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**MOR-544 16724 (1.5 units)**

**Fundamentals of Crisis Management**

**Spring 2023**

Professor Gordon Ho

Thursday, 6:30 – 9:30 p.m (with break)

Class meets 3 hours / week (for half semester)

Classroom: JFF 328 (Fertitta Hall)

E-mail: [gordonho@marshall.usc.edu](mailto:gordonho@marshall.usc.edu)

Phone/Text: 818-331-8979

Office Hours: Available by Appointment

Zoom Address: Via Blackboard

**COURSE DESCRIPTION**

***It is not a question of if, it is only a question of when an organization will face a crisis***. And your leadership and engagement in a crisis can fundamentally change the success of your business and even your career.

Organizational crises, whether caused by human or natural disasters, are existential events.. Although no organization can prepare for every possible threat, much can be anticipated and learned. This course examines:

1. The types of crises that can occur
2. The ways in which crises develop (stages) & why management may fail to see them
3. The nature of crises (what managers face during crises)
4. How to recognize, diagnose, manage and prevent future crises including crisis communications and social media management.
5. How learnings from a crisis can make your organization stronger.

Through a combination of readings, videos, case study discussions and guest speakers who will relay their “real world” crisis actions and learnings, the student will demonstrate understanding of the principles through writing (case analyses), in-class comments and participation in the major group project. **Our intent is to have live sessions with senior leaders and stakeholders involved in relevant crisis including Sony Picture’s Cyberhack, Samsung Galaxy Note 7 fire, Princess Cruises Covid crisis aboard Diamond Princess in Japan, Wells Fargo fake accounts, White House Situation Room during Sept. 11th attack,** and more!

**COURSE OBJECTIVES**

Upon completing the course, students will be able to:

1. Explain how crises develop and how to identify them. This will be indicated by individual written essays and contributions to group presentations on crisis handling.
2. Analyze a leader’s role and responsibilities during and after crises. Evidence of understanding will be indicated by written assignments, class participation, crisis simulations, and group presentations.
3. Apply the components of effective pre-crisis preparation as part of assignments
4. Develop a strategic framework for effective crisis management. This will be evidenced in the group presentation and preparations for our crisis simulation exercise.
5. Address how key drivers of human-caused crises can help organizations avoid similar future events. Much of this information will come from the readings, and knowledge of same will be shown in course assignments.
6. Apply the components of effective crisis communication including interaction with the media, social media engagement, and strategic content development. A planned Crisis Simulation will allow students real world experience in utilizing their skills.

**REQUIRED COURSE MATERIALS. NOTE, goal is to finalize Coursepack on January 3rd, 2023 given finalization of guest speakers and associated materials.**

Harvard Business Publishing Coursepack

<https://hbsp.harvard.edu/import/1012730> (updated, revised link 12/31/22)

Blackboard (BB): Other course materials may be posted to BB, including additional required and supplemental reading. If you have any questions or need assistance with Blackboard, please contact the Marshall Help Desk at 213-740-3000 or [HelpDesk@marshall.usc.edu.](mailto:HelpDesk@marshall.usc.edu.)

**ASSIGNMENTS AND GRADING**

The components of the final course grade will be weighted as follows (subject to change pending addition / deletion of assignments which will be clearly conveyed to the class):

Points Percentage

Participation / Blackboard online discussions 20 20.0%

Written Case Analysis #1 15 20.0%

Written Case Analysis #2 15 15.0%

Crisis Simulation (Message House Preparation) 15 15.0%

Group Project (\*) 35 35.0%

Paper 30%

Presentation 5%

TOTAL 100 100%

**(\*) Note, your Group Project score will be informed by a peer survey where 1) Your own group members evaluate the participation and engagement of fellow members and 2) Your class peers who will provide feedback on each presentation. The instructor, at their discretion, may choose to incorporate this peer feedback into an individual’s final grade.**

Note, instructor reserves right to modify assignments and associated point totals in an effort to enhance the class effectiveness – note, ample notification will be given of any changes. Final grades represent how you perform in the class relative to other students. Your grade will not be based on a mandated target, but on your performance relative to the other students in the class.

Class Participation

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

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

The evaluating of in-class participation is based on relevance, quality of analysis, value to the discussion, and clarity. **This participation can take place both in-class and on assigned on-line discussion forums via Blackboard**.

During class sessions, I will frequently assume the role of a facilitator to encourage a discussion that includes perspectives from a variety of viewpoints and, also, to help pull together prevailing analyses and recommendations. The direction and quality of a discussion is the collective responsibility of the class. In some classes, we will have guest speakers to provide their firsthand perspectives on crisis they have faced and managed.

