in a timely manner | • Read Chapter 11: Issues Management: Managing Trends through the Issues Life Cycle, pages 173-188 in required text  
• Read Chapter 14: Media Transformation and the Practice of Public Relations, pages 222-230 in required text |
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<td>and cost effective manner</td>
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| **Module 8 continued** | • Assess the changes in corporate communication practices driven by the rapid evolution of computer-based technologies  
• Compare and contrast the costs and benefits of corporate intranet and Internet-based communication programs and tactics  
• Explain how Web sites have changed the traditional relationships between external media representatives and internal media relations specialists  
• Identify the impact of technology on employee communication programs and the resulting affects on workforce information flows  
• Relate how electronic media have impacted corporate decision making | |
| **Module 9: Crisis Communication (4 hours)** | • Identify three key questions asked in crisis communication cases  
• Assess the value of rapid response communication planning  
• Examine the importance of media relations training in terms of rapid and credible response  
• Explain the need to invest in realistic crisis communication training scenarios  
• Discuss the value of in-depth communication team training | • Read Chapter 12: A Strategic Approach to Crisis Management, pages 189-206 in required text  
• Read Chapter 17: Ethical Implications of Corporate Communications, pages 286-300 |
| **Module 10: Group Presentations (4 hours)** | • Present and submit final group research project | • Prepare group presentation including outline, PowerPoint and handouts |
| **Module 11: Final** | • Assess learning through objective exam | • Prepare for final |
Disney Creativity and Innovation Course

Contact: College Program Education  
Suite #703, Vista Way  
P.O. Box 10000  
Lake Buena Vista, FL 32830

Disney Creativity And Innovation Course (44 contact hours)

Credit Recommendation: In the lower division baccalaureate/associate degree category or in the upper division baccalaureate degree category, three semester hours in Management, Business Administration, Organizational Development, Hospitality Management, or Management Development. (2/08)

The Disney Creativity and Innovation Course combines theory and experiential assignments to introduce students to the main concepts of creativity and innovation. It will explore their crucial importance to individuals, organizations, and the entrepreneurial process. Students will learn various tools to promote creativity within themselves and others, processes to increase innovation, how to contribute to a creative team, how to manage creativity, and how to establish a culture of creativity within an organization. As a result, students should have greater understanding of and appreciation for the creative/innovative processes and be better able to harness and direct those forces for themselves and others. This course prepares students to contribute in a unique and productive way to today’s entrepreneurial and organizational demands.

Learning Objectives
After completing this course, the students should be able to:
• Differentiate between the creative person, process, product and environment.
• Explain the key aspects of the innovative process.
• Define the aspects of the “intersection” and its importance in innovation.
• Validate why creativity and innovation are important for entrepreneurial and corporate growth.
• Assess creative development and prescribe a plan of action to enhance the ability to think more creatively and foster innovation.
• Apply four primary tools for encouraging individual and group creativity.
• List major barriers to managing creativity and innovation.
• List primary management techniques to facilitate creativity and innovation.
• Specify ways an organization can encourage and discourage a culture of creativity and innovation.
• Explain the primary dimensions of the 7 Levels of Change.

Course Requirements

Attendance:
Attendance is required for all of the Disney College Program Creativity and Innovation: Gaining the Edge Course classes. This is an interactive course that requires each student's full involvement. All students will be allowed two absences (student does not need to call instructor). On the third absence the student will automatically be dropped from the course. Any absences will affect the student's final grade and students will be accountable for all material and assignments covered in that class.
**Required Textbook and Materials:**

*Textbook (to be purchased prior to class)*

*Materials (covered by course fee)*

**Course Assignments:**
- Complete specific weekly assignments which support the class content and help make a transition to the next week’s content.
- One multiple choice test covering: theories, primary elements, and the main organizational tools of creativity and innovation
- Content and design of *Creativity and Innovation: Gaining the Edge* Journal
- Final group presentation

**Grading Policy:**
Weekly Assignments ................................................ 25%
Creativity and Innovation Journal ............................. 20%
Exam ........................................................................ 15%
Group Presentation.....................................................10%
Attendance ............................................................... 10%
Class Participation.................................................... 20%

The Disney Creativity and Innovation Course is a pass/fail course. In order to earn a passing grade, you must receive an overall score of 70% or better.
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| **1. Nature of Creativity:** Person, Process, Product and Environment (4 hours) | • Recognize characteristics of creative individuals.  
• Explain the key elements of the creative thought process.  
• Differentiate between creative and logical thought.  
• Identify methods for increasing creative flow.  
• Recognize obstacles to creativity.  
• Explain how 7 Levels of Change relates to creativity and innovation. | • None |
| **2. Nature of Innovation:** Making the Idea a Reality (4 hours) | • Differentiate the key elements of Level 1 and 2 thinking: Effective and Efficient.  
• Differentiate between creativity and innovation.  
• Identify thought processes that help businesses innovate.  
• Differentiate truths from myths about innovation.  
• Recognize the benefits of ambidextrous innovation and cross-pollination of ideas.  
• Differentiate examples of exploratory and concentrated thinking.  
• Identify key components of innovation.  
• Classify innovations by innovation type.  
• Apply the innovation process to social, environmental, and political issues. | • Read Ch. 1-2 in 7 Levels of Change, Effectiveness and Efficiency  
• Create journal entries (continuous). |
| **3. Need for Creativity and Innovation in Organizations** (4 hours) | • Recognize the importance and impact of creativity and innovation on a variety of industries.  
• Describe models of creative problem solving.  
• Apply divergent and convergent thinking to identify innovative opportunities in current world trends. | • Interview assignment: Interviewing the Creative/Innovative—write a one page imaginary “interview” and be prepared to give a two-minute summary highlighting your discoveries. (typed)  
• **Optional:** Read an article about whether Steve Jobs is innovative or creative. As a supplement, consider visiting the Apple Store.  
• Read Ch. 3 in text, Improving.  
• Journal entries (continuous) |
| **4. Assessing Your Personal Creativity and Ability to Innovate** (4 hours) | • Describe the primary elements of Level 4 change.  
• List strengths and limitations of the primary methods of assessing creativity.  
• Assess areas of creative strength and areas for growth.  
• Identify methods for increasing risk-taking behavior.  
• Describe methods for dealing with failure.  
• Identify and compare the benefits of intrinsic and extrinsic motivation. | • Read Ch. 4-5 in text, Transitioning to Level 4 and Level 4-Cutting.  
• Journal entries (continuous) |
| **5. Enhancing Your Creative and Innovative Abilities** (4 hours) | • Identify key elements of Level 5 thinking: Copying.  
• Recognize how emotions influence creative flow.  
• Explain and use a variety of creative thought. | • Read Ch. 6 in text, Level 5-Copying.  
• Create a personal kaleidoscope for your successes to this point in your
<table>
<thead>
<tr>
<th>Class Meeting</th>
<th>Enabling Objectives</th>
<th>Assignments to be Completed Prior to Class</th>
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<tbody>
<tr>
<td></td>
<td>enhancing tools.</td>
<td>life.</td>
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<tr>
<td></td>
<td>• Apply creative thought enhancing tools to current world problems.</td>
<td>• Journal entries (continuous)</td>
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<td></td>
<td>• Identify the benefits of building a personal creative arsenal.</td>
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6. Entrepreneurial Tools for Creativity and Innovation—Exploring the Intersection (4 hours)

