USCMarshall

GSBA 542: COMMUNICATION FOR MANAGEMENT
For the
MS PROGRAM IN BUSINESS ANALYTICS
(1.5 units)

Term: Spring 2022
(Jan 10 – May 13)

Instructor:	Dr. Gregory H. Patton, Professor of Clinical Management Communication
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COURSE DESCRIPTION

GSBA 542 is a unique and integrated experience in self-awareness, self-development and growth distinctive to USC Marshall. This course supports and jump-starts your daily development as you move towards being a more polished leader in your selected field while leveraging the award winning capabilities of USC Marshall

This communication and leadership course creates three broad advantages for you: First, is to enhance your self-awareness, self-development, personal motivation and interpersonal effectiveness to allow greater immediate success. Second, is to enhance your effective display of your professional value, appropriately promote yourself in networking and professional settings and enhance their career trajectory. And third, is to specifically drive your future success throughout your career at an enhanced level by creating a sustainable competitive advantage for you in the marketplace through enhanced awareness, knowledge and development of your core communication and leadership skills.

This course is built around the awareness that interpersonal, communication and leadership skills are the key differentiator in the overall level of success that each person has in their professional careers. These are the skills that drive relationships, networking, interviewing, hiring, entering new teams, problem solving, creating results, motivating others, promotions and the overall demand for you in the marketplace throughout your careers.

This course provides an integration of leadership, interpersonal and communication theory and practice with skill development to improve your ability to drive and lead individuals, teams, and organizational performance. This course is also designed for you to utilize knowledge, as opposed to just acquiring it, and to build your skills as opposed to just learning about skills. This course requires your continual participation and active engagement.

COURSE ORGANIZATION/FORMAT

GSBA 542 is an intensive learning experience and leverages the strong and unique emphasis Marshall places on your communication and leadership skill development. This course has been especially designed for the MS Business Analytics Program and Supports the BUCO GIFTS Program for Communication Excellence.

The course is structured like a leadership development program for professionals. It is a fast-paced, results focused course requiring your active engagement. The course will include a mix of discussions, readings, simulations, activities, presentations, assessments and assignments. Concepts will constantly build on and inform each other.

The readings are limited, yet highly focused. Each reading is selected for its conciseness, practical applicability, and effectiveness in supporting the reader. To fully participate in the classroom activities, you will need to have completed all the assigned readings in advance of each class session. You will probably even enjoy the readings, and their immediate application will improve your educational success and employment and promotion prospects.

MARSHALL GRADUATE PROGRAM LEARNING GOALS AND OBJECTIVES

Learning outcomes are performance targets and identify the tasks or activities that a student is able to do as a result of successfully completing the course. The learning outcomes provide a roadmap to the contents of the course and insight into how student performance is assessed. We have identified three primary and specific learning outcomes for this course:

1) Students will enhance their professional development. To develop the ability to enhance their self-awareness, self-development and self-understanding as they are able to critically analyze their personal and interpersonal skills, motivations and abilities to enable life-long learning and growth.

2) Students will be able to demonstrate and foster communication competence, clarity, conciseness and adaptability in interpersonal, team, intercultural and leadership situations in written and oral form.

3) Students will be able to enhance their research, conceptual and problem solving abilities. To demonstrate critical thinking in their ability to gather, critically analyze and disseminate information clearly, logically, ethically and persuasively in professional contexts.

BUILDING A LEARNING CULTURE

The focus of this Course is to greatly accelerate your learning, growth and future preparedness. A purposeful, diverse, inclusive, sharing and engaging environment fast-tracks this success. Professionalism is naturally expected at all times in all aspects of our Class culture. We learn best by growing together, and sharing our ideas and experiences and this is facilitated with a base assumption of positive intent, from everyone in the Class, and in all our interactions. And together we will promote a growth mindset.

We strive to create a psychologically safe environment as research has shown these are where higher learning and performance occurs. As Professor Amy C. Edmondson has explained, "Psychological safety is not the same as a safe space. it is not the same as a trigger-free space. it is not a space where you will always feel comfortable and not have your views challenged. It is almost the opposite. It's a brave space..." Because the university classroom is a place designed for the free exchange of ideas, we expect braveness while also demonstrating respect for one another and exhibiting patience, courtesy and professionalism in our exchanges. We expect braveness in sharing ideas, being open to new ideas, providing honest and direct feedback and in providing opportunities to "talk it out," be brave, learn from one each other and constantly improve as a Community.