Written Case Analyses

There will be two written case analyses that will serve as graded assignments. You will receive very specific case questions prior to the assignment. These questions will help guide your assessment of the particular case.

Crisis Simulation & Message House.

Students will be participate in a “real world” crisis communications simulation at the USC Experiential Learning Center (ELC). You will be assigned a small group (3-4 members) and asked to prepare and submit a communication “message house” (individually and as a group) ahead of your crisis simulation. Your message house will serve as a guide as your team, each playing different executive roles in a company, makes a “prepared” media statement and addresses real time media questions from other groups. The simulation will be videotaped and used as a learning & feedback tool for participants. The quality of your submitted message house and your participation in the simulation will be graded.

Group Project

The single largest component of your grade in this course is a group project. Groups will be comprised of 3-4 members and will be assigned. You will focus on a topic of your choice (but approved by me). You may select a well-known crisis with ongoing impacts (e.g. FTX crypto collapse) or a situation that presents a potential crisis (AI and Big Data profiling). You must formulate a research question that will guide your analysis. At a minimum, you will conduct extensive research into the topic, apply at least one of the frameworks we have studied to analyze the crisis, and provide a detailed answer to your research question (with thoughtful evidence-based reasoning to support your conclusions).

Examples of topics and research questions include:

**January 6th Insurrection or Afghanistan withdrawal**– while much has been documented about these crisis, analysis can focus on the preparation (or lack of preparation), critical analysis of the actions taken by key stakeholders, and the go-forward learnings to prevent this outcome in the future.

**Peloton’s treadmill crisis involving the eventual recall of its Tread+** -- What led to the product issues of Peloton’s treadmill and their management of reported safety incidents? What should Peloton have done differently in their crisis management & communications?

**23andMe FDA blocking of their core DNA product –** While 23andMe is currently doing well, the FDA earlier blocked the sale of their core DNA analysis product. Analysis can include the preparations of 23andMe, the actions taken by management, and any go-forward recommendations including future risk mitigation given the sensitive data they capture

**Equifax Data Breach** – How did the Equifax data breach occur? What could Equifax have done to avoid the crisis? What should Equifax do to avoid similar events in the future?

**The Volkswagen emissions scandal** -- How did this emissions scandal occur and what could have been done to prevent it? Evaluate Volkswagen’s handling and response to the crisis.

*Group Project Deliverables*

Research Paper – a 15-20 page document that examines the crisis or incident; analyzes the causes of the crisis; evaluates the company’s crisis response; provides a clear, evidence-based position to your research question.

Presentation – each group will make a presentation of its research case to the entire class. You will turn in your Power Point slide deck as well as your research paper.

**Peer Feedback**: Each student will provide feedback on each group presentation via an anonymous survey. Additionally, each group will be provided a survey to gauge each member’s engagement and contribution to the final paper and presentation. This feedback will inform student’s final project score.

**ADDITIONAL COURSE GUIDELINES**

Blackboard

BB is the primary method of communicating with you. In addition to course materials, I will post any syllabus updates and information about class sessions, including preparation requirements. E-mails sent to the class originate from the Blackboard system. You should check BB daily for any new information posted relevant to upcoming sessions.

Please be sure your e-mail address and account settings in Blackboard are correct and that your BB account settings forward your messages to your preferred internet provider (IP) account such as your USC e-mail address, AOL, G-Mail, Hotmail, etc.

You can access BB by going through the “My Marshall” portal [http://mymarshall.usc.edu](http://mymarshall.usc.edu/). You will need your UNIX password. If you have any questions or need assistance with the Blackboard Course Pages, please contact the Marshall HelpDesk at 213-740-3000 or [HelpDesk@marshall.usc.edu](mailto:HelpDesk@marshall.usc.edu)

Technology policy

Please do not use personal communication devices, such as cell phones, during class. Cell phones should be turned “off” or placed on “vibrate”. Personal videotaping faculty lectures is not permitted due to copyright infringement regulations although our goal is to have recordings of our sessions available Use of any recorded or distributed material is reserved exclusively for the USC students registered in this class.