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<tr>
<th>Assignments to be Completed Prior to Class</th>
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<tr>
<td>• Identify key elements of Level 6 thinking: Different.</td>
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<tr>
<td>• Explain how the “intersection” is an opportunity for innovation.</td>
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<tr>
<td>• Differentiate directional and intersectional ideas.</td>
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<tr>
<td>• Identify and discuss methods to overcome barriers to innovation.</td>
</tr>
<tr>
<td>• Combine multiple concepts using Johansson’s methods from The Medici Effect.</td>
</tr>
<tr>
<td>• Use diagnostic tests to prioritize the development of multiple innovations.</td>
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<tr>
<td>• Recognize the benefits of acknowledging and overcoming personal and organizational fears and failures.</td>
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7: Observation Lab (4 hours)

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<tr>
<th>Assignments to be Completed Prior to Class</th>
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<tbody>
<tr>
<td>• List applications of Creativity and Innovation witnessed in various stores.</td>
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<tr>
<td>• Identify areas of additional opportunity in each of the stores.</td>
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<tr>
<td>• Compare and contrast approaches, displays, merchandise and service among the stores.</td>
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<tr>
<td>• Rank the stores from most to least creative/innovative overall.</td>
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<td>• Compare the experience between the formally and informally dressed Cast Members.</td>
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<td>• Combine elements of two stores to create a new merchandise location.</td>
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8. Developing and Contributing to a Creative-Innovation Team (4 hours)

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<thead>
<tr>
<th>Assignments to be Completed Prior to Class</th>
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<tr>
<td>• Identify primary concepts of Level 7 change.</td>
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<tr>
<td>• Define the five primary roles people play on innovative teams.</td>
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<tr>
<td>• Describe your primary personal approach to thinking and behaving on a creative team.</td>
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<td>• Recognize the difference between sheer conflict and creative abrasion.</td>
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<td>• Report on benefits and challenges in maintaining creative teams.</td>
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9. Managing for Creativity and Innovation (4 hours)

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<th>Assignments to be Completed Prior to Class</th>
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<tr>
<td>• Identify personality functions and attitudes that impact a person’s level of resistance or acceptance of change.</td>
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<tr>
<td>• Define the primary ways a leader discourages and inhibits creativity and innovation.</td>
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<td>• Weigh the impact of time and pressure on a person's ability to be creative and innovative.</td>
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<tr>
<td>• Define the primary ways a leader encourages creativity and innovation.</td>
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<td>• Describe methods for sustaining motivation.</td>
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10. Evolving a Culture of Creativity and Innovation in Organizations (4 hours)

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<tr>
<td>• Describe the key components of a creative culture.</td>
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<td>• Differentiate the roles of each of the aspects</td>
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<tr>
<td>• Prepare for the final presentation.</td>
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<td>• Optional: List 6–12 of your</td>
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<td>Class Meeting</td>
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</table>
|               | of the organizational structure (hiring/recruitment, recognition/ incentives, managerial/decision making and internal communication), in supporting the creative and innovative culture.  
  • Examine the unique challenges of sustaining creativity and innovation in an established organization.  
  • Discuss ways entrepreneurs can maintain their creativity. | own experiences regarding structural obstacles to innovation and/or creativity in organizations you’ve been involved with. (typed) |

11. Group Presentations (4 hours)  
  • Apply all the creativity and innovation lessons from former classes.  
  • Prepare to deliver group presentation including visual support and handouts.
Disney Experiential Learning Course

Contact: College Program Education
Suite #703, Vista Way
P.O. Box 10000
Lake Buena Vista, FL 32830
Tel: (407) 827-1244
Fax: (407) 560-8899

THE DISNEY EXPERIENTIAL LEARNING COURSE FOCUS

Credit Recommendation: In the lower division baccalaureate/associate or upper division baccalaureate degree category, this course has been recommended by the American Council on Education for three semester hours in Hospitality Management or Education. (2/00) (1/03) (12/05) (8/08)

The Disney Experiential Learning Course: The Disney Experiential Learning Course combines academic classroom education with a variety of self-directed learning opportunities. Classroom instruction centers on theories of adult learning, experiential learning, learning organizations, and conversational learning. Participants will explore a variety of learning styles and experiences to develop an understanding of their learning preferences. By gaining an insight into one’s personal learning preferences, individuals could increase their effectiveness in many arenas including career, personal relationships, and interpersonal communication. Students will have the opportunity to apply classroom learning in a group research project. Research will be focused on an organization and how that organization is applying Experiential Learning Theory in their operation. After acquiring a base knowledge from research, students will use the data acquired to propose strategies and tactics they can utilize in their future to increase their effectiveness. The Disney Experiential Learning Course also utilizes an Online Learning Community as a communication and learning tool.

