BUCO 599: COMMUNICATING CORPORATE IMAGE AND REPUTATION
Fall 2019 – 3 Units
T/TH 5:00 – 6:20 p.m.
(taught in hybrid in-person/online format; please see Course Notes below)

Instructor: Lindsey M. Bier, Ph.D.
Office: ACC 400 C
Office Hours: TBD and by appointment
Phone: 213/740.2803
Email: LBier@marshall.usc.edu

COURSE DESCRIPTION
This course focuses on the correlation between corporate image and business performance and the issues and challenges associated with reputation management. More specifically, this course emphasizes the role and strategic value of communication in managing a corporate reputation. Throughout the course, we will investigate the function of corporate communication in corporate identity, image, and reputation; strategic communication planning; issue and crisis management; institutional ethics, corporate social responsibility, and corporate philanthropy; and global public engagement. Further, this course incorporates overviews of specialized communication practice areas such as employee engagement, media relations, investor relations, and government affairs. The course is designed to provide opportunities for 1) the analysis of the theoretical approaches and current communication practices in corporate image and reputation management and 2) the research and application of professional standards in resolving ethical dilemmas in reputation management critically and creatively.

COURSE OBJECTIVES
The data show an overwhelming majority of U.S. executives consider understanding strategic corporate communication within reputation management an essential component of an MBA education. The data also indicate, however, that recent MBA graduates lack competency in the skills necessary for building and protecting a company’s reputation and for establishing credibility through communication with various key stakeholders.

Thus, we will utilize readings, class discussions, case studies, team projects, and individual assignments to address the development and implementation of strategic communication for managing corporate image and reputation.

Upon successfully completion of the course, you will be able to…
1. Identify the interdependence of corporate communication and corporate strategy by investigating and discussing the role and value of communication in reputation management through case studies, scenario-based exercises, and class discussions.
2. Evaluate, compare, and implement communication theories, models, and practices that affect corporate identity, image, and reputation in global society by analyzing public relations, investor relations, government affairs, employee engagement, and issues and crisis management cases.
3. Demonstrate knowledge of corporate social responsibility concepts, processes, and practices by designing a strategic communication plan involving the three primary arenas of
management communication: the media, the public, and private enterprise.

4. Analyze communication goals, objectives, strategies, and tactics used in corporate reputation management by utilizing the tools and technologies appropriate to construct key messages according to audience and purpose and to exchange messages with target stakeholders, including shareholders, financial analysts, creditors, employees, segmented consumer audiences, and mass audiences.

5. Acquire and apply knowledge of professional ethical standards in corporate communication to obstacles affecting reputation management by conducting research, evaluating information, and explaining findings individually and as part of a team.

**COURSE MATERIALS**

Required readings include the textbook cited below (ISBN-13: 978-0073403274) as well as materials noted in the course calendar and/or presented in class and/or distributed via Blackboard. You are expected to complete required readings before class meetings and team activities according to the course calendar deadlines.


The textbook is available in the USC Bookstore and online [here](#). You may purchase a print copy or an online version, but you must have the seventh edition for chapter consistency.

The following books are recommended if you are interested in developing your reputation management, corporate communication, and public relations knowledge beyond the required readings:


Effective business communicators (and citizens) are well-informed. Thus, you are expected to consume business-related content and news from print and online sources such as the *Wall Street Journal*, *Barron’s*, *Bloomberg*, *The Economist*, *Forbes*, *Fortune*, and *Harvard Business Review* and from podcasts such as *BBC World Service: Business Daily*, *Marketplace*, *NPR: Business Story of the Day*, *Planet Money*, *Reuters Business News*, and *Wired Business*.