COURSE MATERIALS (READING, ELECTRONIC FOLDERS AND ASSESSMENTS)

Required Text: None

Required Digital Course Reader (Readings/Case Materials): The Required Digital Course Reader (GSBA 542 SPRING 2022) is available from USC University Custom Publishing. A link to obtain the Digital Course Reader from University Custom Publishing is posted on our Course Blackboard Page. All readings should be read in advance of class. Readings are purposeful and targeted.

Required Electronic Communications (Blackboard System): This course leverages the Blackboard course management system as a crucial and essential aspect of this course. Course information, assignments, notes, help guides, samples and general announcements are already available to you now. More will continue to be posted to the folder between class sessions. You should check this folder often and deeply leverage its resources to enhance your class performance and efficiency. *If you have any questions or need assistance with the Blackboard Course Pages, please contact the Marshall HelpDesk at 213-740-3000 (Option 2) or HelpDesk@marshall.usc.edu."*

Required Assessments (Distributed Electronically by Prof. Patton – Please Wait for Instructions):
- Porter, Elias. *Strength Deployment Inventory*.
- Pfaff, L. A., & Busch, M. C. *Professional Communication Inventory.*

Optional Text (For those seeking supplemental learning on key topics): Barrett, S. (2014). *Leadership Communication*, 4th Ed. McGraw Hill.

COURSE EVALUATION (GRADING)

This course provides a single final letter grade at the end of the course that reflects your relative performance. Your performance is measured in points and is assessed on a series of assignments.

Grading Baseline. All assignments are expected to demonstrate strong critical thinking skills and a high level of communication competence. Those assignments that meet this baseline and are polished, professional, thoughtful, well-structured and error free would meet the standard to reach a base score of 80%. The analysis, depth, research, illustrations, connectedness, sophistication and delivery of the assignment may then allow the base score to be increased or require it to be reduced. Below is more information on the core grading rubrics:

Emerging/Developing Skill Level (Score < 80%): There may be the absence of an assignment requirement or diminished audience focus. Thoughts are less developed and critical thinking is not as strongly demonstrated. Examples and illustrations may be more sparse, less informative or off-point. External research may be minimal, underdeveloped or not appropriately cited. Class strategies in the research, preparation, refinement or delivery of the assignment may be missing. The submission may not address the assigned deliverables or meet standards for a professional audience.

Competence Skill Level (Score 80%): Effective use of communication theory and strategy and good execution. Solid demonstration of critical thinking, and communication competence. Addressed all assignment elements with clear and well explained deliverables. Audience centered with solid references, depth and clarity. Class strategies in the research, preparation, refinement and delivery of the assignment are demonstrated. Deliverable of a professional and polished response to an assignment.

Mastery Skill Level (Score > 80%): Insightful. Strong depth in the contents, references, illustrations and connectedness that make the deliverable a role model. Case study for the excellent demonstration of critical thinking and communication competence. Strongly and eloquently addresses all assignment/audience requirements. Shows deep systematic preparation and thought leveraging all of the resources, structures, tools and concepts from class. Highly polished and professional delivery with well selected appeals further adding to a strong audience impact.

Attendance

Attendance at all class sessions is expected. Unless accommodated, attendance and active participation is expected at each live class session consistent with your official class enrollment. In the rare case you will miss a session, please contact the faculty and your teammates in advance. Completely missed class sessions will affect your ability to participate in and grow professionally from this course.

However, please do not attend class if you are sick, have symptoms of illness or are in quarantine. (Please see *Review Of Marshall Classroom Policies* below). You can request a recording of the class session and complete a customized session memo to maintain course participation credit as an accommodation.

You are responsible and expected to ensure you have met all class requirements and deliverables before, during and after the class session. You are also responsible for contacting your classmates to ensure you are fully briefed on all the topics, class content and materials presented if you are absent.

Course Participation

Course participation will be evaluated in several specific ways centering on your value creation during class discussions with your professionalism, positive contributions, strong analysis, and relevant examples that strongly contribute to the learning of your classmates.

Assessed is your in-class participation and value creation as well as your performance on class activities, peer coaching and support on assessments, exercises, quizzes and evidence of pre-class preparation. (Note: Short unannounced quizzes may be given during any session in the course to test mastery of course concepts and assigned readings).