THE DISNEY EXPERIENTIAL LEARNING COURSE OBJECTIVES

- Recognize the importance of adult education and a commitment to life-long learning
- Build transferable skills and knowledge related to adult learning styles
- Integrate experiential learning, academic learnings, and work-related experiences to their Experiential Learning assignments
- Explore the historical foundations of adult and experiential learning (John Dewey, Kurt Lewin, Malcolm Knowles, Jean Piaget)
- Explore the experiential learning theory of David Kolb
- Develop an understanding of individuality in learning through personal learning styles and how to use this knowledge to increase interpersonal effectiveness
- Recognize the value and uses of Conversational Learning
- Identify the components of a Learning Organization
THE DISNEY EXPERIENTIAL LEARNING COURSE REQUIREMENTS

ATTENDANCE:
Attendance is required for all of The Disney Experiential Learning Course classes. This is an interactive course that requires each participant's involvement. All students will be allowed two absences with or without excuse (student does not need to call instructor), however any absences will affect the participant's final grade. On the third absence the student will automatically be dropped from the course.

COURSE ACTIVITIES AND ASSIGNMENTS:
The primary focus of this course is for students to learn through experiences. To validate these experiential learnings, students are required to complete several brief assignments and papers.

GRADING POLICY:
Group Project: Paper & Presentation ........................................... 25%
Group Project Work .................................................................... 15%
Learning Styles Profile Activity ............................................... 15%
Reflection Paper ....................................................................... 15%
Education through Entertainment Activity ............................... 10%
Choice Activity ......................................................................... 10%
Attendance .............................................................................. 10%

The Disney Experiential Learning Course is a pass/fail course. In order to earn a passing grade, you must receive an overall score of 70% or better.
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<tr>
<th>Class Meeting</th>
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</table>
| 1. Introduction and historical foundations (3 hours) | • Establish course expectations and objectives  
• Define learning and experiential learning  
• Explore the historical foundations of adult learning theory through the work of John Dewey, Kurt Lewin, and Jean Piaget |                                                                                                                                                                 |
| 2. Adult and Experiential Learning (3 hours)      | • Define and apply the core principles of Andragogy  
• Explore the adult learning theory of Malcolm Knowles  
• Introduce David Kolb and the Experiential Learning Model | • Begin reading *A Funny Thing Happened on the Way to the Future*                                             |
| 3. Individuality in Learning (3 hours)             | • Gain an understanding of how individuality in learning develops  
• Explore Kolb’s learning styles  
• Apply Kolb’s learning styles | • Complete Kolb’s LSI Online  
• Print graph and bring to class  
• Plan Choice Activity                                                                                   |
| 4. Conversational Learning (3 hours)              | • Define conversational space  
• Discuss conversational learning  
• Begin group formation for project | • Complete Learning Styles Profile Activity                                                                     |
| 5. Learning Organizations (3 hours)               | • Introduce the work of Peter Senge and the concept of a learning organization  
• Apply David Kolb’s experiential learning model to the concept of learning organizations | • Reflection Paper  
• Appropriate proof of group project milestone completion                                                     |
| 6. Education through Entertainment (3 hours)      | • Explore the theory of Education through Entertainment | • Continue group work                                                                                       |
| 7. Circuit Learning I (3 hours)                   | • Explore individual learning styles in a variety of brief learning opportunities  
• Demonstrate ability to flex learning style to be successful in various learning environments | • Appropriate proof of group project milestone completion                                                     |
| 8. Circuit Learning II (3 hours)                  | • Examine likes/dislikes in using alternate learning styles  
• Discover impact of learning style on effort applied to success in a learning environment | • Choice Activity  
• Appropriate proof of group project milestone completion                                                     |
| 9. Learning in an Organization (3 hours)          | • Discuss the value of experiential learning to success in a team environment  
• Apply knowledge of learning styles in group activity  
• Explore corporate applications of learning styles | • Group Project - Paper                                                                                     |
<table>
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<tr>
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<tbody>
<tr>
<td>10. Lifelong Learning (3 hours)</td>
<td>• Define lifelong learning</td>
<td>• Group Project - Presentations</td>
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<td></td>
<td>• Explore David Kolb’s view of connection between experiential and lifelong learning</td>
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<td>• Discuss personal lessons gained and their relation to continued emphasis on lifelong learning</td>
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<td>• Demonstrate understanding of creating a learning team</td>
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<tr>
<td>11. Conclusion and Presentations (3 hours)</td>
<td>• Demonstrate understanding of creating a learning team</td>
<td>• Group Project - Presentations</td>
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</table>
THE DISNEY HUMAN RESOURCE MANAGEMENT COURSE FOCUS
(44 contact hours)

Credit Recommendation: In the lower division baccalaureate/associate or upper division baccalaureate degree category, this course has been recommended by the American Council on Education for three semester hours in Human Resource Management. (2/00) (1/03) (12/05) (8/08)

The Disney Human Resource Management Course explores the human resource management function in a corporate setting and focuses on the development of knowledge and skills that all managers and leaders need. The course will focus on such subjects as the selection process, employment law, labor relations, compensation, performance development, corporate training and maintaining effective environments. The classes are designed to familiarize participants with current human resource practices and laws that apply to their careers regardless of their field. Class content is delivered through lectures, group discussion, learning activities, and case studies.