**COURSE NOTES**

Business today functions to a large extent in a digital environment, proficient communicators must be adept at using the internet and the tools e-communication provides. To practice e-communication, this course will be taught in a hybrid in-person/online format, utilizing Blackboard for asynchronous discussions and selected team collaboration. We will occasionally use Zoom for synchronous live sessions in lieu of an in-class session. You need to plan for attending class in person once per week most weeks (some weeks might have 2 on-campus sessions) and complete other activities on online platforms. Please check course calendar for exact schedule. Thus, you must have access to a laptop, basic computer software (Adobe Acrobat Reader, Microsoft Word, Microsoft PowerPoint, etc.), the internet, Blackboard, and LinkedIn.
Your final course grade will reflect 1) your understanding of communication theory and application in the area of image and reputation management and 2) your ability to produce written deliverables and to present information orally according to the professional standards established in the course.

As graduate students and business leaders, you are expected to read and to engage critically with the required course materials. We will not always discuss all of the assigned readings during class meetings; therefore, you will be expected to raise questions, to address compelling elements, and to add insight based on your professional experiences. You will be responsible for knowing the information presented in the readings for the final exam, so seek clarity during class meetings and via the Blackboard discussion forum.

In business, you are expected to complete projects on time. Thus, consider these points about course deadlines:

- Deliverables must be uploaded to Blackboard/Turnitin by the beginning of the class meeting. If the Blackboard timestamp indicates an upload occurred after the beginning of the class meeting, the assignment is late. Exceptions are not made for student technological difficulties or errors (e.g. dead laptop battery, malfunctioning computer hardware or software, lack of internet connectivity, etc.). Do not procrastinate.
- Late deliverables, even if a few minutes late, will receive a 10 percent grade reduction and must be submitted to Blackboard within a week of the original deadline. Assignments submitted more than a week after the deadline will receive a 0 grade.
- If you are unable to attend class on the day of a deadline, your deliverable still must be uploaded to Blackboard by the beginning of the class meeting.
- Deliverables uploaded in the wrong file type must be resubmitted; if the resubmission happens after the deadline, the assignment is considered late.
- Presentations and final exams cannot be completed after the deadline.

Adherence to deadlines and directions will affect your grade. The content, organization, professional appearance, and overall quality of your work will affect your grade. Accuracy, spelling, grammar, and style will affect your grade.

For in-text citations, reference lists, and stylistic requirements, conform to APA guidelines.

Your final course grade will be determined by the assignments listed in the table below.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
<th>% of Overall Grade</th>
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<tbody>
<tr>
<td>Case Study Analyses</td>
<td>150</td>
<td>15%</td>
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<td>Lead Discussant/Respondent</td>
<td>150</td>
<td>15%</td>
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<tr>
<td>Corporate Social Responsibility Report</td>
<td>250</td>
<td>25%</td>
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<td>– OR –</td>
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<tr>
<td>Issues Management Report</td>
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<tr>
<td>Team Case Study Project</td>
<td>250</td>
<td>25%</td>
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<tr>
<td>Final Exam</td>
<td>150</td>
<td>15%</td>
</tr>
<tr>
<td>Professionalism</td>
<td>50</td>
<td>5%</td>
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</table>
CASE STUDY ANALYSES – 150 points
You will read several reputation management case studies throughout the semester. You will write an analysis (≤ 300 words each) for four of the cases; you may select the four cases for which you will prepare written analyses. I will provide guiding questions for the analyses. The analyses will be uploaded to Blackboard/Turnitin as .pdf files. You will also discuss the case studies and your analyses with the class via Blackboard. See the course calendar for deadlines.

LEAD DISCUSSANT/RESPONDENT – 150 points
Once during the semester, you will be the discussion leader for the required reading(s) plus at least two readings from the supplemental reading list; the readings will focus on one reputation management topic. You will also function as a synthesis respondent at the beginning and/or conclusion of the discussion. This is not a formal presentation. Rather, you will lead a critical discussion of the readings with thought-provoking questions and will highlight the reputation management insights. Your response might include a review of the main topic with examples and analysis of the communication challenges and strategies associated with the reputation management topic. The discussion should be 15-20 minutes and the response should be 5-10 minutes; you may lead the discussion/provide a response in the classroom or via Zoom. I will assign each student a reading list/topic and deadline during the first class meeting.