Beginning Score is 0/50. Students begin with a participation score of zero and must earn points through active participation. If you attend every class on time, but never participate, your expectation should be a total of zero participation points for the semester. It is possible for students to have a negative participation point total that will be factored into their overall point total.

Meaningful Contributions are Key. Active participation in this course involves adding solid value to the overall learning environment of the class. It involves proactive and meaningful comments during class discussion, full engagement in the activities of the class, and contributing to the learning of all class members. Absences and unprofessional conduct will result in the loss of points.

Building Your Executive Presence. We recognize that some students may currently be far more comfortable than others with in-class participation. However, it is important you prepare and work through these challenges in every class session to contribute in many meaningful ways. Your success in your future career will be linked to how you support, contribute, influence and lead yourself and others. With regard to quality, the dimensions that we look for include:

Relevance -- does the comment bear on the subject at hand and move the conversation forward? Comments disconnected to the content of the discussion and flow can actually detract from the learning experience.

Responsiveness -- does the comment answer in an important way the question posed?

Analysis -- is the reasoning employed consistent and logical? Has data from the case, from personal experience, from general knowledge been employed to support the assertions made?

Value -- does the contribution significantly further our understanding and awareness of the issues at hand? Does it significantly clarify, provide depth and/or application to make the concepts more useful and/or impactful?

Clarity – are the ideas and thoughts understandable? Is the communication clear and loud enough to understand?

Conciseness – is there a clear and direct core message presented in the first few seconds? Are examples tightly focused on the key factors that make the example relevant? Is there a high "value to time" ratio?

Individual & Team Assignments

A focus of this course is to provide you a team-supported, individual journey to substantially enhance the development of your interpersonal, team and leadership capacity. The Course is designed to prepare you for four major individual assignments (SDI Analysis, Individual Briefing, Assessment Memo and the Final Exam), Three major team assignments (Charter, Leadership Case & Development Briefing), active engagement on the Discussion Board and strong Professional Engagement & Participation.

Grading Table

This course is designed as an educational journey that builds and grows across a range of assignments. These are listed below with their point values.

Assignments		Point Totals
I: Discussion Board/Bongo Posts		40 pts
I: SDI Assessment Analysis		10 pts
II: Team Charter		30 pts
III: Individual Leadership Briefing		100 pts
V: Team Leadership Case Presentation		50 pts
VI: Team Skill Development Briefing		50 pts
VII: Ind Team Assessment Memo		50 pts
VIII: Final Exam		100 pts
IX: Professional Engagement & Participation		50 pts
TOTAL		480 pts

Regrading. The grading process used a pre-published rubric to assess the specific deliverables of an assignment. In the event that you believe a category in the rubric was incorrectly evaluated, please submit the original grade sheet with a cover memo, under 100 words, specifying the individual component and subgrade you seek to have reviewed, a clear and compelling justification why the grade should be adjusted and how it should be changed. This should be submitted within

72 hours of the return of an assignment to the student. The assignment will be regraded, and this new grade will replace the original grade. There is a possibility the new grade could be the same, higher or lower than the original grade.

Retention: Assignments and paperwork, unclaimed by a student, will be discarded after 4 weeks.

REVIEW OF MARSHALL CLASSROOM POLICIES

Attendance. Class attendance and participation is important in developing a coherent view of the materials covered in the course. Unless accommodated, attendance and active participation is expected in-person at the live class sessions consistent with your official enrollment. **However, please do not attend class if you are sick, have symptoms of illness or are in quarantine.**

Recording. All regular course sessions are recorded via Panopto and will be made available for the private personal educational use of individual students upon their request with an approved accommodation, those in Quarantine or who have symptoms of ill health. A password protected link can be requested and will be provided after the conclusion of the two-day class cycle to allow viewing of the course session. Students are not permitted to create their own class recordings and no recordings may be publicly distributed.

Zoom Sessions. During synchronous Zoom sessions, Students are expected to have cameras on during the synchronous Zoom sessions, and preferably use headsets or earphones to ensure the best audio quality. *Please advise me if you have circumstances under which you will not be able to meet these expectations.* the following netiquette is expected, as if you were in a physical classroom.:

1. Please do:
   a. Log into class early or promptly using USC authentication.
   b. Arrange to attend class where there is a reliable internet connection and without distractions.
   c. Dress respectfully. Video conference business meetings are and will be the norm, so practice your professional telepresence.
   d. If you use a virtual background, please keep it respectfully professional.
   e. Display both your first and last name during video conferencing and synchronous class meetings.
   f. Respectfully minimize distractions by muting and or turning off video if necessary and when appropriate.
   g. Engage in appropriate tone and language with instructors and classmates.