No Recording and Copyright Notice

It is a violation of USC’s Academic Integrity Policies to share course materials with others without permission. No student may record any lecture, class discussion or meeting without prior express written permission. The word “record” or the act of recording includes, but is not limited to, any and all means by which sound or visual images can be stored, duplicated or retransmitted whether by an electro- mechanical, analog, digital, wire, electronic or other device or any other means of signal encoding. I reserve all rights, including copyright, to my lectures, course syllabi and related materials, including summaries, PowerPoints, prior exams, answer keys, and all supplementary course materials available to the students enrolled in my class whether posted on BB or otherwise. They may not be reproduced, distributed, copied, or disseminated in any media or in any form, including but not limited to all course note-sharing websites. Exceptions are made for students who have made prior arrangements with DSP and me.

Retention of Graded Coursework

Final projects and any 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.

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| 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).”  STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS  Explanation - This section, or an enhanced version, is required by the University. Copy/paste the latest version of the information from https://arr  **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 scientific misconduct, [policy.usc.edu/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](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 of Equity and Diversity (OED) - (213) 740-5086 | Title IX – (213) 821-8298*

[equity.usc.edu](https://equity.usc.edu/), [titleix.usc.edu](http://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.

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

*The Office of Disability Services and Programs - (213) 740-0776*

[dsp.usc.edu](http://dsp.usc.edu/)

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

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

[campussupport.usc.edu](https://campussupport.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](https://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](http://dps.usc.edu/), [emergency.usc.edu](http://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](http://dps.usc.edu/)

Non-emergency assistance or information.

*Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)*

[ombuds.usc.edu](https://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.