THE DISNEY HUMAN RESOURCE MANAGEMENT COURSE OBJECTIVES

- Examine current people management laws, practices, ethics and globalization in the areas of the selection process, employment law, labor relations, compensation, performance development, corporate training and maintaining effective environments
- Explore guidelines and processes around conducting effective interviews
- Outline current laws impacting human resource compliance, employment and labor relations
- Discuss theory and practice of compensation, employee benefits, performance development and retention
- Explore learning theories and effective corporate training techniques
- Discuss the impact of effective environments and techniques to maintain a healthy working atmosphere
- Apply human resource skills to complete case study assignments and participation in class discussions

THE DISNEY HUMAN RESOURCE MANAGEMENT COURSE REQUIREMENTS

ATTENDANCE:
Attendance is required for all of The Disney Human Resource Management Course classes. This is an interactive course that requires each participant's involvement. All students will be allowed two absences with or without excuse (student does not need to call instructor), however any absences will affect the participant's final grade. On the third absence the student will automatically be dropped from the course.
REQUIRED READINGS AND MATERIALS:

SUGGESTED READINGS AND MATERIALS

ASSESSMENTS: Participants will take one objective exam at the conclusion of the course. It will be a multiple-choice response evaluation to assess participant understanding of course material, including in-class instruction and textbook material.

COURSE ASSIGNMENTS:

Article Review - Choose an article on an HRM topic from selected websites provided by the instructor. Research current theory and/or practices in HRM to support your findings and recommendation. Complete assignment summarizing your findings. Knowledge gained will be used to enhance class lectures and discussions.

Case Study Analysis – Analyze information presented in case studies that will be given out in class. Determine the central HRM issues using critical thinking and deductive reasoning skills. Select pertinent problem areas, determine their relative importance and make a recommendation. Complete in-class assignments relating to each specific case study. Knowledge gained will be used to increase personal effectiveness in a team environment.