2. Please try not to:
   a. Engage in a simultaneous activity not related to the class.
   b. Interact with persons who are not part of the class during the class session.
   c. Leave or not be on camera.
   d. Have other persons or pets in view of the camera.

Use. Notes made by students based on a university class or lecture may only be made for purposes of individual or group study, or for other usual non-commercial purposes that reasonably arise from the student's membership in the class or attendance at the university. This restriction also applies to any information distributed, disseminated or in any way displayed for use in relationship to the class, whether obtained in class, via email or otherwise on the internet, or via any other medium. Actions in violation of this policy constitute a violation of the Student Conduct Code, and may subject an individual or entity to university discipline and/or legal proceedings.

STATEMENT OF 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" 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.

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 suicidepreventionlifeline.org. Provides 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 and 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 of Equity and Diversity (OED)- (213) 740-5086 | Title IX – (213) 821-8298 equity.usc.edu, or titleix.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. 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. The university also prohibits sexual assault, non-consensual sexual contact, sexual misconduct, intimate partner violence, stalking, malicious dissuasion, retaliation, and violation of interim measures.

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 of Equity and Diversity |Title IX for appropriate investigation, supportive measures, and response.

USC Support and Advocacy - (213) 821-4710 uscsa.usc.edu 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, or 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 Disability Services and Programs - (213) 740-0776 dps.usc.edu, ability@usc.edu.
USC is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. 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. 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 (dsp.usc.edu) 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.

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.

International Student Language Support
The USC American Language Institute provides English language instruction, assessment, and resources to support the academic and professional success of non-native speakers of English pursuing degrees at USC. dornsife.usc.edu/ali

ABOUT YOUR PROFESSOR

Dr. Greg Patton is a Professor of Clinical Management Communication in the Marshall School of Business at the University of Southern California and is an expert in developing communication, interpersonal and leadership effectiveness in organizational leaders. He has received numerous awards and commendations for outstanding teaching and mentoring, been ranked as one of the top three teaching faculty at USC. He has helped USC achieve a #1 worldwide ranking by the *Wall Street Journal* for Leadership and Management skills instruction and a #1 worldwide ranking in Communication Skills by *Bloomberg*. He has extensive corporate consulting and training experience and has taught and led Leadership and Skill Development Programs throughout Asia and the Pacific Rim for 25 years. He was recently awarded the Professional Achievement Award by the National Communication Association's Training and Development Division recognizing the top contributor to the field over the last ten years. More details are below:

Effectiveness in Teaching: Professor Patton teaches in USC's Executive MBA Program which was ranked #1 Worldwide for the teaching of Leadership and Management skills by the *Wall Street Journal*. He has received more than a dozen awards and commendations for outstanding teaching and mentoring including the *Excellence in Teaching* award from the International Communication Association, the Marshall School's Evan C. Thompson *Faculty Teaching and Learning Innovation Award*, and several *Professor of the Year* awards at USC. He also received the USC Parents Association's *Teaching & Mentoring Award* and has received the Marshall FT MBA Golden Apple Award. Prior to joining the business school faculty, Greg taught at USC's Annenberg School of Communication and has previously coached and directed two intercollegiate debate programs to top tier national rankings.

Professional Development: Greg has worked internationally to coach and develop thousands of managers and executives to enhance their communication, interpersonal and leadership skills and he has worked with several thousand teams to enhance their effectiveness and increase their productivity. Some past external clients include AACSB, Arca Continental (Coca-Cola), Baxter Healthcare, Biogen, Broadcom, CJ E&M, First Republic Bank, Genentech, Greatbatch Medical, HSBC, Kyocera, LegalZoom, Lockheed Martin, Heineken (Cuauhtémoc Moctezuma), Hyundai Capital, Nikon, Northrop Grumman, Pfizer, Roche, SoCal Gas, Swire, the U.S. Small Business Administration, ViaSat, Warner Bros., WellPoint and Zurich Financial (Farmers). Over the years, Greg has authored a wide range of leadership programs, workbooks and learning activities and has presented to associations and organizations across the country and internationally.