| Course Outline & Assignments **-- As of 12/31/22 – Subject to Change.**  **Note, VIDEO elements will be added to the Activities as well.** | | | |
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| **Modules** | **Topic and Learning Objective** | **Activities/Assignments – Note, Guest Speakers subject to Change.** | **Due Date** |
| **Week 1 – Introduction to Crisis Management**  **Thursday, January 12, 2023** | * Course Introduction * Discuss Readings * Overview of Crisis, Types, & Impact on you * Understanding Leadership Styles for Effective Crisis Management * Discuss Tylenol Case Study and key learnings including **problem solving, proactive media engagement, and stakeholder management.** | * **Complete the course introduction discussion board on Blackboard** * Read Syllabus * Complete pre-class readings including preparation to discuss Tylenol case * **Brief on Written Case Analysis #1** – written answers to case questions for Case #1 (Samsung Galaxy 7) – Due 1/19/23   READING (Due BEFORE Class)   * Organizational Culture and Leadership Style: The Missing Combination for Selecting the Right Leader for Effective Crisis Management; HBR; Melissa R. Bowers, J. Reggie Hall, Mandyam M. Srinivasan; July 1, 2017, **HBR CoursePack** * Johnson and Johnson (A): Philosophy and Culture, HBP; Francis J. Aguilar, Arvind Bhambri; August 19, 1983 (Rev. June 30, 1986); **HBR CoursePack** * Johnson and Johnson: The Tylenol Tragedy; HBP; Stephen Greyser; October 12, 1982 (Rev. May 26, 1992); **HBR CoursePack** | Thurs,  1/12/23 |
| **Week 2**  **VIA ZOOM**  **Thursday, January 19, 2023**  **How Organizational Decision Making Can Generate a Crisis**  **Product Recalls, Stakeholder Management,** | * Product Recall Crisis & Learnings * Understanding & Managing Impacted Stakeholders * Regulation Management in Dynamic Industries * **Communications & Operations Strategy in a Recall including use of social media and media relations** * **First Response vs Official Response Press Releases** | GUEST SPEAKER: Tim Baxter, former CEO, Samsung, North America  **Assignment:**  **Written Case Analysis #1: Submit Answers to Samsung Questions in Blackboard PRIOR to class.**  **Prep Blackboard Discussion Answers for Sony Discussion on 1/26/23**  READINGS:   * Are you ready for your next product recall crisis? Lessons from operations and supply chain management Mar 14, 2021 Narendar Sumukadas,  **HBR CoursePack** * Samsung Galaxy Note 7 Debacle, John Lee and Chloe Zheng, October 31, 2017. Ivey Publishing. **HBR CoursePack** * Article – A Strategic Approach to Managing Product Recalls Web Link: <https://hbr.org/1996/09/a-strategic-approach-to-managing-product-recalls> * **What Samsung Did Wrong When Responding to the Galaxy Note 7 Disaster,**” Melissa Agnes, Forbes, [www.forbes.com/sites/melissaagnes/2016/09/15/what-samsung-did-wrong-whenresponding-to-the-galaxy-note-7-disaster/2/#de6355c79158](C:\\Users\\gordo\\Downloads\\www.forbes.com\\sites\\melissaagnes\\2016\\09\\15\\what-samsung-did-wrong-whenresponding-to-the-galaxy-note-7-disaster\\2\\#de6355c79158) | Thurs,  1/19/23  **This Class will be remote via ZOOM** |
| **Week 3:**  **January 26, 2023**  **Growing external threats**  **Cyberattacks**  **Environmental**  **Presentation on Diamond Princess response** | **External Crisis – rising risks for companies**  Cyberattacks including preparation and management.  **Role playing exercise with key stakeholders (IT, Marketing / PR, Finance, Board, Legal)**  Environmental, Social & Governance (ESG) Crisis implications  Message House Discussion / Princess Cruises Communication Presentation (in preparation for Week 5 Exercise) | **Guest Speaker** – Stevan Bernard, CEO, of Bernard Global; former Executive Vice President, global protection services at Sony Pictures, speaking on **Sony’s destructive nation-state cyber-attack – a story of survival.**  ASSIGNMENT: Participate in Discussion thread for Sony Case (Due BEFORE start of class)  **Reading**:  They Burned the House Down, (Sony Cyberhack incident) Michael Lynton, Adi Ignatius, July 1, 2015. **HBR CoursePack**  **Good reference article – recommend skimming:** [**FTC - Start with Security Guide for Business**](https://www.ftc.gov/system/files/documents/plain-language/pdf0205-startwithsecurity.pdf) **(also in Blackboard) which shares cyber security lessons from FTC cases.**  **FBI Writeup of Sony Case:** (Skim this article)<https://www.justice.gov/usao-cdca/press-release/file/1091951/download> | Thurs,  1/26/23 |
| **Week 4**  **February 2, 2023**  **Faulty Systems,**  **Employee Misbehavior**  **The “Fraud Triangle” & Designing a Culture of Transparency** | * Fraud & Employee Misbehavior – Why It Happens * Lessons from Wells Fargo Sales Misconduct * **Role of Whistle blowers and engagement strategies** * **Engagement with news journalists & media**   Message House Preparation (in anticipation of Crisis simulation next week)  Discuss topical cases of “fraud” (i.e. FTX), lack of transparency, poor culture (i.e. Boeing 737 MAX case)  Diamond Princess crisis planning & management | **Assignment:** Submit Written Answers to Wells Fargo Case Questions (due beginning of class)  Prepare Diamond Princess Message house for crisis simulation exercise. Submit message house on 2/7/23 (individually) and share with group for 2/9/23 exercise.  **Guest Speakers: Mike Feuer,** Los Angeles City Attorney and prosecutor of Wells Fargo**,** & **Yesenia Guitron,** former Wells Fargo personal banker and Whistleblower.  **Readings/Video:**  Reading: Sales Misconduct at Wells Fargo Community Bank, HBR, Suraj Srinvasan, Dennis W. Campbell, Susanna Gallani, and Amran Migdal; June 30, 2017 **HBR CoursePack**  **Video:** Wells Fargo scandal overview: Netflix - Dirty Money, Season 2, Episode 1: “The Wagon Wheel”  **Reading:** Boeing 737 MAX: Company Culture and Product Failure (In HBR Coursepack)  **Next Week**: In preparation for your Message House, read Jan Swartz: Steering Princess Cruises Through the COVID-19 Crisis. Boris Groysberg & Michael Norris September 11, 2020 **HBR CoursePack** | Thurs, 2/2/23 |
| **Week 5**  **February 9, 2023**  **Message House**  **Crisis Communication** | **Crisis Communications Simulation**   * **Crisis Communications and the “Stealing Thunder” strategy – preemptive vs reactive** **communications**   **Time permitting, we will discuss crisis communication examples from Boeing and Space Shuttle Challenger Explosion** | **Meet at the ELC in Popovich (JKP) hall.**  **Assignment:** Submit Message House to address Media following a COVID outbreak aboard Diamond Princess Message House to be submitted PRIOR to class which will meet at ELC for live crisis simulations. Submit Message House by Tuesday, EOD (2/7/23) and share (& meet) with teammates to ensure consistency.  Participate in Blackboard Discussion in anticipation of 2/16/23 discussion on 9/11.  **CoursePack**  Jan Swartz: Steering Princess Cruises Through the COVID-19 Crisis. Boris Groysberg & Michael Norris September 11, 2020 **HBR CoursePack**  Stealing thunder as a crisis communication strategy in the digital age, Nov 14, 2020. Sang Yeal Lee,  **HBR CoursePack**  **Reading:** Boeing 737 MAX: Company Culture and Product Failure (In HBR Coursepack) | Thurs, 2/9/23 |
| **Week 6**  **February 16, 2023**  **Global & Political Crisis** | Global & Political Crisis   * Lessons from Sept 11, 2001 Attacks * Lessons from Afghanistan * Scenario Planning and how to apply this to your organization | **Assignment:** Participate in Blackboard Discussion Question(s) prior to Feb 16th class discussion with Rob Hargis.  **Guest Speaker** – Rob Hargis (COO, IAP, White House Situation Room lead in 9/11; Currently overseeing logistics in Afghanistan with U.S. military)  **Reading & Video**  [**Video on 9/11 Situation room**](https://www.google.com/amp/s/wjla.com/amp/news/local/inside-the-situation-room-and-with-the-president-on-sept-11-66269) **(Video of 9/11 Situation room / Crisis Response Center)**  [**9/11 Situation Room**](https://wjla.com/amp/news/september-11th-20th-anniversary/exclusive-inside-the-white-house-situation-room-on-911-the-lessons) **link to article**  Skim the [Exec. Summary of 9/11 Commission report](https://www.9-11commission.gov/report/911Report_Exec.pdf). (will be attached in Blackboard as well)  Using Scenarios to Plan for Tomorrow, Rosenberg. . March, 2012 **HBR** | Thurs,  2/16/23 |
| **Week 7, February 23, 2023**  **Leadership decisions in a global crisis**  **Rapid Content & Message Creation in a Crisis** | **Leadership Lessons During COVID**   * Lessons from Princess Cruises Diamond Princess in Japan with Jan Swartz * **Communications Strategy including messaging, content creation, and social media monitoring and engagement.** | **Assignment:** Participate in Blackboard Discussion Question(s) prior to Feb 23 class discussion with Jan Swartz.  Guest Speaker: Jan Swartz, Group President, Holland America Group including Princess Cruises  Readings  Jan Swartz: Steering Princess Cruises Through the COVID-19 Crisis. Boris Groysberg & Michael Norris September 11, 2020 **HBR CoursePack** | Thurs,  2/23/23 |
| **Week 8**  **March 2, 2023**  **Summary of Final Projects & Group Discussions** | **Final Class**   * Wrap Up / Summary * Final Group Presentations | ASSIGNMENT  Final Group Project Presentations  Submittal of Final Group Project Report  **Completion and Submittal of SurveyMonkey surveys providing evaluation and feedback on 1) Each Group Presentation 2) Peer feedback -- individual participation and contribution to the final product.** | Thurs, 3/2/23 |

