**MOR 499 – Leading Towards a Sustainable Future**

**Spring 2023 – Monday, Wednesday –4:00-5:50 – 4 Units**

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**Office Hours***: Tuesdays at 2PM and as requested*

**Course Description**

This is a course based around leading organizations and communities towards a sustainable future. The news is dire: if we do not make drastic changes in the coming decade, the planet may move beyond a tipping point. It is time for leaders to incorporate this reality, and create a different way of leading organizations, companies, and other communities towards a future we can all be proud of. This course will be centered around the types of leaders the future will need, the tools these leaders should possess, and specific examples of current leaders who are displaying important aspects of leadership.

This course will begin at the macro level: What are global organizations saying the situation is, and what are the main issues humanity should be dealing with. Students will be expected to be versed in the major issues facing leaders from a global perspective, and we will then cover what the proposed solutions are at a global level. The class will cover different perspectives focused on Corporate Social Responsibility (CSR) and Environmental, Social and Governance (ESG) topics. We will look at stakeholder/shareholder issues, triple bottom line, zero-waste/zero-carbon impact, the business case for CSR, and other topics which will help leaders make decisions when faced with multiple pressures.

The course will then focus on specific leadership tools and influencing others. We will review the different leadership styles, and how transformational and transactional leaders differ in their approach to creating value through sustainable practices. The course will then discuss different techniques for influencing others, and ways leaders can create stories which will engender buy-in from followers and important shareholders/stakeholders in their organizations. Finally, we will cover what the research says about how individuals can be influenced to act in ways which help achieve sustainability.

We will finally focus on specific leaders and organizations who are fighting the good fight: specific C-level executives and influential actors who are helping steer the conversation and firms towards a sustainable future. We will read articles covering the ways CEO’s have responded to profit-first investors, how multi-national organizations can create meaningful change in their business practices, and ways where industries are trying to create pathways towards sustainability. We will have several guest lecturers who are invested in sustainability discuss their specific efforts within their organizations.

**Learning Objectives**

\*Students should be able to define the sustainability issues being faced, identify specific solutions proposed for these issues, and be able to create plans for implementing these solutions.

\*Students will be able to deploy specific influence tactics and techniques, and use language and storytelling to create a compelling case for following their vision.

\*Students will be able to name specific practices different organizations and leaders use to help their companies move toward sustainability, and be able to evaluate actions from leaders and firms on their true impact on the greater system they are a part of.

**Required Materials**

Course Reader

McAteer, P (2019). *Sustainability is the New Advantage: Leadership, Change, and the Future of Business.*

**Prerequisites and/or Recommended Preparation:**

None.

**Course Notes:**

All course materials and expectations will be posted on blackboard, the learning management system used at this time. There will also be several guest lecturers attending, and I am optimistic you can arrange your schedule so these valuable learning opportunities will be noted.

**Course Requirements: Participation**

**Class Participation:** This part of your grade will be based on consistent and effective contributions to class discussions and activities. In-class assignments and activities also contribute to this score. You are expected to attend every class session having read, thought about, and prepared any assigned material. You should also be prepared to share your ideas and to actively listen to and interpret the ideas presented by others.

Comments that are vague, repetitive, unrelated to the discussion, or disrespectful of others will be evaluated negatively. Quality comments possess one or more of the following attributes:

* Offer a relevant concept or personal experience;
* Provide careful analysis by applying theory and concepts from readings and lectures;
* Move the discussion forward by building on previous contributions with new insights;
* Ask thoughtful and challenging questions.

Our learning community operates in an environment of openness, respect, encouragement and engagement. Discussions will be richer if you share your unique perspective. There is rarely one right answer in organizational behavior. It may take courage, patience, or imagination to engage with the course material, our classmates, and our experiences. Our classroom will be a psychologically safe space where we can all learn together and benefit from the diversity that leads to increased innovation, better problem solving, and development of leadership skills.

**Course Requirements: Exams**

**Midterm Exam:** The midterm exam will be an opportunity to explore the concepts covered in the course. It will be open-ended essay, some multiple choice, and some short answer. The objective is to ensure the student has a working knowledge of the basic course concepts and important facts.