Pacific Rim Focus: His international work has primarily focused on China, Korea and the Pacific Rim where he has taught and developed leaders for over 25 years. In addition to individual leadership development, Greg has also advised on several hundred consulting engagements throughout the Pacific Rim in more than 15 countries. At USC, Greg has served as a Professor in USC's US-China Institute, as a key advisor to the Center for Asian-Pacific Leadership and a founding faculty member of the Korean NetKAL Leadership Program. Externally, Dr. Patton has taught workshops at Jiao Tong University in Shanghai and IPADE Business School at Universidad Pan Americana for over ten years and served as a member of each School's Executive Education Team (Ranked #1 in Asia and #1 in Latin America). Greg is also a Desk Officer in the USC Globe Program, having led MBA learning programs in Korea and China for many years.

Leadership: Greg has held leadership positions in national and international organizations more than 25 times. He is the past Chair and an Executive Board member of the Training and Development Division of the seven thousand member National Communication Association (NCA). Through the NCA, Greg works with professionals from around the world to improve the teaching and training of leadership and communication skills to more efficiently enhance interpersonal, team and strategic effectiveness. He has been elected and served in the NCA Legislative Assembly four times.

Education: Greg holds several graduate degrees and earned his Doctoral degree in Communication at USC's Annenberg School of Communication. His dissertation investigated and identified individual processes that substantially enhance the development of leadership communication skills in business professionals.

Greg has two amazing daughters, Natalie who is seventeen and Nicole, fifteen.

COURSE OUTLINE , READINGS AND ASSIGNMENTS

Information is below. Please review carefully to best plan your preparation and assignments. It is best to view this course as a multi-stage learning experience with increasing expectations of critical thinking and communication competence.

SCHEDULE OF COMMUNICATION FOR MANAGERS SESSIONS (GSBA 542)

Day	**Topic/Theme**	**Required Readings/Preparation/Deliverables**
Session #1: Jan 12/13	Maximizing Value From Our Course: Growing Your Leadership Capacity & Marketplace Valuation. (Building Class Culture/Expectations)	(0) GSBA 542 Communication & Leadership Syllabus (Prof. Patton). (1) Schrage, M. (2015, May 28), How the Navy SEALs Train for Leadership Excellence, Leadership. *HBR*. (2) Eades, J. (2018, June 20). 5 Simple Ways to Become a Better Leader Today. Inc.
Sat Jan 15	**Bongo: Individual Post**	**Due: You & Your Future Success Post & Reviews (5 p.m. Trojan Time)**
Session #2: Jan 19/20	Learning, Growth & Development: Maximizing Your Potential,	(3) Esimai, C. (2018, Feb 15). Great Leadership Starts with Self-Awareness. *Forbes* (Forbes Women) (4) Brouwer, Paul L. (1964, November-December). The Power to See Ourselves. *HBR*.
Sat Jan 22	**Bongo: Individual Post**	**Due: Clarifying Your Professional Identity Post & Reviews (5 p.m. Trojan Time)**
Session #3: Jan 26/27	Experiential Training Session: Building Your Brand Identity Meet JKP Experiential Learning Ctr.	(5) Barnes. (2003, July). What's Your Story? *Harvard Mgt Comm Letter*.
Sat Jan 29	**Individual Assignment**	**Due: SDI Assessment Analysis Submission Turnitin (10pts) (5 p.m. Trojan Time)**
Session #4: Feb 02/03	Understanding and Leading Yourself & Others to Maximize Impact: The Value of the SDI Assessment	(6) Surdek, S. (2016, Nov 17). Why Understanding Other Perspectives Is A Key Leadership Skill. *Forbes* (7) Campbell, S. (2018, May 12). Understanding the Other Person's Perspective Will Radically Increase Your Success. *Entrepreneur*.
Sat Feb 05	**Discussion Board: Team Post**	**Due: Team Building Post (5 p.m. Trojan Time)**
Session #5: Feb 09/10	Building Your Team: Formation, Development & Culture Creation	(8) Duhigg, C. (2016, Feb 28) What Google Learned From Its Quest to Build the Perfect team. *The New York Times Magazine* (9) Pentland, A., (2012, April), The New Science of Building Great Teams. *HBR* (10) Gleeson, B. (2019, Mar 14). 15 Characteristics of High Performing Teams, *Forbes*. (11) Barrett, D. (2014). *Leadership Communication, 4th Ed.* "High-Performing Team Leadership" (Chapter 10)
Sat Feb 12	**Team Assignment (Turnitin)**	**Due: Team Charter (30 pts) (5 p.m. Trojan Time)**

Session #6: Feb 16/17	Putting Your Team to the Challenge Meet JKP Experiential Learning Ctr.	Continue from Session #5: No Additional Readings.