GRADING POLICY

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>In-Class Case Studies (3)</td>
<td>30%</td>
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<tr>
<td>Article Reviews (2)</td>
<td>30%</td>
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<tr>
<td>Final Exam</td>
<td>15%</td>
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<tr>
<td>Class Participation</td>
<td>15%</td>
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<tr>
<td>Attendance</td>
<td>10%</td>
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The Disney Human Resource Management Course is a pass / fail course. In order to earn a passing grade, you must receive an overall score of 70%.
<table>
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<tr>
<th>Class Meeting</th>
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<tbody>
<tr>
<td>1. Fundamentals of HR Management (4 hours)</td>
<td>• Describe what is meant by Human Resource Management (HRM).</td>
<td>• Read DeCenzo &amp; Robbins, Chapter 1: Strategic Implications of a Dynamic HRM Environment (pp. 2-32)</td>
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<td></td>
<td>• Describe the importance of HRM to an organization.</td>
<td>• Read DeCenzo &amp; Robbins, Chapter 2: Fundamentals of HRM (pp. 34-59)</td>
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<td>• Discuss how changes in technology, work-force diversity, and skill requirements affect human resource management.</td>
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<td>• Identify the four external influences affecting human resource management.</td>
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<td>• Characterize how government legislation, Labor unions, and management practices affect HRM.</td>
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<td>• Describe the goals, components and major activities within HRM.</td>
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<tr>
<td></td>
<td>• Read DeCenzo &amp; Robbins, Chapter 1: Strategic Implications of a Dynamic HRM Environment (pp. 2-32)</td>
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<td>• Read DeCenzo &amp; Robbins, Chapter 2: Fundamentals of HRM (pp. 34-59)</td>
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<tr>
<td>2. The Legal Context of HR (4 hours)</td>
<td>• Identify groups protected under the Civil Rights Act of 1964, Title VII</td>
<td>• Read DeCenzo &amp; Robbins, Chapter 3: Equal Employment Opportunity (pp. 58-76)</td>
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<td></td>
<td>• Discuss the importance of the Equal Employment Opportunities Act of 1972</td>
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<td>• Describe affirmative action plans</td>
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<td>• Identify the important components of the Americans with Disabilities Act of 1990</td>
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<td>• Explain the coverage of the Family Medical Leave Act of 1993</td>
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<td>• Discuss how a business can protect itself from discrimination charges</td>
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<td>• Specify the HRM importance of the Griggs v. Duke Power case</td>
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<tr>
<td></td>
<td>• Read DeCenzo &amp; Robbins, Chapter 3: Equal Employment Opportunity (pp. 58-76)</td>
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<tr>
<td>3. Employee Rights &amp; Sexual Harassment (4 hours)</td>
<td>• Explain the intent of the Privacy Act of 1974, and its effects on HRM</td>
<td>• Read DeCenzo &amp; Robbins, Chapter 4: Employee Rights and HR Communications (pp. 88-121)</td>
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<td>• Discuss the implications of the Drug-Free Workplace Act of 1988 and the pros and cons of employee drug testing</td>
<td>• Read DeCenzo &amp; Robbins, Chapter 3: Sexual Harassment (pp. 76-80)</td>
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<td></td>
<td>• Explain the Polygraph Protection Act of 1988</td>
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<td>• Discuss the implications of and exceptions to the employment-at-will doctrine</td>
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<td>• Define what constitutes sexual harassment in today’s organization</td>
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<td></td>
<td>• Read DeCenzo &amp; Robbins, Chapter 4: Employee Rights and HR Communications (pp. 88-121)</td>
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<td></td>
<td>• Read DeCenzo &amp; Robbins, Chapter 3: Sexual Harassment (pp. 76-80)</td>
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<tr>
<td>4. Recruiting &amp; Selection (4 hours)</td>
<td>• Define what is meant by the term recruiting</td>
<td>• Read DeCenzo &amp; Robbins, Chapter 6: Recruiting (pp. 146-169)</td>
</tr>
<tr>
<td></td>
<td>• Identify the principal sources involved in recruiting employees</td>
<td>• Read DeCenzo &amp; Robbins, Chapter 7: Foundations of Selection (pp. 170-201)</td>
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<td></td>
<td>• Describe the selection process</td>
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<td>• Discuss the problems associated with job interviews and means of correcting them</td>
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<td>• Discuss the use of various types of interview questions</td>
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<td></td>
<td>• Read DeCenzo &amp; Robbins, Chapter 6: Recruiting (pp. 146-169)</td>
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<tr>
<td></td>
<td>• Read DeCenzo &amp; Robbins, Chapter 7: Foundations of Selection (pp. 170-201)</td>
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<tr>
<td>5. Socialization, Orientation, and Development (4 hours)</td>
<td>• Define socialization</td>
<td>• Read DeCenzo &amp; Robbins, Chapter 8: Socializing, Orienting, and Developing Employees (pp. 202-229)</td>
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<tr>
<td></td>
<td>• Identify the three stages of employee socialization</td>
<td>• Read DeCenzo &amp; Robbins, Chapter 9: Managing Careers (pp. 230-253)</td>
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<td></td>
<td>• Explain why employee training is important</td>
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<td></td>
<td>• Define training</td>
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<td>• Indicate what is meant by the term organizational development and the role of the change agent</td>
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<td>• Describe the methods and criteria involved in evaluating training programs</td>
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<td></td>
<td>• Identify how to manage your career more effectively</td>
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<td></td>
<td>• Read DeCenzo &amp; Robbins, Chapter 8: Socializing, Orienting, and Developing Employees (pp. 202-229)</td>
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<td></td>
<td>• Read DeCenzo &amp; Robbins, Chapter 9: Managing Careers (pp. 230-253)</td>
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<tr>
<td>6. Benefits &amp; Rewards (4 hours)</td>
<td>• Explain various classifications for rewards</td>
<td>• Read DeCenzo &amp; Robbins, Chapter 11: Establishing Rewards and Pay Plans (pp. 284-311)</td>
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<td></td>
<td>• Define goal of compensation administration</td>
<td>• Read DeCenzo &amp; Robbins, Chapter 12: Employee Benefits (pp. 312-339)</td>
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<td>• Discuss job evaluation and approaches</td>
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<td>• Describe competency and team-based compensation programs</td>
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<td>• Discuss why employers offer benefits to their employees</td>
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<td></td>
<td>• Read DeCenzo &amp; Robbins, Chapter 11: Establishing Rewards and Pay Plans (pp. 284-311)</td>
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<tr>
<td></td>
<td>• Read DeCenzo &amp; Robbins, Chapter 12: Employee Benefits (pp. 312-339)</td>
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<td>Class Meeting</td>
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</table>
|               | • Contrast Social Security unemployment compensation and worker’s compensation benefits  
• Identify and describe insurance options | • Read DeCenzo & Robbins, Chapter 10: Establishing the Performance Management System (pp. 254-283) |
| 7. Evaluating Performance (4 hours) | • Identify purposes of performance management systems and who is served by them  
• Describe the two categories of difficulties in Performance Management Systems  
• Explain the steps in the appraisal process  
• Describe the absolute and relative methods of appraising employees  
• Discuss how management by objectives (MBO) can be used as an appraisal method  
• Identify ways to make performance management systems more effective | |
| 8. Ethics in HRM & Labor Relations (4 hours) | • Define “ethics” and “code of ethics”  
• Describe what determines whether or not a code of ethics will be effective in an organization  
• Discuss HRM’s role in ensuring that ethics exist in an organization and are adhered to  
• Describe the guidelines for making ethical choices  
• Define what is meant by the term unions  
• Discuss the effect of Wagner and Taft-Hartley Acts on labor management relations  
• Describe the components of the collective-bargaining process | • Read DeCenzo & Robbins:  
  o Chapter 1: Strategic Implications of a Dynamic HRM Environment (p. 22)  
  o Chapter 2: Fundamentals of HRM (pp. 49-50)  
  o Chapter 14: Understanding Labor Relations and Collective Bargaining (pp. 372-402) |
| 9. Safety & Health (4 hours) | • Discuss organizational effect of the Occupational Safety and Health Administration (OSHA)  
• Identify contemporary areas for which OSHA is setting standards  
• Describe the following job safety programs that keep company’s costs down and ensure a safe environment:  
• Explain how an organization can create a healthy worksite  
• Define stress and causes of burnout | • Read DeCenzo & Robbins, Chapter 13: Ensuring a Safe and Healthy Work Environment (pp. 340-371) |
| 10. Global View of Human Resources (4 hours) | • Describe the internationalization of business  
• Describe the reasons for the internationalization of businesses  
• Describe the global role of the HRM professional  
• Describe the increased responsibilities of HRM  
• Discuss comparative aspects of international laws  
• Describe the role of ethics in international HRM  
• Discuss the global impact on the staffing and selection process  
• Discuss the training and preparation of international assignees  
• Discuss the most commonly used system for expatriate compensation | • Read DeCenzo & Robbins:  
  o Chapter 1: Strategic Implications of a Dynamic HRM Environment (pp. 4-5)  
  o Chapter 2: Fundamentals of HRM (p. 50)  
  o Chapter 3: Equal Employment Opportunity (pp. 75-76)  
  o Chapter 6: Recruiting (p. 151)  
  o Chapter 7: Fundamentals of Selection (pp. 192-193)  
  o Chapter 10: Establishing the Performance Management System (pp. 275-276)  
  o Chapter 11: Establishing Rewards and Pay Plans (pp. 302-304)  
  o Chapter 14: Understanding Labor Relations and Collective Bargaining (pp. 393-395) |
| 11. Final Exam and Conclusion (4 hours) | • Assess learning through objective exam  
• Final discussion and course conclusion | • Prepare for final exam |
Disney Organizational Leadership Course

Contact: College Program Education
        Suite #703, Vista Way
        P.O. Box 10000
        Lake Buena Vista, FL 32830
        Tel: (407) 827-1244
        Fax: (407) 560-8899

THE DISNEY ORGANIZATIONAL LEADERSHIP COURSE
(44 contact hours plus approximately 80 hours outside research completed in a team setting.)