CORPORATE SOCIAL RESPONSIBILITY/ISSUES MANAGEMENT REPORT – 250 points
You will select to write either a corporate social responsibility report –OR– an issues management report. See the course calendar for the deadline.

Issues management report – If you choose to write an issues management report, you will examine the operating environment of an organization and write a report (≤ 800 words) that identifies and analyzes an issue of consequence to organizational reputation. Your report will apply course concepts and offer recommendations toward a strategic communication plan for managing the potential impact of the issue. I will provide report guidelines and a rubric prior to the assignment deadline. The report will be uploaded to Blackboard/Turnitin as a .pdf file. You will also discuss your issues management recommendations with the class via Blackboard.

Corporate social responsibility report – If you choose to write a corporate social responsibility report, you will select and analyze a Fortune 500 multinational company’s most recent CSR report. You will write a report (≤ 800 words) that 1) identifies CSR issues important to the company, 2) describes the company’s CSR philosophy and approach, 3) explains the company’s strategies to address CSR issues, and 4) analyzes the company’s approach to CSR in the context of theoretical frameworks and current practices from the course materials. I will provide report guidelines and a rubric prior to the assignment deadline. The report will be uploaded to Blackboard/Turnitin as a .pdf file. You will also discuss your report findings with the class via Blackboard.

TEAM CASE STUDY PROJECT – 250 points
You will collaborate with a team of 3-4 students to research and analyze a corporate image/reputation management issue, write a case study revealing factors or information otherwise ignored or unknown, and utilize visuals to enhance the written case study content. Cases may address any category or specialty within reputation management, including but not limited to corporate communication strategy, media relations, crisis communication, issues management, internal/employee communication, investor relations, integrated marketing communication, government relations, technology issues, social responsibility, and social media. The team case study project will include a
teaching note that applies corporate communication ethics and identifies possible solutions to the reputation management problem(s) described in the case.
While some class time will be allocated for forming teams, organizing project logistics, and providing status reports, the majority of the teamwork will be completed outside of class. See the course calendar for deadlines.

Project grades will be based on three written deliverables (uploaded to Blackboard/Turnitin as .pdf files), an in-class team presentation with a PowerPoint Slide Deck (uploaded to Blackboard/Turnitin as .pdf file), and quality of constructive peer feedback on other teams’ case studies.
- Case Study with References and Appendices (8-15 pages/7500 words maximum) – 120 points
- Teaching Note (2-3 pages) – 30 points
- Abstract (50-100 words) – 10 points
- Team Presentation (9-11 minutes) with PowerPoint Slide Deck – 70 points
- Peer Feedback – 20 points (these points are given for quality of constructive feedback to the team who provides the feedback)

I will provide project guidelines and a rubric prior to the assignment deadline.

While the team grade will be primarily uniform for all team members, individual grades may vary if individual team members do not participate in the final case study project deliverables and/or presentation and/or if individual team members negatively affect the team’s working dynamic.

FINAL EXAM – 150 points
You will complete a written final exam consisting of questions reviewing all of the course content, including content from lectures, class activities, required readings from the textbook and external sources, and assignments. I will provide a comprehensive study guide.