**Final Paper:** The final paper will be an essay around your own path towards sustainable leadership. It will be an 8-12 page, double spaced paper which will explore how you intend to approach your future leadership roles using the lens of sustainability. ***The final paper will be due during the final exam time as noted on the schedule of classes.***

**Individual Reaction Papers:** There are multiple moments where students should be able to pause their learning and reflect on a specific topic. These reflection papers will allow the student to take a deeper dive into materials the individual finds interesting. These one-page, double spaced assignments are spaces for the student to discuss their own understanding of the course materials, and will require two citations not found in the course for each assignment.

**ASSIGNMENTS**  % of Grade

TESTS Mid-Term Exam 15.0%

Final Paper 35.0%

PARTICIPATION 15.0%

Individual Reaction Papers (five: One ‘floating’, four assigned) 35.0%

TOTAL 100.0%

Final grades represent how you perform in the class relative to other students. The average grade for this class is expected to average about (3.5). 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 average percentage score within the class.
3. Your ranking among all students in the class.

**Assignment Submission Policy:**

Assignments must be turned in on the due date/time electronically via Blackboard. Any assignment turned in late, even if by only a few minutes, may 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.

# COURSE TOPICS/CLASS SESSIONS

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| **Week** | **Dates** | **Topic** | **Assignments Due** |
| **1** | Mon 1/9 | First things first: How bad is it? | **--** |
|  | Wed 1/11 | First things first: Really, how bad is it? | **A1** |
| **2** | Mon 1/16  Wed 1/18 | No class  What can we do about it? | **--**  **--** |
| **3** | Mon 1/23 Wed 1/25 | What can we do about it, cont…  What can we do about it, part III | **--**  **A2** |
| **4** | Mon 1/30 Wed 2/1 | What is sustainable leadership?  What is sustainable leadership, cont. | **--**  -- |
| **5** | Mon 2/6 | Transformational and transaction leadership and CSR | **--** |
|  | Wed 2/8 | Charisma and influencing others | **--** |
| **6** | Mon 2/13 Wed 2/15 | Charisma and influencing others, cont.  Storytelling and influence | **--**  -- |
| **7** | Mon 2/20  Wed 2/22 | No class today  Storytelling and influence, cont. | **--**  **--** |
| **8** | Mon 2/27 | Framing: Telling the story of sustainability | **A3** |
|  | Wed 3/1 | Tim Cook: How to manage shareholder value | **--** |
| **9** | Mon 3/6 | Reputation and changing minds: Sustainable Walmart? | **--** |
|  | Wed 3/8 | Midterm Exam | **--** |
| **10** | Mon 3/13 Wed 3/15 | **Spring Break** | **--**  **--** |
| **11** | Mon 3/20 | Indra Nooyi: Packaging and the Future | **--** |
|  | Wed 3/22 | The business case for SCR: Is it worth it? | **--** |
| **12** | Mon 3/27 Wed 3/29 | USC and sustainability: Keep fighting on!  Equity, diversity, and inclusion: How DEI affects ESG | **--**  **--** |
| **13** | Mon 4/3 | Sustainable building: Where we live, where we play | **--** |
|  | Wed 4/5 | Energy and sustainability: Wait, really? | **--** |
| **14** | Mon 4/10 Wed 4/12 | Clothing and sustainable leadership  Clothing and sustainable leadership, cont. | **--**  **--** |
| **15** | Mon 4/17  Wed 4/19 | Global supply chain and sustainability: is net-zero real?  Amazon and net-zero: Wait, what about my same-day toothpaste? | --  **A4** |
| **16** | Mon 4/22 | Water, food and sustainability: Why don’t we have enough? | -- |
|  | Wed 4/24 | Leading towards a sustainable future | -- |
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|  |  |  |  |

**DETAILED SESSION INFORMATION**

**MON, Jan 9:**

## **First Things First: How Bad is it?**

Assigned readings:

* Course syllabus

**WED, Jan 11:**

## **First Things First: Really. How Bad is it?**

Assigned readings:

* McAteer, Ch. 1 and 2
* Review the UNG 17 Goals at <https://sdgs.un.org/goals>
* Review the World Economic Forum at <https://www.weforum.org/reports/global-risks-report-2022/digest>
* Review the IPCC report at <https://www.ipcc.ch/report/ar6/wg2/> (please review any crosstabs your find personally interesting)

Reflection Assignment 1:

* Leading towards a sustainable future requires reviewing and synthesizing significant amounts of information. The assigned readings are a broad understanding of the state of the globe at this time. Having reviewed all of this content, what jumps out at you? What are the important things to highlight? What are new things you have learned about, and what are you going to carry forward with you? I realize this content is almost overwhelming. The goal is to have a clear picture of what really matters to you personally. As a leader, people are going to want to hear what you are passionate about. Which of these topics drive you to want to make a difference?