Credit Recommendation: In the lower division baccalaureate/associate or upper division baccalaureate degree category, this course has been recommended by the American Council on Education for three semester hours in Leadership, Organizational Development, or Business Administration. (2/00) (1/03) (12/05) (8/08)

The classes comprising the Disney Organizational Leadership Course are designed to examine, inform, and apply academic models of leadership. Genuine leadership begins from within and is not created in a personal vacuum. Thus, the leaders of today and the future must be familiar with the leadership insights from theorists, as well as how to apply these learnings in specific situations. Yet, as important as theory and application are to the learning process, it all begins with the heart and character of the leader.

This course examines the universal principles of leadership, including specific application to the Disney culture. It is designed to build repeatable and transferable leadership knowledge and skills. These skills are applied both within the context of the class and in earning and living environments of the internship experience. These skills are completely transferable to commercial organizational contexts. The content is delivered by a subject-matter expert in the field of leadership through lectures, group discussions, learning activities, self-assessment, project development and presentation, and situational studies.

THE DISNEY ORGANIZATIONAL LEADERSHIP LEARNING OBJECTIVES

• Explore leadership theory and research to formulate personal attributes and behaviors
• Develop thesis-driven research skills resulting in group paper and presentation
• Explore leadership skills through participation in all of the organizational leadership classes and activities
• Develop a learning community for the free and open expression of leadership theory and research
• Assess and examine personal beliefs, styles, and leadership behaviors to increase self-awareness and reduce interaction blind spots

THE DISNEY ORGANIZATIONAL LEADERSHIP COURSE REQUIREMENTS

ATTENDANCE:
Attendance is required for all of the Disney Organizational Leadership classes. This is an interactive course that requires each participant’s involvement. All students will be allowed two absences with or without excuse (The student does not need to call instructor.); however, any absences will affect the participant’s final grade. On the third absence, the student will be dropped from the course automatically.
REQUIRED MATERIALS AND READINGS (to be purchased by the Student):

Materials (covered by the required course fee)

ASSIGNMENTS:
Leadership Interviews: Students will conduct an interview with a leader of their choice (can be a Disney or a non-Disney leader). The interview should include a discussion on a current initiative or project that the leader is involved with in their role and an overview of the leadership theory the student is writing about in their Team Research Paper. Students will submit a one page summary of the interview.
   Questions that should be asked as part of this interview include:
   a) What is the impact of this initiative or project on their Guest/customers, Cast/employees, and the financials of the business?
   b) What leadership strategy does the leader believe would be best utilized within this initiative or project?
   c) Does the leader know of the leadership theory explained, and could they see a use of this theory in this initiative or project?

Leadership Journey Paper: This paper will be structured according to the Campbell Hero’s Quest and will be 4-5 pages in length. Specific expectations will be handed out in class.

Team Research Paper: Paper will be based on a Case Study, provided in class, and proposing solutions using a theoretical base. The thesis of this paper will be the application of a leadership theory to a specific case study. Students will submit one 5-7 page paper for the team.

Team Case Study Presentation: Students will present the proposed solutions from their Team Research Paper, incorporating their individual Leadership Interviews as real-life situations to reinforce their recommendations. Group will submit summary of presentation.

Learning Assessments: There will be assessments conducted to check for learning on select weeks.

GRADING POLICY:
Leadership Interviews ............................................................... 15%
Leadership Journey Paper .................................................... 20%
Team Research Paper ........................................................... 20%
Team Case Study Presentation .............................................. 20%
Learning Assessments ......................................................... 15%
Attendance ............................................................................. 10%