PROFESSIONALISM – 50 points
Your professionalism and overall contribution to the learning environment will be assessed based on these four criteria:
1. Engagement during activities and discussion, both face-to-face and via Blackboard
   - Contribute. In each class meeting, you will have opportunities to contribute to the learning community by completing assignments, asking and answering questions, leading discussions, participating in activities, analyzing case studies, delivering oral presentations, and/or responding to prompts. Frequency of contributions is less important than the content and quality of those contributions. At the same time, students who participate rarely or only when prompted and those whose contributions show unfamiliarity with the required readings will not receive full credit for professionalism.
   - Limit the use of electronic devices to academic purposes during class meetings.
2. Communication with the professor and students
   - Show respect and civility toward classmates and me. Ask questions during class meetings. Listen to other students. Engage in discussions and offer ideas and examples that apply to reputation management. Respect diverse viewpoints and disparate opinions.
3. Aptitude for critical thinking
   - Think critically and creatively. Critical thinking is defined in the context of this course as the ability to manage ambiguous situations, to analyze complex reputation management problems from various perspectives, and to make decisions independently with confidence, responsibility, and rationale.
Sometimes I will ask each student to self-reflect about their professionalism and contribution to the learning environment.

These policies help to maintain professionalism and ensure a system fair to everyone so we can individually and collectively gain as much as possible from the course. If you have concerns about your performance in the course, talk with me as soon as possible. In academia as in business, it is more professional to communicate concerns and problems in advance (if possible) than to make excuses later.

**GRADING SCALE**

My goal is to provide each student with the highest grade for the course that I can justify as a professional. Your final course grade, however, is NOT a reflection of your effort but rather of the quality of your work.

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<thead>
<tr>
<th>Grade</th>
<th>Percent Range</th>
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<tbody>
<tr>
<td>A</td>
<td>95 – 100%</td>
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<tr>
<td>A-</td>
<td>90 – 94.99%</td>
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<tr>
<td>B+</td>
<td>87 – 89.99%</td>
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<tr>
<td>B</td>
<td>84 – 86.99%</td>
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<tr>
<td>B-</td>
<td>80 – 83.99%</td>
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<tr>
<td>C+</td>
<td>77 – 79.99%</td>
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<tr>
<td>C</td>
<td>74 – 76.99%</td>
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<tr>
<td>C-</td>
<td>70 – 73.99%</td>
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<tr>
<td>D+</td>
<td>67 – 69.99%</td>
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<tr>
<td>D</td>
<td>64 – 66.99%</td>
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<tr>
<td>D-</td>
<td>60 – 63.99%</td>
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<tr>
<td>F</td>
<td>0 – 59.99%</td>
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</table>

Course grades are final and are not rounded up. The target GPA is 3.5 for this course.

**THE IMPORTANCE OF COURSE EVALUATIONS**

At the end of the semester, you will have the opportunity to evaluate this course. The student course evaluations are valuable. This course is continuously improved, based on feedback from students and instructor observations.

**EMERGENCY PREPAREDNESS**

In case of a declared emergency if travel to campus is not feasible, the USC Emergency Information web site (https://emergency.usc.edu/) will provide safety and other information, including electronic means by which instructors will conduct class using a combination of USC’s Blackboard learning management system (blackboard.usc.edu), teleconferencing, and other technologies.

**MARSHALL TECHNOLOGY SUPPORT SYSTEMS**

If you have any questions or need assistance with Blackboard, please contact the Marshall Help Desk at 213/740.3000 (option 2) or HelpDesk@marshall.usc.edu. Alternatively, you may contact the USC ITS Help Desk at 213/740.5555.

**STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS**

Academic Conduct:
Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, “Behavior Violating University Standards” policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, policy.usc.edu/scientific-misconduct.

Support Systems:

*Student Health Counseling Services* - (213) 740-7711 – 24/7 on call engemannshc.usc.edu/counseling
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

*National Suicide Prevention Lifeline* - 1 (800) 273-8255 – 24/7 on call suicidepreventionlifeline.org
Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

*Relationship and Sexual Violence Prevention Services (RSVP)* - (213) 740-4900 – 24/7 on call engemannshc.usc.edu/rsvp
Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

*Office of Equity and Diversity (OED) | Title IX* - (213) 740-5086 equity.usc.edu, titleix.usc.edu
Information about how to get help or help a survivor of harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following protected characteristics: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations.

