
Lecture Class

Monday/Wednesday 8:00am-9:50am Room: JFF327

Office Hours

Monday/Wednesday 10:30am – 1:30pm ACC 400C Open door - In-Person
Monday/Wednesday 4:00pm – 5:00pm by preset appointment ONLY

COURSE DESCRIPTION

You are working in an increasingly complex world characterized by explosive growth in access to and quantity of information—and your professional life will likely revolve around how you generate, organize, evaluate, and manage the communication of this information. Almost without exception, today’s business professionals attribute their success largely to their ability to write well, to speak dynamically, and to cultivate business relationships through strong interpersonal communication skills.

Armed with astute communication strategies, business professionals can effectively exercise influence—an essential management skill—and produce desired results.

Whether making a presentation, creating and executing an integrated persuasive appeal, or engaging in group problem solving—you should be able to convey ideas and feelings to your audience clearly, accurately, and persuasively. This course is designed to sharpen your existing skills as a strategic thinker, writer, and speaker and to employ those skills to realize an actionable understanding of strategic communication.

The class is structured to *emphasize experiential learning* so that our study of managerial communication can be applied to exercises and activities mirroring real-world challenges you will face in your professional lives.

At the end of this course, you will be a *more articulate and influential business communicator*. You will understand the rhetorical reasoning that supports the strategies you learn such that you can successfully meet all types of new communication challenges.

Business Communication Strategy—Theory

Demonstrate understanding of the elements of business communication theory and apply this understanding to communications in a wide range of business contexts.

Business Communication Strategy— Application

Apply communication theory to develop business communication strategies, including evaluation of purpose, audience, context, and channel choice. Demonstrate the ability to analyze, compare and critique these strategies, and effectively communicate this assessment.

COURSE ASSUMPTIONS

In addition to computer and language skills, I assume an ability to perform basic research as part of this course and others. I expect you will be as enthusiastic about this course as you would be in any course important to your future, and that you will actively participate and take responsibility for your own learning. Whether writing or speaking, you should be able to connect with your audience, conveying ideas and message points in an accurate, complete, and convincing way. Communication skills are developed by practice, so class time will often be devoted to exercises that are applicable to the real-world challenges you will face in your professional lives.

My goal is to help you become more professional business communicators. If you prepare for and attend all classes, participate actively in activities and discussions, and complete all assignments conscientiously, you will improve your skill level. By the end of this course, you will have increased your ability to organize and present ideas more clearly, develop stronger and more convincing arguments, thoughtfully apply communication strategies to a variety of professional

situations, participate in job interviews, work more effectively with other people, and how to incorporate media into your message.

A richer discussion will occur when a variety of perspectives are presented in class for discussion. In our structured and unstructured discussions and dialogues, we also will have many opportunities to explore some challenging, high-stakes issues and increase our understandings of different perspectives. Our conversations may not always be easy; we sometimes will make mistakes in our speaking and our listening; sometimes we will need patience or courage or imagination or any number of qualities in combination to engage our texts, our classmates, and our own ideas and experiences. Always we will need respect for others.

The readings, class lecture, and my comments in class will suggest a particular point of view. This perspective is my own and **does not have to be yours!** I encourage you to disagree with the ideas in the readings and lectures as well as the perspectives of your colleagues in the course. **Please express yourself!!** A significant part of a college education is learning about the complexity of various issues; therefore, it is important that we listen and respect one another but we do not have to agree.

DETAILED LEARNING OBJECTIVES

This course is designed for you to acquire knowledge and skills in business communication. The BUAD 302 experience will enable you to:

1. Identify and discuss communication theories, models, and principles that impact business communication across diverse industries and fields in a global landscape *by analyzing specific communication behaviors, strategies, and goals through case studies and group discussions.*
2. Apply communication theories and principles to achieve communication goals *by evaluating the purpose of your message, conducting audience analysis, and selecting the appropriate communication channel to successfully construct and deliver presentations individually and as part of a team in various business contexts.*
3. Utilize critical thinking skills to develop and implement communication strategies across diverse business environments *by analyzing, comparing, and evaluating the effectiveness of these strategies via scenario-based simulations and exercises.*
4. Develop an understanding and awareness of ethical principles and intercultural and diversity factors that impact the communication process as business leaders, managers, colleagues and employees *by analyzing and explaining ethical challenges and incidents in their cultural and organizational contexts.*
5. Acquire and apply an understanding of small group communication dynamics, *including learning to evaluate and articulate obstacles that impact effective team communication and developing collaborative deliverables.*

After only fifteen weeks, you probably will **not** reach a level of professional excellence in all business communication areas; mastery sometimes takes years and always takes dedication. You will, however, clearly understand the strategic objectives toward which you are working, understand the necessary processes involved in meeting those objectives (and helping others meet them), appreciate your strengths and challenges, and feel increased confidence in your communication decisions and in the execution of those decisions.