Sat Feb 19	**Discussion Board: Team Post**	<u>**Due: Team Simulation Recap & Lessons Learned Post (5 p.m. Trojan Time)**</u>

Session #7: Feb 23/24	Connecting with Your Audience: Adding Value, Enhancing Executive Presence & Becoming Promotable	(12) Valentine, G. (2018). Executive Presence: What is it, why you need it and how to get it. *Forbes*. (13) Doyle, S. (2016, May 18). 8 Tips on Giving a Presentation Like a Pro. *Entrepreneurial*. (14) Kawasaki, G. (September 10, 2004). The Art of Pitching. *Forbes (Excerpt)*

Sat Feb 26	**Discussion Board: Team Post**	<u>**Due: PRCA Team Data Review Post (5 p.m. Trojan Time)**</u>

Session #8: Mar 02/03	Overcoming Anxiety and Benefiting from Your Energy; Building Your Credibility and Connecting with Stories to Produce Real Impact	(15) Shellenbarger, Sue (2018, Dec 4). Overcoming the Terror of an Impromptu Speech. *WSJ*. (16) Brooker, K. (2001) "The Chairman of the Board Looks Back," *Fortune*. (**) *Personal Report of Communication Anxiety* (PRCA). Assessment Package.

Session #9: Mar 09/10	Taking Your Skills to Market JKP Experiential Learning Ctr.	(17) Heen, S., & Stone, D. (2014, Feb). Find the Coaching in Criticism. *HBR*. (18) Goldsmith (2007, Jan 21). Feed Forward. *Leadership Excellence*.
	Individual Assignment: Briefing	<u>**Due: Individual Leadership Briefing (100 pts)**</u>

	Spring Break – No Class Sessions	

Session 10: Mar 23/24	Building Interpersonal Excellence & Expanding Your Network	(19) Bradberry, T. (2016, April 16). 7 Most Common Habits of the Best Listeners. *Inc.* (20) Marcus, B. (2018, May 22). The Networking Advice No One Tells You. *Forbes*.

Session 11: Mar 30/31	Team Leadership Case Presentation JKP Experiential Learning Ctr	
	Team Assignment: Briefing	<u>**Due: Team Leadership Case Presentation (50 pts)**</u>

Sat Apr 02	**Discussion Board: Team Post**	<u>**Due: Team Presentation Assessment & Action Items (5 p.m. Trojan Time)**</u>
Sat Apr 02	**Team Ranking Email Submission**	<u>**Due: Team Skill Development Topic Ranking Due by Email (5 p.m. Trojan Time)**</u>

Session 12: Apr 06/07	Connecting People: Diversity, Inclusion and Influence	(21) Deutschendorf , H. (2016, May 4). 7 Reasons Why Emotional Intelligence Is One Of The Fastest-Growing Job Skills. *Fast Company.* (22) Goleman, D. (1998, November-December). What Makes a Leader? *HBR.* (23) Goleman, D. (Published July 17, 2014), What Predicts Success? It's Not Your IQ. www.linkedin.com (Careers: The Next Level, Leadership & Management).
Session 13: Apr 13/14	Driving Positive Persuasion, Team Satisfaction and Change	(24) Cialdini (2001). Harnessing the Science of Persuasion. *HBR.* (25) Nazar, J. (2013, Mar 23). The 21 Principles of Persuasion. *Forbes.*
Session 14: Apr 20/21	Team Skill Development Briefing **Team Assignment: (Briefing)**	**Due: Team Skill Development Briefing (50 pts) In Class**
Sat Apr 23	**Individual Assignment (Turnitin)**	**Due: Team Assessment Memo (50pts) (5 p.m. Trojan Time)**
Session 15: Apr 27/28	Capstone: Building Your Brand and Projecting Value	(26) Peters, T. (1997, August/September). The Brand Called You. *Fast Company.* (27) Webber. A. (1997, August/September). What Great Brands Do. *Fast Company*
Sat Apr 30	**Discussion Board: Team Post**	**Due: Final Exam Sample Question Submissions (5 p.m. Trojan Time)**
Final (May 04-10) **See Final Schedule**	Final Period **Individual Assignment**	**Due: Final Exam (100pts)**