*Bias Assessment Response and Support* - (213) 740-2421 studentaffairs.usc.edu/bias-assessment-response-support
Avenue to report incidents of bias, hate crimes, and microaggressions for appropriate investigation and response.

*The Office of Disability Services and Programs* - (213) 740-0776 dsp.usc.edu
Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

*USC Support and Advocacy* - (213) 821-4710 studentaffairs.usc.edu/ssa
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

*Diversity at USC* - (213) 740-2101
diversity.usc.edu
Information on events, programs and training, the Provost’s Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call
dps.usc.edu, emergency.usc.edu
Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call
dps.usc.edu
Non-emergency assistance or information.

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**COURSE OUTLINE AND ASSIGNMENTS OVERVIEW**

*Note: Each date in the course calendar is designated as “on campus,” “asynchronous,” or “online.”

“On campus” class meetings are in-person on campus.

“Online” class meetings happen using Zoom video conferencing to discuss content and to share information in real time.

“Asynchronous” class activities occur on Blackboard discussion forums and through team collaboration; while the professor will monitor discussion forums, interactions will not happen in real time.*

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Topics/ Daily Activities</th>
<th>Readings and Homework</th>
<th>Deliverables with Deadlines</th>
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<tbody>
<tr>
<td>T 8/27</td>
<td>Corporate Reputation in Global Society</td>
<td>Read: Course Syllabus &amp; Calendar, Argenti Chapter 1, Case Study: Google</td>
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<tr>
<td>TH 8/29</td>
<td>On Campus</td>
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<tr>
<th>Week 2</th>
<th>Topics/ Daily Activities</th>
<th>Readings and Homework</th>
<th>Deliverables with Deadlines</th>
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</thead>
<tbody>
<tr>
<td>TH 9/5</td>
<td>On Campus</td>
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<thead>
<tr>
<th>Week 3</th>
<th>Topics/ Daily Activities</th>
<th>Readings and Homework</th>
<th>Deliverables with Deadlines</th>
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</thead>
<tbody>
<tr>
<td>T 9/10</td>
<td>Corporate Identity, Corporate Image, and Corporate Reputation</td>
<td>Read: Argenti Chapter 4, Case Study: Jet Blue</td>
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<td>TH 9/12</td>
<td>On Campus</td>
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<td>Week 4</td>
<td>Professional Ethical Standards in Reputation Management</td>
<td>Read: The Page Principles Website</td>
<td>Team Case Study Project Contract Due</td>
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<tr>
<td>T 9/17</td>
<td>Asynchronous</td>
<td>TH 9/19 On Campus</td>
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<tr>
<td>Week 5</td>
<td>Corporate Social Responsibility</td>
<td>Read: Argenti Chapter 5</td>
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<td>United Nations Global Compact Website</td>
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<td></td>
<td>Watch: “Business in Society”</td>
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<td>Case Study: Starbucks</td>
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<td>T 9/24</td>
<td>Asynchronous</td>
<td>TH 9/26 On Campus</td>
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<td>Week 6</td>
<td>Corporate Strategic Philanthropy</td>
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<td>T 10/1</td>
<td>Asynchronous</td>
<td>TH 10/3 On Campus</td>
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<td>Week 7</td>
<td>Reputation Management Through Internal Relations</td>
<td>Read: Argenti Chapter 7</td>
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<td>T 10/8</td>
<td>Asynchronous</td>
<td>Case Study: Westwood Publishing</td>
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<tr>
<td>Week 8</td>
<td>Reputation Management Through External Relations</td>
<td>Read: Argenti Chapters 6, 8, &amp; 9</td>
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<td>T 10/15</td>
<td>Live Online</td>
<td>Case Studies: Adolph Coors Company, Steelcase, &amp; Disney’s America Themepark</td>
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<tr>
<td>Week 9</td>
<td>When Business Mixes with Politics, Religion, &amp; Social Justice</td>
<td>Team Case Study Rough Draft Due</td>
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<td>T 10/22</td>
<td>Asynchronous</td>
<td>TH 10/24 On Campus</td>
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<td>Week 10</td>
<td>Issues Management</td>
<td>Case Study: Daimler</td>
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<td>T 10/29</td>
<td>Asynchronous</td>
<td>TH 10/31 On Campus</td>
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### Week 11