The Disney Organizational Leadership Course is a pass/fail course. In order to earn a passing grade, you must receive an overall score of 70%.
<table>
<thead>
<tr>
<th>Class Meeting</th>
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| 1. Introduction to Leadership (4 hours) | • Introduce and examine the personal relevance of leadership  
• Review course overview and expectations  
• Review the Online Disney College Program Writing Guide  
• Discuss the expectations, guidelines, and timetable for the Team Research paper |  |
| 2. Psychodynamic Approaches to Leadership (4 hours) | • Identify leadership paper research theories  
• Form work groups for the Team Research Paper and Presentation  
• Discuss Psychodynamic Theory and Transactional Analysis  
• Discuss the dynamics of work teams their effects on leading work teams  
• Explore the stages of building a community and understand elements of a successful community  
• Discuss and apply the Classical Quest Narratives |  |
| 3. Group Dynamics (4 hours) | • Promote team development by teaching participants about synergy and the behaviors and skills that contribute to and detract from effective group problem solving and decision making.  
• Initiate team building so that participants can uncover and resolve problems that are occurring within their groups.  
• Develop participants' problem-solving, decision-making, interpersonal, leadership, and communication skills.  
• Raise awareness about survival strategies and skills. |  |
| 4. Models of Situational Leadership (4 hours) | • Identify key elements related to Leader-Member Exchange Theory  
• Identify the components of Situational Leadership Theory  
• Assess personal leadership styles, expectations, and preferences using the Dimensions in Leadership Profile™  
• Apply principles of LMX and Situational Leadership to group learning activities |  |
| 5. Models of Value-Based Leadership (4 hours) | • Compare and contrast management and leadership behaviors  
• Apply McGregor’s X,Y Leadership Theory to organizational behavior  
• Discuss the Transformational Approach to Leadership  
• Identify the significance and importance of values to leaders  
• Examine WD Ross’ theory of prima facie duties  
• Discuss Servant-Based Leadership |  |
| 6. Group Work (4 hours) | • Group work in preparation for Team Research Paper and Team Case Study Presentation  
• Leadership Interviews |  |
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| 7. Elements of Team Productivity          | • Learn specific applications and strategies to increase personal and professional productivity  
• Identify key elements of Lean Leadership  
• Distinguish between planning time and discretionary time  
• Identify key “time wasters” and how to reduce their impact  
• Discuss the impact of intrinsic and extrinsic motivators on work satisfaction  
• Maximize internship opportunities to achieve career success  
• Relate stages of the Quest Myth and the Stages of Internship to specific behaviors for key successes | Team Research Paper                        |
| (4 hours)                                 |                                                                                                                                                                                                                   |                                            |
| 8. Leading a Diverse Workplace            | • Define Diversity  
• Recognize three traditional approaches to Diversity and the Diversity Continuum  
• Explore what defines individuals as culturally diverse entities  
• Recognize the Four Layers of Diversity and how they act as filters through which we view the world  
• Identify the changing demographics that are impacting the US and the world  
• Increase interpersonal savvy by showcasing diversity in creativity and decision making  
• Define inclusiveness and how to foster an inclusive environment |                                            |
| (4 hours)                                 |                                                                                                                                                                                                                   |                                            |
| 9. Interpersonal Effectiveness            | • Differentiate the dynamics of conflict  
• Identify their conflict resolution style  
• Define the five steps to more effective and respectful conflict resolution  
• Recognize difference between perception of behavior and actual behavior  
• Describe the I Feedback Model | Leadership Journey Paper                   |
| (4 hours)                                 |                                                                                                                                                                                                                   |                                            |
| 10. Leading Change                        | • Examine change limiters  
• Explore four drivers of change  
• Compare and contrast managing change vs. leading change  
• Discuss self management during change  
• Apply the change cycle  
• Develop change agent strategies | Group Presentation Summary                  |
| (4 hours)                                 |                                                                                                                                                                                                                   |                                            |
| 11. Final Team Case Study Presentations   | • Present Final Team Case Study Presentations  
• Listen to peer presentations | Team Case Study Presentation               |
| (4 hours)                                 |                                                                                                                                                                                                                   |                                            |
Disney Marketing You: 
Personal and Career Development Strategies Course

THE DISNEY COLLEGE PROGRAM MARKETING YOU COURSE
(44 contact hours)

Credit Recommendation: In the lower division baccalaureate/associate baccalaureate degree category, this course has been recommended by the American Council on Education for three semester hours in Personal or Career Development. (1/03) (12/05) (8/08)

The Disney College Program Marketing You Course uses directed discussion and cooperative learning experiences to both define a personal brand for career marketing and to focus students who do not have clear career objectives. This course is designed to maximize the Disney College Program Internship experience, as well as all prior/subsequent work experience, utilizing the transferable skills noted in the Secretary of Labor’s SCANS (Secretary’s Commission of Achieving Necessary Skills 1991) report. While the Disney College Program is a non-technical skill internship, it produces the type of skills required in the workplace. The student will learn how to market the SCANS report skills of communication, customer service, problem solving, conflict resolution, decision-making, self-management, and creative thinking.

Key elements of the course include the development of a career focus and a marketing plan. The marketing plan allows a student to develop a personal brand, 30-second commercial, résumé, and networking strategy. The students will also learn interviewing and negotiation techniques.

THE DISNEY COLLEGE PROGRAM MARKETING YOU LEARNING OBJECTIVES
To utilize a directed working and learning experience to expand knowledge of successful career development practices that achieves the following learning outcomes:

- Create career focus for students who have not determined their career path
- Define professional career goals
- Understand the concept of professionalism as it relates to Appearance, Character and Effectiveness (A.C.E.)
- Increase self awareness in the workplace
- Explore personal and career attributes that can either enhance or impede the career journey
- Utilize the Disney College Program work experience to identify transferable skills
- Develop a personal brand to advance future career marketability
- Learn, practice, and perfect career skills related to a job search

Contact: College Program Education
Suite #703, Vista Way
P.O. Box 10000
Tel: (407) 827-1244
P.O. Box 10000
Fax: (407) 560-8899
Lake Buena Vista, FL 32830
THE DISNEY COLLEGE PROGRAM’S MARKETING YOU COURSE REQUIREMENTS

ATTENDANCE:
Attendance is required for all of the *Marketing You* classes. This is an interactive discovery course that builds on the input from fellow students and the instructor requiring participation and involvement. Students will be allowed two absences with or without excuse (the student does not need to call instructor), but will be accountable for material covered in that class. Absences will affect the participant’s final grade. On the third absence the student will be dropped from the course automatically.

REQUIRED MATERIALS AND READINGS (to be purchased by the Student):
Textbook (to be purchased prior to class)
Berkeley, California (ISBN: 9781580082709)

Materials (covered by the course fee)

ASSIGNMENTS:
- Each participant will create a résumé, cover letter, and references; complete various course assignments; a professionalism paper; and a networking paper.
- Participants will be required to create a presentation by working individually or in pairs to teach the class selected topics related to their careers. They should demonstrate Appearance, Character and Effectiveness in a Career-Fair setting. The Instructor will approve topics and provide additional details during class.
- All assignments are detailed in the Marketing You Syllabus Addendum received in the first class.