REQUIRED MATERIALS

Required reading includes the text cited below as well as articles and cases distributed in class via Blackboard.

Cardon, Peter W. *Business Communication: Developing Leaders for a Networked World*, 2nd Edition. (McGraw-Hill 2016).

On Course Reserve in the Business Library or you can rent (\$16.65) at https://www.amazon.com/Business-Communication-Developing-Leaders-Networked/dp/0073403288/ref=pd_sbs_14_1/133-4980199-0307139?_encoding=UTF8&pd_rd_i=0073403288&pd_rd_r=2a51bd2b-92b1-47b1-ba36-37d98e7dcc93&pd_rd_w=JDsWl&pd_rd_wg=gg4Mf&pf_rd_p=7c0dad87-8a25-4c4f-9349-026039ea6cb3&pf_rd_r=7R4WRFNSPMFXY43VAQ2&psc=1&refRID=7R4WRFNSPMFXY43VAQ2

HBR Coursepack: <https://hbsp.harvard.edu/import/692789> (cost \$38.25)

Totalsdi assessment: (cost is \$30.00). Directions can be found on Blackboard. Assessment needs to be registered for by **February 10th** and completed by **February 17th**.

POINTS OF INTEREST

BlackBoard

Copies of PowerPoint lectures will be available through your BlackBoard account. All assignments (unless otherwise noted) will be expected to be uploaded to Turnitin.com. You should use the spell-checking and grammar-checking features built into Microsoft Office for any written deliverables including your own PowerPoints. I will ask that you challenge yourself to include charts, video, sound, and external links into your PowerPoints.

Experiential Learning Lab

During our semester we will be holding several sessions in the Experiential Learning Lab (ELC) located in the lower level of JFF. These sessions will be either taped presentations or exercises. Please note that ELC exercises are non-negotiable.

Missing an ELC exercise will negatively impact your grade by 25 points at the end of the semester (per missed session) unless excused by me prior to the class.

Mock Interviews

Mock interviews are your opportunity to practice your interviewing skills. For some of you, this may be the first time you will have participated in an interview. We are scheduled for the ELC in JFF during the Week 6 **our Feb 12th class**. You must be dressed in **professional interview attire** and have a **CLEAN HARD COPY** of your resume, cover letter or you will be turned away. Students who do not meet these standards will not be allowed to interview. **If you miss the mock interviews, you will lose 50 points unless excused by me—in advance. There will be no make-ups for the ELC Exercises or for the mock interviews.**

USC Writing Center

If you are having difficulties with the mechanics of writing, help exists. The USC Writing Center located on the third floor of Taper hall is an excellent resource. You may schedule 30-minute appointments with writing consultants trained to assist you in planning, organizing, and revising your assignments. Some consultants are graduate business students in the Marshall School of Business. Others have special skills in working with students for whom English is a second language. The Writing Center also offers daily workshops on troublesome language and grammar issues, and makes available several handouts on an array of grammar and usage points: <http://www.usc.edu/dept/LAS/writing/writingcenter/>.

International students and non-native writers and speakers of English will also want to investigate the help available to them through USC's American Language Institute: <http://dornsife.usc.edu/ali>.

GRADING SUMMARY

Graded Assignments	Points	% of Grade
Presentation 1 (Individual Dream Job)	0	0
Presentation 2 (Individual Hire Me)	125	12.5
Presentation 3 (Team Presentation: Ethics case)	125	12.5
Presentation 4 (Team Presentation: Shark Tank)	125	12.5
Team Charter	50	5.0
Table Talks (Two total – 1 not graded, 1 graded)	50	5.0
Bongo Video Journals (5 - 10 points each)	50	5.0
Career Package: Resume/ Cover Letter/ LinkedIn Profile	100	10.0
Networking Memo	100	10.0
Midterm	100	10.0
Final Exam	100	10.0
Participation/Engagement	75	7.5
TOTAL	1,000	100.0%

You are expected to **arrive on time and be prepared** for all class sessions. Final grades in the course will depend on your performance in the following types of assignments in addition to participation and engagement:

- Oral Presentations – Presentations and Table Talks
- Written Communication – Career Package, Networking Report, Midterm, and Final Exam
- Active participation in classroom discussions including classroom assignments/exercises/quizzes

These types of assignments represent 1,000 total points and are described in more detail below.