**T 11/5**  
Asynchronous  
 **Managing Reputation During Crisis**  
Read: Argenti Chapter 10  
Case Study: Coca Cola India

**TH 11/7**  
On Campus

### Week 12

**T 11/12**  
Asynchronous  
 **Corporate Engagement in the Digital Era**  
Watch: “Social Media Disclosure and Ethics for Big Brands”  
Case Studies: Domino’s Pizza & Pepsi Refresh

**TH 11/14**  
On Campus

### Week 13

**T 11/19**  
Live Online  
 **Corporate Diplomacy in the International Environment**  
Read: White – “Exploring the Role of Private-Sector Corporations in Public Diplomacy”

**TH 11/21**  
On Campus

### Week 14

**T 11/26**  
Live Online  
 **Team Case Study Consultations**

**TH 11/28**

### Week 15

**T 12/3**  
Asynchronous  
 **Course Reflections, Peer Evaluations, & Course Evaluation**

**TH 12/5**  
On Campus

**FINAL**  
Date TBD  
Comprehensive Final Exam

**Other Deadlines:**

- You will write an analysis (≤ 300 words each) for four of the several case studies used throughout the course. You may select for which four cases you provide a written analysis. Each analysis is due on the date that correspond with each case study on the course calendar. You will discuss the case studies and your analyses with the class via Blackboard.
Once during the semester, you will provide an oral response to the weekly readings and lead a class discussion on a reputation management topic. You may lead the discussion and provide a response in the classroom or via Zoom. I will assign each student a reading list/topic and deadline at the first class meeting.
Appendix I. MARSHALL GRADUATE PROGRAMS LEARNING GOALS

How BUCO 599 Contributes to Marshall Graduate Program Learning Goals

<table>
<thead>
<tr>
<th>Marshall Graduate Program Learning Goals</th>
<th>BUCO 599 Objectives that support this goal</th>
<th>Assessment Method*</th>
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</table>
| **Learning Goal #1: Develop Personal Strengths.**
  Our graduates will develop a global and entrepreneurial mindset, lead with integrity, purpose and ethical perspective, and draw value from diversity and inclusion. | 5 | Required readings, class discussions and exercises, case study analyses, CSR report, issues management report, team case study project, and an exam |
| 1.1 Possess personal integrity and a commitment to an organization’s purpose and core values. | 5 | |
| 1.2 Expand awareness with a global and entrepreneurial mindset, drawing value from diversity and inclusion. | 5 | |
| 1.3 Exhibit awareness of ethical dimensions and professional standards in decision making. | 5 | |
| **Learning Goal #2: Gain Knowledge and Skills.**
  Our graduates will develop a deep understanding of the key functions of business enterprises and will be able to identify and take advantage of opportunities in a complex, uncertain and dynamic business environment using critical and analytical thinking skills. | 1, 2, 3, 4 | Required readings, class discussions and exercises, case study analyses, CSR report, issues management report, team case study project, and an exam |
| 2.1 Gain knowledge of the key functions of business enterprises. | 1 | |
| 2.2 Acquire advanced skills to understand and analyze significant business opportunities, which can be complex, uncertain and dynamic. | 2 | |
| 2.3 Use critical and analytical thinking to identify viable options that can create short-term and long-term value for organizations and their stakeholders. | 3, 4 | |
| **Learning Goal #3: Motivate and Build High Performing Teams.**
  Our graduates will achieve results by fostering collaboration, communication and adaptability on individual, team, and organization levels. | 5 | Class discussions and exercises and team |
| 3.1 Motivate and work with colleagues, partners, and other stakeholders to achieve organizational purposes. | 5 | |

