

BUAD 302

Communication Strategy in Business

Dr. Cynthia Heller Alt, PhD

Spring 2022

Email: Calt@Marshall.usc.edu / Calt@usc.edu

Lecture Class

Tuesday/Thursday

14673: 8:00am-9:50am Room: JFF 331

14677: 10:00am-11:50am Room: JFF 331

Office Hours

Tuesday/Thursday

12:00pm – 1:30pm ACC 215F Open door or via Zoom

Other

By appointment scheduling via link on Blackboard

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 theory 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.

This course is taught in a flipped format. All course materials can be found in Blackboard (blackboard.usc.edu). This course is divided into modules, and each module is intended to cover one key learning expectation. Module activities may include reading assignments, weekly lessons, interactive exercises, homework assignments, discussion forums, class sessions, and quizzes or exams. It is expected that students will have completed all required activities and assignments **before** attending the class session. You will also find Zoom information for Professor/Student Hours, as well as a Calendly link for my availability to schedule meetings address questions and coach/mentor outside the class hours.

Students should ensure that they can access all of the online tools via Blackboard prior to the start of classes.

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 communication theories, models, and principles that impact business communication across diverse industries and fields in a global environment by analyzing communication behaviors, strategies, and goals through case studies and discussions.
2. Apply communication theories, models, and principles to achieve communication goals by evaluating purpose of message, conducting audience analysis, and selecting the appropriate communication channel and medium to successfully construct and deliver messages individually and as part of a team in various business contexts.
3. Interpret ethical principles, intercultural, and diversity factors that impact the communication process among employees, managers, colleagues, and business leaders by analyzing ethical challenges or incidents in organizational contexts.
4. Evaluate dynamics that impact effective team communication and deliverables by participating in team projects, role play, and experiential exercises.

After this semester, 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.

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 learn how to incorporate media into your message.

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*, 3rd Edition. (McGraw-Hill 2017 – digital 6-month access \$91.50 - ISBN10: 125989861X | ISBN13: 9781259898617). Or via Amazon

https://www.amazon.com/Business-Communication-Developing-Leaders-Networked/dp/1259694518/ref=sr_1_4?crid=22E75OPTLPBK&dchild=1&keywords=peter+cardon+business+communication&qid=1609807306&sprefix=peter+cardon%2Caps%2C220&sr=8-4

HBR Coursepack: <https://hbsp.harvard.edu/import/896314> (cost \$51.00)

CoreStrengths assessment: cost is \$30.00. Directions can be found on Blackboard. Assessment needs to be registered for by February 17th and completed by February 24th.

CLASSROOM POLICIES – SPRING 2022

1. Active class participation is important in achieving the learning objectives for this course. Unless students provide an accommodation letter from USC OSAS or from Marshall detailing visa or travel restrictions, attendance and active participation is expected in the classroom once the school requires it. We will be starting the semester online using Zoom. It is expected that all students attend during their scheduled times and keep their videos on during class.

2. Any student with such accommodations should submit their accommodation document to their instructor as soon as possible. Your instructor will then provide regular access to a recording of the class and an opportunity to regularly make up missed in-class participation.
3. Students who are experiencing illness should not attend class in person. Please inform the instructor in advance of the class session to discuss what accommodations will be made to allow for the make-up of missed class work and missed in-class participation. Students will not be penalized for not attending class in person under these circumstances.

POINTS OF INTEREST

Google Drive

Due to the online nature of this semester, we will use Google drive to access files and share feedback. Please make sure to use your USC email account to access this drive.

BlackBoard

We will use Blackboard to obtain readings and expectations for each class, hand in all written assignments, and post grades.

Turnitin.com

You will be expected to upload all your assignments into Turnitin.com. I will always set the system so you can see your "overlap" score and make any additions you need. I maintain that anything over an overlap score of 20 or more is unacceptable and will result in a lowering of your grade in the least.

JoinPD.com/ Pear Deck

I will be utilizing Pear Deck technology, an online student engagement tool for both asynchronous and synchronous work. For the asynchronous work, I will be posting the links in BlackBoard. It is important that you complete this work by the deadline posted so you will have access to your report for our synchronous session. When using the technology for our live sessions, you will need to log into JoinPD.com using your USC/Google email account and with the password that I will post at the beginning of each class. In both situations, you will have the opportunity to respond to questions and make comments in the system. Once the session is closed, you will receive a link to save your work. I will get a report that shows who logged in and who was participating. This will provide data for your participation grade.

Experiential Learning Lab

During our semester we will be holding several sessions with the Experiential Learning Lab (ELC) facilitators. These sessions will be 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 our **MOCK Interviews during our Feb 8th class.** You must be dressed in **professional interview attire** 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.

ASSIGNMENT PROTOCOL

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.

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 B 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.

GRADING SUMMARY

Assignments	% of Grade
Career Package: Resume/ Cover Letter/ LinkedIn Profile	10.0
Presentation 1 (Individual Dream Job)	0.0
Presentation 2 (Individual "Hire Me")	15.0
Presentation 3 (Team Presentation: Charter)	5.0
Presentation 4 (Team Presentation: Shark Tank/ Nonprofit)	15.0
Team Ethics Memo and Presentation	20.0
Exercise Journals (9 total)	10.0
Final Exam	15.0
Participation/Engagement (PearDeck and active in-class participation)	10.0
TOTAL	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
- Written Communication – Career Package, Ethics Memo, and Final Exam
- Classroom assignments/exercises/quizzes
- Active participation in classroom discussions

Final Exam

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. A complete and thorough description of the final will be loaded onto BlackBoard and covered in class. Please see the course schedule for the final exam date.