<u>Oral Presentations</u>	525 pts.	<u>Midterm and Final Exams</u>	200 pts.
Each of you will complete four graded presentations—one individual and three as part of a group. You will also have two opportunities to do impromptu presentations. Group presentations will consist of a team grade that MAY be adjusted based on peer feedback at the end of the semester.		Midterm	100 pts.
		Final Exam	100 pts.
		A final exam is a mandatory component of this required business course and will be based on the entire semester’s content. The final consists of two parts: a test portion and completion of the peer feedback. Not completing either portion of the final will automatically drop your final grade by one full grade. Please see the course schedule for final exam date.	
Individual		<u>Engagement/Participation</u>	75 pts.
Career Aspiration	0 pts.	I assume that you will be present and on time for every class and ready to begin work at the time class is scheduled to start. Should you need to be absent <u>I expect to receive an e-mail from you PRIOR to the start of class</u> . Keep in mind that a message in advance of class does not “excuse” your absence – it simply shows me that you are taking responsibility for choosing to do something else during class time. Multiple absences, even when accompanied by conscientious notification, may be viewed as unprofessional behavior and negatively impact your engagement/participation grade.	
Persuasive (Hire me)	125 pts.		
Bongo Video Journals (5 total – 10 points each)	50 pts.		
Group			
Team Charter	50 pts.		
Informative (Ethics case)	125 pts.		
Persuasive (Shark Tank/ Nonprofit)	125 pts.		
Impromptus			
Two total (1 graded and 1 not graded)	50 pts.		
<u>Written Communication</u>	200 pts.		
Career Package (Resume, Cover Letter, LinkedIn Profile)	100 pts.		
Networking Memo	100 pts.		

ENGAGEMENT WILL BE SCORED AS A LETTER GRADE. IT IS POSSIBLE TO RECEIVE NEGATIVE POINTS IN THIS CATEGORY!

To receive top points for engagement/participation you will need to *take an active role in class discussions*, volunteer for leading Experiential Learning Center (ELC) and in-class exercises, bring relevant news stories to the attention of the class and lead in-class discussion based on readings and news stories, attend office hours and review all of your presentations, etc.

Important Note: Please silence all electronic devices before class and stow them in your bag or backpack. Please do not check your electronic messages in class. I also ask that you do not work on your computer during class (even for taking notes); this has proved to be an unending distraction to other students in the class. This is an interpersonal class that is interactive with lots of opportunities to participate. Interacting with digital devices will negatively impact your participation grade. I **DO** keep track when I see you are distracted by your “**digital demons**” during class.

My request regarding wireless devices is in keeping with the Marshall School’s Wireless Environment Protocol. It states:

Laptop and Internet usage is not permitted during academic or professional sessions unless otherwise stated by the respective professor and/or staff. Use of other personal communication devices, such as cell phones, is considered unprofessional and is not permitted during academic or professional sessions. ANY e-devices (cell phones, PDAs, I-Phones, other texting devices, laptops, I-pods) must be completely turned off during class time. You might also be asked to deposit your devices in a designated area in the classroom. Videotaping faculty lectures is not permitted due to copyright infringement regulations. Audio taping may be permitted if approved by the professor. Use of any recorded or distributed material is reserved exclusively for the USC students registered in this class.

Assignment Protocol

Any assignment turned in late, even if by only a few minutes, will receive a grade deduction (for example, if your work is a B+ grade, you will be given a C+ grade). If your Internet breaks down on the due date, you must deliver a hard copy at **the beginning of class on that day**. If you are unable to attend class on that day, make arrangements for it to be delivered to the classroom or to my box by the start of class. Late or not, however, you must complete all required assignments to pass this course. **Your written assignments should be free of spelling, punctuation, or grammar errors.** ANY errors in mechanics reduce the effectiveness of written communication and will dramatically lower your grade.

You may regard each of your assignments as an “exam” in which you apply what you’ve learned according to the assignment. I will do my best to make my expectations for the various assignments clear and to evaluate them as fairly and objectively as I can.