**MON, JAN 16:**

***No Class.***

**WED, JAN 18:**

## **What Can We Do About It?**

Assigned readings:

* Marlon, J. R., et al. (2019). How Hope and Doubt Affect Climate Change Mobilization.
* McAteer, Ch 3.

**MON, JAN 23:**

## **What Can We Do About It, Cont…**

Assigned readings:

* Please review the proposed solutions at : <https://www.globalgoals.org/>
* McAteer, Ch. 4

**WED, JAN 25:**

## **What Can We Do About It, Part III.**

Reflection Assignment 2:

* There are multiple rays of hope when looking into our future. While the situation is less than ideal, we have reviewed experts in areas who believe differences can be made. What is the best idea you have seen? Please think back on all of the course content we have covered when looking at ways we can lead towards a sustainable future. What are the approaches to problems you most admire? Which one do you think you can implement in your own organizations? Finally, which idea do you see as completely unworkable?

**MON JAN 30:**

## **What is Sustainable Leadership?**

Assigned readings:

* Armani, et al. (2020). What are the Attributes of Sustainable Leadership?
* <https://www.greenbiz.com/article/next-generation-corporate-sustainability-leadership-new-lines-accountability>

**WED, FEB 1:**

## **What is Sustainable Leadership, Cont…**

Assigned readings:

* McAteer, Ch 5

**MON, FEB 6:**

***Transformational and Transactional Leadership and CSR.***

Assigned readings:

* Du, Et al. (2013) The Roles of Leadership Style in Corporate Social Responsibility.

**WED, FEB 8:**

## **Charisma and Influencing Others.**

Assigned readings:

* Antonakis, Fenley, and Liechti (2012). Learning Charisma.
* Please read an article about someone you think is charismatic, and come to class prepared to talk about this person.

**MON, FEB 13:**

## **Charisma and Influencing Others, Cont.**

Assigned readings:

* Cialdini (2013). The Uses (and Abuses) of Influence.

**WED, FEB 15:**

***Storytelling and Influence***

Assigned readings:

* Gothelf (2020). Storytelling Can Make or Break Your Leadership.
* Ready (2002). How Storytelling Builds Next-Generation Leaders.

**MON, FEB 20:**

***No Class Today***

**WED, FEB 22:**

## **Storytelling and Influence, Cont.**

Assigned readings:

* Cleverley-Thompson (2018). Teaching Storytelling as a Leadership Practice.

**MON, FEB 27:**

## **Framing: Telling the Story of Sustainability**

Assigned readings:

* Luntz (2008). Words that Work (Selected Passages)
* Fischer, et al (2020). Storytelling for Sustainability in Higher Education.

Reflection Assignment 3:

* + We have spent the last several weeks thinking about influencing others. A significant body of research points to sustainable leaders having to actively champion sustainability to make real progress within their organizations. What are the important tools you will take away from the sessions and readings we have covered? I also want to you craft a half-page influence document based upon the course materials which you would use to influence someone around a sustainability project. Think about one of the UNG’s problems and solutions. How would you frame it? What would the story be? What would you use to convince someone of your viewpoint on this issue?

**WED, MAR 1:**

## **Tim Cook: How to Manage Shareholder Value**

Assigned readings:

* Sherr (2020). Apple CEO Tim Cook Touts Green, Renewable Initiatives in UN Speech.
* Russell (2014) Tim Cook Erupts After Shareholder Asks Him to Focus Only on Profit.
* National Center for Public Policy Research (2014). Tim Cook to Apple Investors: Drop Dead (Press Release).