GRADING POLICY:

Career Liftoff Interest Inventory ................................................................. 5%
30-Second Commercial *(typed)* ............................................................... 10%
College Program Achievement Inventory *(typed)* .............................. 5%
Business Card ......................................................................................... 10%
Networking Paper ................................................................................... 10%
Résumé, Cover Letter, Reference Page............................................... 20%
Professionalism Paper *(3-4 pages typed)* .......................................... 15%
Presentation ........................................................................................... 15%
Attendance............................................................................................ 10%

*The Disney College Program Marketing You Course* is a pass/fail course. In order to earn a passing grade, you must receive an overall score of 70% or better.
<table>
<thead>
<tr>
<th>Class Meeting</th>
<th>Learning Outcomes</th>
<th>Assignments to be Completed Prior to Class</th>
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</thead>
<tbody>
<tr>
<td>1. Welcome to Marketing You</td>
<td>• Clarify the expectations and goals of the Marketing You Course</td>
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<tr>
<td>(4 hours)</td>
<td>• Visualize dreams of childhood careers and link to present career focus or lack of focus</td>
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<td></td>
<td>• Define the professional importance of appearance, character and effectiveness</td>
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<td></td>
<td>• Discover and investigate individual Holland Occupational Codes</td>
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<tr>
<td>2. Dream Job Strategy</td>
<td>• Discover how to find your dream job</td>
<td>• See addendum for reading assignment</td>
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<tr>
<td>(4 hours)</td>
<td>• Develop your four personal professionalism strategies</td>
<td>• Define Sprezzatura and Gravitas</td>
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<td>• Define networking and how to do it</td>
<td>• Career Liftoff Interest Inventory</td>
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<tr>
<td></td>
<td>• Identify components of the 30-Second Commercial</td>
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<td></td>
<td>• Introduce the College Program Achievement Inventory handout and relate it to résumé building</td>
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<tr>
<td>3. Transferable Skills</td>
<td>• Define and identify the differences between a skill and a trait</td>
<td>• See addendum for reading assignment</td>
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<tr>
<td>(4 hours)</td>
<td>• Explore the concept of transferable skills</td>
<td>• Bring one job posting for your “dream job”</td>
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<td></td>
<td>• Introduce and define the concept of personal career development</td>
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<td></td>
<td>• Discuss how to develop skills for your dream job</td>
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<tr>
<td>4. Personal Development Profile</td>
<td>• Understand how behavior influences and impacts effective interactions with others</td>
<td>• 30-Second Commercial</td>
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<td>(4 hours)</td>
<td>• Explore the Johari Window model to understand perceptions and gain/increase self-awareness</td>
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<td></td>
<td>• Use the DiSC® I-Sight™ Profile to identify personal behavior style and its characteristics</td>
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<td></td>
<td>• Recognize ways to improve effectiveness by identifying the behavioral style and tendencies of others</td>
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<tr>
<td>5. Personal Branding</td>
<td>• Discuss the concepts of Personal Branding and begin to develop a personal brand</td>
<td>• College Program Achievement Inventory</td>
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<tr>
<td>(4 hours)</td>
<td>• Complete the Pearson-Marr Archetype Indicator</td>
<td>• Personal Business Card</td>
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<td></td>
<td>• Discover the meaning of archetypes and the application of archetypes to one’s personal brand</td>
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<tr>
<td>6. Effective Résumé Writing</td>
<td>• Describe and practice writing a résumé</td>
<td>• See addendum for reading assignment</td>
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<tr>
<td>(4 hours)</td>
<td>• Investigate the body of a well-written résumé, including a professional summary, work experience, education, skills, awards, and other achievements</td>
<td>• Networking Assignment</td>
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<td></td>
<td>• Discover how to include Disney College Program experience on a résumé</td>
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<td>• Explore common résumé writing errors</td>
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<td>• Discuss the components of a cover letter and references</td>
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<td></td>
<td>• Determine final presentation groups and topics</td>
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<tr>
<td>Class Meeting</td>
<td>Learning Outcomes</td>
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<tr>
<td>7. Appearance, Image, and Attitude</td>
<td>• Review rough draft of résumé, cover letter and references</td>
<td>• See addendum for reading assignment</td>
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<td>(4 hours)</td>
<td>• Discuss the importance of image, including the Disney Look</td>
<td>• DRAFT of Résumé, Cover Letter, and Reference Page to workshop in class</td>
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<td></td>
<td>• Review the impact of motivation and attitude</td>
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<td>• Identify individual expectations in the workplace</td>
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<td>• See addendum for reading assignment</td>
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<td></td>
<td>• DRAFT of Résumé, Cover Letter, and Reference Page to workshop in class</td>
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<td>8. Interviewing with Character</td>
<td>• Discuss character in regards to effectiveness in interview techniques</td>
<td>• See addendum for reading assignment</td>
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<tr>
<td>(4 hours)</td>
<td>• Explore and demonstrate effective interview techniques</td>
<td>• FINAL Résumé, Cover Letter, and Reference Page</td>
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<td>• Investigate interview issues that result in successful career opportunities</td>
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<td>• Develop an awareness of ways to negotiate salary</td>
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<td>• See addendum for reading assignment</td>
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<td>9. Professionalism with Passion &amp; Course</td>
<td>• Summarize networking advantages and techniques</td>
<td>• See addendum for reading assignment</td>
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<tr>
<td>Recap (4 hours)</td>
<td>• Discover ways to augment personal professionalism</td>
<td>• Professionalism Paper</td>
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<td></td>
<td>• Explore key elements employers want you to know</td>
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<td>• Review the relationship of Appearance, Character, and Effectiveness to personal</td>
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<td>career development</td>
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<td>• Practice using time management processes to become more efficient</td>
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<td>• Review professionalism paper requirements</td>
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<td>• Provide students with an opportunity to review and recap the Marketing You course.</td>
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<td>• See addendum for reading assignment</td>
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<tr>
<td>10. Presentations</td>
<td>• Demonstrate knowledge of a self-selected topic relating to either class concepts</td>
<td>• Presentation Summary &amp; Presentation with handout</td>
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<td>or career plans</td>
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<td>• Proven savvy in interviewing and networking skills</td>
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