GRADING DETAILS

Because of the Marshall School targeted mean (3.0 for undergraduate core business classes), your ultimate grade in the course is determined by the absolute quality of your performance, the overall percentage score within the class, and your standing in the overall class (i.e. your ranking) at the end of the course. Striving for excellence will yield maximum learning and an enhanced opportunity to achieve the final grade you desire. Many students who work hard will achieve a final grade in the ‘B’ range for the course. The amount of effort to produce the products in this class is not a graded aspect of the rubrics used and will not be taken into consideration when grading.

Your grade will not be based on a mandated target, but on your performance. Historically, the average grade for this class is a (B). Three items are considered when assigning final grades:

1. Your average weighted score as a percentage of the available points for all assignments (the points you receive divided by the number of points possible).
2. The overall points across all assignments within the class.
3. Your ranking among all students in the class.

GRADING SCALE

Weighted Score	Overall Points	Letter Grade	Grade Points
95.0-100	950-1000	A	4.0
90.0-94.9	900-949	A-	3.7
87.0-89.9	870-899	B+	3.3
85.0-86.9	850-869	B	3.0
80.0-84.9	800-849	B-	2.7
77.0-79.9	770-799	C+	2.3
75.0-76.9	750-769	C	2.0
70.0-74.9	700-749	C-	1.7
60.0-69.9	600-699	D	1.0
0-59.9	0-599	F	0.0

Also, please note that while your major presentations will be graded on a point basis, for example, 90/100, your final grade will be letter-graded and all aspects of your performance will be taken into consideration and per the professor’s discretion. Grades are not rounded up and are not negotiable.

Review of Grades

Reviews or discussions of grades will not occur when the assignment is handed back. If an assignment is returned to you and you believe that some error has occurred in the grading, you can, within **one week of the date the assignment is returned**, request—using a memo—that I re-evaluate the assignment. If necessary, I am glad to clarify my commentary on returned assignments (after you have had time to digest the commentary), but if you wish to discuss your grade, you must initiate the discussion with a memo. Any reference and discussion of grades (written or otherwise) must be initiated and conducted with diplomacy and thoughtfulness.

If you are requesting a grade review, the original assignment or presentation evaluation form should be attached to your memo. The memo should fully and carefully explain why you think the assignment should be re-evaluated. Arguing that “I worked hard and put in a lot of time” or simply saying “I don’t understand why I received this grade” are neither full nor careful explanations. Remember that the re-evaluation process can result in three types of grade adjustments: positive, none, and negative.

All grades assigned by faculty members are final. Students have the right to seek explanation, guidance, counsel and reasons for the assignment of a grade. Students may appeal a grade according to university policy as set forth in SCampus. Faculty may initiate a change in grade if there is an error in the calculation of a grade. However, a faculty member may not change a disputed grade outside the formal appeals process. In response to a disputed academic evaluation by an

instructor, a student is entitled to two levels of appeal after review by the instructor: first to the chairperson of the department and then to the appropriate dean of the school. The full university policy can be found on page 125 of SCampus and at: http://www.usc.edu/dept/publications/SCAMPUS/gov/disputed_academic_evaluation_procedures.html

Incomplete Grades: In incomplete (IN) grade may be assigned due to an “emergency” that occurs after the 12th week of classes. An “emergency” is defined as a serious documented illness, or an unforeseen situation that is beyond the student’s control, that prevents a student from completing the semester. Prior to the 12th week, the student still has the option of dropping the class. Arrangements for completing an IN course should be initiated by the student and negotiated with the instructor. Class work to complete the course should be completed within one calendar year from the date the IN was assigned. The IN mark will be converted to an F grade should the course not be completed.

IMPORTANT DATES IN THE COURSE

Dates marked in red will be VERY difficult to make up. If you need to miss any of these dates, I need to be contacted in email 24 hours prior and it will be up to you to find a session/ time to reschedule.