**MON, MAR 6:**

***Reputation and Changing Minds: Sustainable Walmart?***

Assigned readings:

* Klein (2022). Costco and Walmart: A Tale of Two Supply Chains.
* Holbrook (2021). How Companies can Accelerate ESG Impact: Q &A with Walmart’s Kathleen McLaughlin.

**WED, MAR 8:**

## MIDTERM EXAM. Please Plan your Travel Accordingly.

**MON, MAR 13:**

Spring Break. Be Safe!

**WED, MAR 15:**

Spring Break. Be Safe!

**MON, MAR 20:**

## **Indra Nooyi: Packaging and the Future.**

Assigned readings:

## Sarni (2022). Indra Nooyi is Right About CSR-What it Means for Corporate Water Strategy.

• Miller (2020) The Triple Bottom Line: What it is & Why it’s Important.

**WED, MAR 22:**

## **The Business Case for CSR: Is it Worth it?**

Assigned readings:

* Hafenbreadl and Waeger (2018). Most Executives Believe in the Business Case for CSR. So Why Don’t More Invest in It?
* Carroll and Shabana (2010). The Business Case for Corporate Social Responsibility: A Review of Concepts, Research, and Practice.

**MON, MAR 27:**

## **USC and Sustainability: Keep Fighting On!**

Assigned readings:

* + - Please go to <https://green.usc.edu/>, and get ready to discuss USC’s initiatives with our guest lecturer.

**WED, MAR 29:**

## **Equity, Diversity, and Inclusion: How DEI Affects ESG**

Assigned readings:

* Please go to <https://www.pwc.com/us/en/services/esg/library/diversity-equity-inclusion-reporting.html>, and review PWC’s insights around DEI.
* McAteer, CH. 7

**MON, APR 3:**

## **Sustainable Building: Where we live, where we play.**

Assigned readings:

* Miller (2021). Investors are Making Sustainable Housing a Reality.

**WED APR 5:**

## **Energy and Sustainability. Wait, Really?**

Assigned readings:

* Po (2021). An ESG Reckoning has Arrived for the Oil and Gas Industry.
* Hiller and Herbst-Bayliss (2021). Exxon Loses Board Seats to Activist Hedge Fund in Landmark Climate Vote.
* Please go to <https://engine1.com/>, and review their website to prepare for our guest lecturer.

**MON, APR 10:**

## **Clothing and Sustainable Leadership.**

Assigned readings:

* Cowen (2021). Levi’s Launches ‘Buy Better, Wear Longer’ Sustainability Campaign.
* Pucker (2022). The Myth of Sustainable Fashion.
* Bennett (2021). How to Keep Sustainability at the Forefront of Decision-Making.
* McAteer Ch. 11

**WED, APR 12:**

## **Clothing and Sustainable Leadership, Cont.**

Assigned readings:

* McCarthy (2019). Forever 21 has Aged: Now its Outflanked on Sustainability, Fast Fashion, and Relevance.

**MON, APR 17:**

## **Global Supply Chain and Sustainability. Is Net-Zero Real?**

Assigned readings:

* Please go to <https://www.mckinsey.com/business-functions/sustainability/our-insights/the-net-zero-transition-what-it-would-cost-what-it-could-bring?cid=netzero-pse-gaw-mst-mck-oth-2201&gclid=Cj0KCQjwxtSSBhDYARIsAEn0thSIHI1_O7GJL6Gn_E8mZ0swYGPm6652jelFlDU-NWSwFVTlFv9XmqAaAqa5EALw_wcB&gclsrc=aw.ds> and look at two articles. We will discuss Net-Zero in class today.

**WED, APR 19:**

## **Amazon and Net-Zero: Wait, What About My Same-Day Toothpaste!**

Assigned readings:

* <https://www.aboutamazon.com/planet>
* Adullah (2021). Amazon is Still Missing the Mark on Environmental Sustainability.

Reflection Assignment 4:

* + Please write an executive summary for your final paper. I would like for you to think about your own leadership genius, and how you are going to apply the lessons from this course to your leadership journey. I would like a summary of your topic, a brief description of your own leadership talents, and how you think these talents will overlap with your specific proposal. Who are you as a sustainable leader, and how will it help you achieve your goals?