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<tr>
<td><strong>3.2</strong> Help build and sustain high-performing teams by infusing teams with a variety of perspectives, talents, and skills and aligning individual success with team success and with overall organizational success.</td>
<td>5</td>
<td>case study project</td>
</tr>
<tr>
<td><strong>3.3</strong> Foster collaboration, communication and adaptability in helping organizations excel in a changing business landscape.</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>
Please identify your team and team members for the Team Case Study Project that you worked on. Then rate all your team members, including yourself, based on the contributions of each team member for the selected assignment according to the criteria listed below. On a scale of 0 – 2 with 0 indicating does not meet expectations, 1 meets expectations and 2 exceeds expectations, rate each person on each of the five criteria. Lastly, add up the points for each person with the maximum number of points for each person being 10. In the box below, describe the exact contributions of each team member, including yourself.

<table>
<thead>
<tr>
<th>Team Members/Assessment Criteria of Team Contributions</th>
<th>Team Member 1</th>
<th>Team Member 2</th>
<th>Team Member 3</th>
<th>Yourself</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Role Performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2. Assists Team Members</td>
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<tr>
<td>3. Listening and Discussing</td>
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<tr>
<td>4. Research and Information Sharing</td>
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<tr>
<td>5. Time Management</td>
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</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Contribution details:
Appendix III

CLASS PARTICIPATION STATEMENT

Class participation is an extremely important part of the learning experience in this course as the richness of the learning experience will be largely dependent upon the degree of preparation by all students prior to each class session.

A course that incorporates the frequent use of case analyses to illustrate the practical application of concepts and practices requires the student to diligently and thoroughly prepare cases and actively offer the results of the analyses and conclusions derived as well as recommendations during each class session. My expectation and that of your classmates are that you are prepared for all classes and will actively participate in and meaningfully contribute to class discussions.

In-class participation is also a critical part of this course’s learning experience. Cold calling may take place to encourage active participation and to gain multiple perspectives and points of view, thus lending itself to the richness of the learning experience. In-class participation grading will be based on students’ demonstrated willingness to participate and the quality of the comments expressed, rather than quantity. While some students are far more comfortable than others with class participation, all students should make an effort to contribute meaningfully.

Students will offer their opinions in group settings many times in their careers; thus, class participation serves to prepare students for this business experience.

The evaluating of in-class participation is based on the following:

- **Relevance** – Does the comment or question meaningfully bear on the subject at hand? Irrelevant or inappropriate comments can detract from the learning experience.
- **Responsiveness** – Does the comment or question connect to what someone else has said?
- **Analysis** – Is the reasoning employed consistent and logical? Has data from course materials, personal experience, or general knowledge been employed to support the assertions/findings?
- **Value** – Does the contribution further the understanding of the issues at hand?
- **Clarity** – Is the comment concise and understandable?

During class sessions, I frequently assume the role of a facilitator to encourage a discussion that includes perspectives from a variety of viewpoints and, secondly, to help pull together prevailing analyses and recommendations. The direction and quality of a discussion is the collective responsibility of the class.

For each in-class session two (2) points will be awarded to a student for relevant and meaningful participation, one (1) point for modest contributions to the class and zero (0) points for no participation or absence.