- Monday, January 13 - First Day of Class
- Monday, January 20 – Martin Luther King Day, university holiday
- Wednesday, January 29 – - ELC, (JFF, Rooms A-F); Individual Presentation #1: *Dream Job*
- Thursday, February 6 – USC Career Fair
- Wednesday, February 12 - ELC, (JFF, Rooms A-F); Mock Interviews
- Monday, February 17 – President’s Day, university holiday
- Monday, February 24 - *Totalsdi*
- Monday, February 28 – Last day to drop a course without a “W” or change to Pass/No Pass
- Monday, March 2 – Midterm
- Wednesday, March 11 - ELC, (JFF, Rooms A-F); Individual Presentation #2: *Hire Me*
- Monday, March 23 – classroom; Team Presentations: *Team Charters*
- Wednesday, March 25 - ELC (JFF, Rooms A-F); Team Presentations: *Ethics Case*
- Wednesday, April 8 - ELC, (JFF, Rooms A-F); *HiFli*
- Wednesday, April 22 – ELC, (JFF, Rooms A-F); Win as much as you can/ Business Charades
- Monday, April 27 AND Wednesday, April 29 – classroom, Final Team Presentations
- Wednesday, May 11 11am – Final (14646)

Religious/Cultural Observance:

Persons who have religious or cultural observances that coincide with class should let me know in writing (by e-mail for example) by January 30, 2020. I strongly encourage you to honor your cultural and religious holidays! However, if I do not hear from you by that date, I will assume that you plan to attend all class meetings. My understanding of key holidays this semester (however, I may have missed a few):

Jewish	Tu Bishvat/Tu B'Shevat	Monday, February 10, 2020
	Purim	Tuesday, March 10, 2020
	Passover	Thursday, April 9-16, 2020
	Yom HaShoah	Tuesday, April 21, 2020
Christian	Ash Wednesday	Wednesday, February 26, 2020
	Palm Sunday	Sunday, April 5, 2020
	Good Friday	Friday, April 10, 2020
	Easter	Sunday, April 12, 2020
Hindu	Maha Shivaratri	Friday February 21, 2020
Muslim	Isra and Mi'raj	Sunday March 22, 2020
	Ramadan Starts	Friday, April 24, 2020

MARSHALL GUIDELINES

Add/Drop Process:

In compliance with USC and Marshall’s policies classes are open enrollment (R-clearance) through the first week of class. All classes are closed (switched to D-clearance) at the end of the first week. This policy minimizes the complexity of the registration process for students by standardizing across classes. I can drop you from my class if you don’t attend the first two sessions. Please note: If you decide to drop, or if you choose not to attend the first two session and are dropped, you

risk being not being able to add to another section this semester, since they might reach capacity. You can only add a class after the first week of classes if you receive approval from the instructor.

Further, if you are absent four or more times prior to **January 30, 2020**, I will ask you to withdraw by that date. These policies maintain professionalism and ensure a system that is fair to all students.

Students with Disabilities:

USC is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. If you have a disability which may impact your performance, attendance, or grades in this course and require accommodations, you must first register with the Office of Disability Services and Programs (www.usc.edu/disability). DSP provides certification for students with disabilities and helps arrange the relevant accommodations. Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in GFS (Grace Ford Salvatori Hall) 120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. Email: ability@usc.edu.

Student Mental Health and Well-being

University of Southern California (USC) is committed to advancing the mental health and wellbeing of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact Counseling and Mental Health Services at (213) 740-9355 and <https://studenthealth.usc.edu/counseling/>. Your mental health is as important as your physical health. You would go to a doctor if you had a fever, you should view your mental health with the same approach.

Support Systems:

Students whose primary language is not English should check with the American Language Institute <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students.

Student Counseling Services (SCS) - (213) 740-9355 (WELL) – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. <https://engemannshc.usc.edu/counseling/>

National Suicide Prevention Lifeline - 1-800-273-8255

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. <http://www.suicidepreventionlifeline.org>

Relationship & Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. <https://engemannshc.usc.edu/rsvp/>

Sexual Assault Resource Center

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: <http://sarc.usc.edu/>

Office of Equity and Diversity (OED)/Title IX compliance – (213) 740-5086

Works with faculty, staff, visitors, applicants, and students around issues of protected class. <https://equity.usc.edu/>

Bias Assessment Response and Support

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. <https://studentaffairs.usc.edu/bias-assessment-response-support/>

Student Support & Advocacy – (213) 821-4710

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. <https://studentaffairs.usc.edu/ssa/>

Diversity at USC

Tabs for Events, Programs and Training, Task Force (including representatives for each school), Chronology, Participate, Resources for Students. <https://diversity.usc.edu/>

USC Emergency Information

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. emergency.usc.edu

USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime.

Provides overall safety to USC community. dps.usc.edu

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” <https://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, <http://policy.usc.edu/scientific-misconduct>.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* <http://equity.usc.edu/> or to the *Department of Public Safety* <http://capsnet.usc.edu/departments/departments-public-safety/online-forms/contact-us>. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage sarc@usc.edu describes reporting options and other resources.