**MON, APR 22:**

## **Water, Food, and Sustainability: Why Don’t We Have Enough?**

Assigned readings:

* Harris-Lovett and Sedlak (2019). From Toilet to Tap: What Cities Need to Overcome to Make this Happen.
* Schnalzer (2021). Ever Wonder Where Your Drinking Water Comes From? A Reader Asked and We Answer.
* Fleck (2022). Is the Future of Food Plant-Based? Beyond Meat Versus Tyson Foods.

**WED, APR 24:**

## **Leading Towards a Sustainable Future.**

Assigned readings:

* Gotlieb (2021). The New Order: Who Needs to do What to Save Earth.
* McAteer, Ch. 12

**ADDITIONAL INFORMATION**

**Add/Drop Process**

Most Marshall classes are open enrollment (R-clearance) through the Add deadline. If there is an open seat, you can add the class using Web Registration.  If the class is full, you will need to continue checking Web Registration or the *Schedule of Classes* (classes.usc.edu) to see if a space becomes available. Students who do not attend the first two class sessions (for classes that meet twice per week) or the first class meeting (for classes that meet once per week) may be dropped from the course. There are no formal wait lists for Marshall undergraduate courses, and professors cannot add students or increase the course capacity. If all sections of the course are full, you can add your name to an interest list by contacting the Office of Undergraduate Advising & Student Affairs; if new seats or sections are added, students on the interest list will be notified.

**Retention of Graded Coursework**

Final exams and all other graded work which affected 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. If I returned a graded paper to you, it is your responsibility to file it. All other assignments will be retained for the semester length.

**Technology Policy**

Please note that you will need to use your computer laptop or tablet for this course to potentially log into Zoom and access other digital tools as instructed by your Professor. It is far more important to participate than to take detailed notes. Course PPT slides and Zoom recordings will be posted on Blackboard. After each class session, you may want to take some time to reflect on the learning experience and type up whatever notes seem useful. You should turn off your mobile phone and keep it off throughout the class session unless you are using it to access the class session. Participation/Contribution points will be deducted for students misusing technology during class. We invite you to “Be Here, Be Present!” to create an engaging learning community.

**Use of Recordings**

Pursuant to the USC Student Handbook ([www.usc.edu/scampus](http://www.usc.edu/scampus), Part B, 11.12), students may not record a university class without the express permission of the instructor and announcement to the class. In addition, students may not distribute or use notes or recordings based on University classes or lectures without the express permission of the instructor for purposes other than personal or class-related group study by individuals registered for the class. This restriction on unauthorized use applies to all information that is distributed or displayed for use in relationship to the class.

**Open Expression and Respect for All**

An important goal of the educational experience at USC Marshall is to be exposed to and discuss diverse, thought-provoking, and sometimes controversial ideas that challenge one’s beliefs. In this course we will support the values articulated in the USC Marshall “[Open Expression Statement](https://www.marshall.usc.edu/about/open-expression-statement).”

**USC Statement on Academic Conduct and Support Systems**

**Academic Conduct:**

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

**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](http://osas.usc.edu/). You may contact OSAS at (213) 740-0776 or via email at [osasfrontdesk@usc.edu](mailto:osasfrontdesk@usc.edu).

**Support Systems:**

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

[studenthealth.usc.edu/counseling](https://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](http://www.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](https://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](https://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](https://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](http://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](https://campussupport.usc.edu/)

**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.

**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.

**Appendix I**



**Undergraduate Program Learning Goals and Objectives** (last update 12/21/17)

**Learning goal 1: 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.***

* 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

**Learning Goal 2: 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.***

* 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)

**Learning Goal 3: Our graduates will be effective communicators *to facilitate information flow in organizational, social, and intercultural contexts.***

* 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

**Learning goal 4: Our graduates will demonstrate ethical reasoning skills, understand social, civic, and professional responsibilities *and aspire to add value to society.***

* Students will recognize ethical challenges in business situations and assess appropriate courses of action
* Students will understand professional codes of conduct

**Learning goal 5: Our graduates will develop a global business perspective. They will understand how local, regional, and international markets, and economic, social and cultural issues impact business decisions *so as to anticipate new opportunities in any marketplace.***

* Students will understand that stakeholders, stakeholder interests, business environments (legal, regulatory, competitor) and business practices vary across regions of the world
* Students will understand how local, regional and global markets interact and are impacted by economic, social and cultural factors.