To underscore the importance of participation, 5 percent of the course grade or 50 of 1000 points are allocated to class participation.
Class Participation—Behavioral Anchor Rating Scale:

**Excellent Performance**
- Initiates information relative to topics discussed
- Accurately exhibits knowledge of assignment content
- Clarifies points that others may not understand
- Shares personal experiences or opinions related to topic
- Offers relevant/succinct input to class
- Actively participates in class exercises
- Demonstrates ability to apply, analyze, evaluate, and synthesize course material.
- Demonstrates willingness to attempt to answer unpopular questions
- Builds on other students’ contributions

**Average Performance**
- Participates in group discussions when asked
- Demonstrates knowledge of course material
- Offers clear, concise, and accurate information on class assignments
- Offers input, but tends to reiterate the intuitive
- Attends class regularly

**Unacceptable Performance**
- Fails to participate even when directly asked
- Gives no input to discussions
- Does not demonstrate knowledge of the readings
- Shows up to class but does nothing
- Distracts group/class
- Irrelevant discussion
Appendix IV

**MIDPOINT COURSE EVALUATION QUESTIONS**

*Faculty are encouraged to give students midpoint course evaluations to gauge student concerns and adjust the course early on. Student feedback is for instructor use only and not a part of the formal performance review process. Instructors are encouraged to review the comments and discuss in the following class session.*

In order to continuously improve the effectiveness of our class, could you please take a few moments to answer the following questions:

1. How well do the course objectives support your general business knowledge and personal career goals?

2. What have you liked about this course so far?

3. Do you have any suggestions for improving the course experience?
Appendix V
Blackboard in a Short-Term Emergency
How to get up and running

During a disaster you will need to be able to teach within one week of the disaster. In preparation you should spend some time in Blackboard, upload a syllabus, and prepare to teach at least one class outside of the classroom.

This User Guide is designed to help you do the minimum to continue teaching during a disaster. This is not intended to be a long-term solution. At a minimum you need to be able to interact with students and collect work.

In the event of a major disaster, the university will switch to the Disaster Response/Recovery systems. This change should not impact Blackboard as it has been tested on a regular basis and the switch over requires no downtime. Blackboard DOES require authentication through Shibboleth which is a top priority of ITS to get up and running during a disaster. Blackboard support will be available, but all instructors should be familiar with the basics as many people will be trying to get support during this time and you may experience delays.

Below is information to help you with doing the minimum during a disaster to continue teaching at USC. Additional information is also available in the Blackboard_Best_Practices course which you are enrolled in through Blackboard.

Where to go: www.blackboard.usc.edu

How to sign in: Use USC netID and password (USC netID is used with WorkDay or GRS)

How to make course available to students: Done in Blackboard, using Qwickly or Course Menu

Through Qwickly:
- Click Home Tab -> Tool Panel (left side of screen) -> Qwickly (Faculty/TAs)
- Click Course Availability
- Click On/Off button next to course (On – Available to students)

Through Course:
- Click Home Tab -> Course ID
- Click Customization (on left towards the bottom of the menu) -> Properties
- Scroll down to SET AVAILABILITY and change “Make Course Available” to “Yes”
- Click “Submit”

Communicating with Students within the Course: Email and Announcements

Emailing from Course
- Click Course Tools (left side of screen) -> Send Email -> Click Recipient Group to send to
- Follow on screen instructions to compose email.
- Click “Submit”

Creating Announcements in Course
- Click on “Announcements” (left side of screen) -> click “Create Announcement”
- Fill in Subject and Message of announcement
- Set announcement options (duration, course link, etc.)
- Click “Submit”

Creating a Discussion Board
- From Course Home Page -> click “Assignments” (left side menu)
- Click “Tools” -> “Discussion Board”
- Select “Link to Discussion Board Page” or “Select Discussion Board Forum” (select discussion board)
- Click “Next”
- Fill in information and click “Submit”

Creating an Assignment
- From Course Home Page -> click “Assignments” (left side menu)
- Click “Assessments” -> “Assignment”
- Fill in information on page (make sure to enter points and to make available)
- Click “Submit”

Blackboard Support Contacts
- Blackboard Help Line – 24/7/365 – 213.740.5555 option 2
- Blackboard Support – blackbord@usc.edu
- Faculty Book a Callback – https://uscbbhelp.youcanbook.me/
- Reset Password – http://itservices.usc.edu/uscnetid/