Emergency Preparedness/Course Continuity:

In case of emergency, and travel to campus is difficult, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies. Instructors should be prepared to assign students a "Plan B" project that can be completed at a distance. For additional information about maintaining your classes in an emergency please access: <http://cst.usc.edu/services/emergencyprep.html>

Please **activate your course in Blackboard** with access to the course syllabus. Whether or not you use Blackboard regularly, these preparations will be crucial in an emergency. USC's Blackboard learning management system and support information is available at blackboard.usc.edu.

APPENDIX			
Alignment of Course Learning Objectives with Marshall's Undergraduate Program Learning Goals			
Goal #	Marshall Program Learning Goal Description Covered in this Course (Goals 1, 2, 3, and 4 and relevant selected sub-goals)	Course Objectives	Relevant Course Assignments
1	<p>Our graduates will demonstrate critical thinking skills so as to become future-oriented problem solvers, innovators and decision makers in diverse and rapidly changing business environments.</p> <ul style="list-style-type: none"> Students will demonstrate the ability to anticipate, identify and solve business problems. They will be able to identify and assess central problems, identify and evaluate potential solutions, and translate a chosen solution to an implementation plan that considers future contingencies Students will demonstrate the ability to be accurate, clear, expansive (thorough, detailed) and fair-minded in their thinking Students will critically analyze concepts, theories and processes by stating them in their own words, understanding key components, identifying assumptions, indicating how they are similar to and different from others and translating them to the real world Students will be effective at gathering, storing, and using qualitative and quantitative data and at using analytical tools and frameworks to understand and solve business problems Students will understand the concepts of critical thinking, entrepreneurial thinking and creative thinking as drivers of innovative ideas 	<p>Moderate (Course learning objectives 2, 3, 4)</p>	<p>ELC: Hi-Fli Exercise ELC: Win as Much as You Can Executive Presence Assessment Social Styles Assessment Presentation Two: Hire Me Team Presentation: Business Ethics Team Presentation: Shark Tank Midterm Final Exam Culture Exercise Semester goal setting Bongo Videos Career Package Table Talk Presentations Assigned Readings, Class Activities, and Discussion</p>
2	<p>Our graduates will develop people and leadership skills to promote their effectiveness as business managers and leaders in the 21st century's evolving work and organizational structures.</p> <ul style="list-style-type: none"> Students will recognize, understand and analyze the roles, responsibilities and behaviors of effective managers and leaders in diverse business contexts e.g., functionally diverse, culturally diverse, geographically diverse, etc. Students will understand factors that contribute to effective teamwork including how to elicit, manage and leverage diverse perspectives and competencies. Students will recognize, understand, and analyze the motivations and behaviors of stakeholders inside and outside organizations (e.g., teams, departments, consumers, investors, auditors) 	<p>Moderate (Course learning objectives 2, 3)</p>	<p>Assessments: Social Styles, EQ, CQ, and Totalsdi Impression Management exercise Bongo Videos Team Charter activity Team Presentation: Business Ethics Team Presentation: Shark Tank ELC: HiFli ELC: Win as much as you Can Assigned Readings, Class Activities, and Discussion</p>
3	<p>Our graduates will be effective communicators to facilitate information flow in organizational, social, and intercultural contexts.</p> <ul style="list-style-type: none"> Students will identify and assess diverse personal and organizational communication goals and audience information needs Students will demonstrate an ability to gather and disseminate information and communicate it clearly, logically, and persuasively in professional contexts Students will understand individual and group communications patterns and dynamics in organizations and other professional contexts 	<p>High (Course learning objectives 1-5)</p>	<p>Presentation One: Career Aspiration Presentation Two: Hire Me Table Talk Presentations Team Presentation: Business Ethics Team Presentation: Shark Tank Networking Report Resume/Cover Letter (Written) Bongo Videos ELC: HiFli Exercise Midterm Final Exam Assigned Readings, Class Activities, and Discussion</p>
4	<p>Our graduates will demonstrate ethical reasoning skills, understand social, civic, and professional responsibilities and aspire to add value to society.</p> <ul style="list-style-type: none"> Students will recognize ethical challenges in business situations and assess appropriate courses of action Students will understand professional codes of conduct 	<p>Moderate (Course learning objectives 2, 3, 4, 5)</p>	<p>Culture In-class exercise Team Presentation: Business Ethics Assigned Readings, Class Activities, and Discussion</p>