Engagement/Participation

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 **I expect to receive an e-mail from you at least two hours prior to the start of class**. 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.

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.

Effective class participation consists of analyzing, commenting, questioning, discussing, and building on others' contributions; it is not repeating facts or monopolizing class time. The ability to present one's ideas concisely and persuasively and to respond effectively to the ideas of others is a key business skill. One of the goals of this course is to help you sharpen that ability. The evaluating of in-class participation is based on the following:

- *Relevance* – Does the comment meaningfully bear on the subject at hand? Irrelevant or inappropriate comments can detract from the learning experience.
- *Responsiveness* – Does the comment 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 assume the responsibility 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 group*. I expect students to provide the initiative for sound and lively discussion.

GRADING DETAILS

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. 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.

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

Request for 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.

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 three or more times prior to **January 20, 2022**, I will ask you to withdraw by that date. These policies maintain professionalism and ensure a system that is fair to all students.

Emergency Preparedness/Course Continuity

In case of a declared emergency if travel to campus is not feasible, the *USC Emergency Information* website (<http://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.

Incomplete Grades

A mark of IN (incomplete) may be assigned when work is not completed because of a documented illness or other "emergency" that occurs after the 12th week of the semester (or the twelfth week equivalent for any course that is scheduled for less than 15 weeks).

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 must be initiated by the student and agreed to by the instructor prior to the final examination. If an Incomplete is assigned as the student's grade, the instructor is required to fill out an **"Assignment of an Incomplete (IN) and Requirements for Completion"** form which specifies to the student and to the department the work remaining to be done, the procedures for its completion, the grade in the course to date, and the weight to be assigned to work remaining to be done when the final grade is computed. Both the instructor and student must sign the form with a copy of the form filed in the department. Class work to complete the course must 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 within the time allowed.

Grade Disputes

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. Faculty may initiate a change in grade if there is an error in the calculation of a grade. Students may appeal a grade according to university policy as set forth in *SCampus*. 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 in *SCampus* under University Governance / Academic Policies at <https://policy.usc.edu/scampus-part-c/>.

Retention of Graded Coursework

Final exams and all other graded work, which affects the course grade, will be retained for one year after the end of the course *if* the graded work has not been returned to the student (i.e., if we returned a graded paper to you, it is your responsibility to file it, not ours). We recommend that you keep returned work in a folder or other safe place in the event you need to reference it.

Statement on Technology Use

Please note that computer laptop or tablet use is not allowed during class unless otherwise advised by your Professor. As we will be using PearDeck, you will be able to use your laptop or tablet so you can reflect on the learning experience and type up whatever additional notes seem useful. It is expected that all other technologies are not in use during class. Instructors may deny Participation/Contribution points to students misusing technology during class. We invite you to "Be Here, Be Present!" to create an engaging learning community.

Emergency Preparedness/Course Continuity

In case of a declared emergency if travel to campus is not feasible, the *USC Emergency Information* web site (<http://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.

Academic Integrity & Conduct

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. *SCampus*, the Student Guidebook, (www.usc.edu/scampus) contains the University Student Conduct Code (see University Governance, Section 11.00), while the recommended sanctions are located in Appendix A.

Should there be any suspicion of academic dishonesty, students will be referred to the Office of Student Judicial Affairs and Community Standards for further review. The Review process can be found at: <http://www.usc.edu/student-affairs/SJACS/> . Failure to adhere to the academic conduct standards set forth by these guidelines and our programs will not be tolerated by the USC Marshall community and can lead to dismissal.

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. The use of unauthorized material or technology, communication with fellow students during an examination, attempting to benefit from the work of another student, and similar behavior that defeats the intent of an examination or other course work is unacceptable and will be treated accordingly. Other integrity violations include handing in someone else's homework assignment for them when they did not attend class, or claiming credit for words or thoughts that are not your own, which includes having your name appear on a team project/paper when you did not fully participate in

completion of the project/paper. These actions will have a significant impact such as failing the course. Not only is it your responsibility to abide by these standards, it is also your responsibility to notify the instructor if you observe any violations of academic integrity in this course.

You are expected to 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>.

Student Well-being Support Systems

Counseling and Mental Health - (213) 740-9355 – 24/7 on call

studenthealth.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) 740-9355(WELL), press "0" after hours – 24/7 on call

studenthealth.usc.edu/sexual-assault

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086

eeotix.usc.edu

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298

usc-advocate.symplicity.com/care_report

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

The Office of Student Accessibility Services (OSAS) - (213) 740-0776

osas.usc.edu

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

USC Campus Support and Intervention - (213) 821-4710

campussupport.usc.edu

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity, Equity and Inclusion - (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.

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)
ombuds.usc.edu

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

Occupational Therapy Faculty Practice - (323) 442-3340 or otfp@med.usc.edu
chan.usc.edu/otfp

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

Students and Disability Accommodations:

USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@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: Elevator Pitch, ELC: Hi-Fli Exercise Executive Presence Assessment Social Styles Assessment Emotional Intelligence Assessment CoreStrengths Assessment Presentation Two: Hire Me Team Presentation: Business Ethics Final Exam Assigned Readings (text) and 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>CoreStrengths Assessment Johari Window exercise Leadership discussion Guest speakers Executive Presence Team charter activity Team Presentation: Business Ethics Team Presentation: Shark Tank 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 Team Presentation: Team Charter Team Presentation: Business Ethics Team Presentation: Shark Tank Resume/Cover Letter (Written) Social Styles Assessment Emotional Intelligence Assessment CoreStrengths Assessment ELC: Elevator Pitch ELC: HiFli Exercise 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>ELC: Q&A Culture In-class exercise Team Presentation: Business Ethics Assigned Readings, Class Activities, and Discussion</p>