**Learning goal 6: Our graduates will understand types of markets and key business areas and their interaction *to effectively manage different types of enterprises.***

* Students will demonstrate foundational knowledge of core business disciplines, including business analytics and business economics
* Students will understand the interrelationships between functional areas of business so as to develop a general perspective on business management
* Students will apply theories, models, and frameworks to analyze relevant markets (e.g. product, capital, commodity, factor and labor markets)
* Students will be able to use technologies (e.g., spreadsheets, databases, software) relevant to contemporary business practices

**Appendix V**

**Blackboard in a Short-Term Emergency**

**How to get up and running**

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| During a disaster you will need to be able to teach within one week of the disaster. In preparation you should spend some time in Blackboard, upload a syllabus, and prepare to teach at least one class outside of the classroom.  This User Guide is designed to help you do the minimum to continue teaching during a disaster. This is not intended to be a long-term solution. At a minimum you need to be able to interact with students and collect work.  In the event of a major disaster, the university will switch to the Disaster Response/Recovery systems. This change should not impact Blackboard as it has been tested on a regular basis and the switch over requires no downtime. Blackboard DOES require authentication through Shibboleth which is a top priority of ITS to get up and running during a disaster. Blackboard support will be available, but all instructors should be familiar with the basics as many people will be trying to get support during this time and you may experience delays.  Below is information to help you with doing the minimum during a disaster to continue teaching at USC. Additional information is also available in the Blackboard\_Best\_Practices course which you are enrolled in through Blackboard.  **Where to go**: [www.blackboard.usc.edu](http://www.blackboard.usc.edu)  **How to sign in**: Use USC netID and password (USC netID is used with WorkDay or GRS)  [**How to make course available to students**](https://blackboardhelp.usc.edu/administering-your-course/course-availability/): Done in Blackboard, using Qwickly or Course Menu  Through Qwickly:   * Click Home Tab -> Tool Panel (left side of screen) -> Qwickly (Faculty/TAs) * Click Course Availability * Click On/Off button next to course (On – Available to students)   Through Course:   * Click Home Tab -> Course ID * Click Customization (on left towards the bottom of the menu) -> Properties * Scroll down to SET AVAILABILITY and change “Make Course Available” to “Yes” | * Click “Submit”   **Communicating with Students within the Course:** [**Email**](https://blackboardhelp.usc.edu/communicating-with-students/sending-email/) **and** [**Announcements**](https://blackboardhelp.usc.edu/communicating-with-students/creating-announcements/)  Emailing from Course   * Click Course Tools (left side of screen) -> Send Email -> Click Recipient Group to send to * Follow on screen instructions to compose email. * Click “Submit”   Creating Announcements in Course   * Click on “Announcements” (left side of screen) -> click “Create Announcement” * Fill in Subject and Message of announcement * Set announcement options (duration, course link, etc.) * Click “Submit”   [**Creating a Discussion Board**](https://blackboardhelp.usc.edu/collaboration/forums/creating-a-discussion-forum/)   * From Course Home Page -> click “Assignments” (left side menu) * Click “Tools” -> “Discussion Board” * Select “Link to Discussion Board Page” or “Select Discussion Board Forum” (select discussion board) * Click “Next” * Fill in information and click “Submit”   [**Creating an Assignment**](https://blackboardhelp.usc.edu/collecting-student-work/creating-assignments-text/)   * From Course Home Page -> click “Assignments” (left side menu) * Click “Assessments” -> “Assignment” * Fill in information on page (make sure to enter points and to make available) * Click “Submit”   **Blackboard Support Contacts**   * Blackboard Help Line – 24/7/365 – 213.740.5555 option 2 * Blackboard Support – [blackbord@usc.edu](mailto:blackbord@usc.edu) * Faculty Book a Callback – <https://uscbbhelp.youcanbook.me/> * Reset Password – <http://itservices.usc.edu/uscnetid/>   Blackboard in a Short-Term Emergency Updated 10/31/18 |