**Appendix I. MARSHALL GRADUATE PROGRAMS LEARNING GOALS**

**How MOR-599 Contributes to Marshall Graduate Program Learning Goals**

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| **Marshall Graduate Program Learning Goals** | **MOR-599 Objectives that support this goal** | **Assessment Method\*** |
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| **Learning Goal #1: Develop Personal Strengths.**  **Our graduates will develop a global and entrepreneurial mindset, lead with integrity, purpose and ethical perspective, and draw value from diversity and inclusion.** |  |  |
| 1.1 Possess personal integrity and a commitment to an organization’s purpose and core values. | 2, 4, 5 | Class discussion |
| 1.2 Expand awareness with a global and entrepreneurial mindset, drawing value from diversity and inclusion. |  | Class discussion, case analyses |
| 1.3 Exhibit awareness of ethical dimensions and professional standards in decision making. | 1, 2, 6 | Discussions, reading, case analyses |
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| ***Learning Goal #2: Gain Knowledge and Skills.***  **Our graduates will develop a deep understanding of the key functions of business enterprises and will be able to identify and take advantage of opportunities in a complex, uncertain and dynamic business environment using critical and analytical thinking skills.** |  |  |
| 2.1 Gain knowledge of the key functions of business enterprises. | 1, 3, 4 | Discussions, Project |
| 2.2 Acquire advanced skills to understand and analyze significant business opportunities, which can be complex, uncertain and dynamic. | 1, 3, 4 | Readings, Discussions |
| 2.3 Use critical and analytical thinking to identify viable options that can create short-term and long-term value for organizations and their stakeholders. | 1, 4 | Readings, project |
|  |  |  |
| ***Learning Goal #3: Motivate and Build High Performing Teams.***  **Our graduates will achieve results by fostering collaboration, communication and adaptability on individual, team, and organization levels.** |  |  |
| 3.1 Motivate and work with colleagues, partners, and other stakeholders to achieve organizational purposes. | 2, 6 | Discussions |
| 3.2 Help build and sustain high-performing teams by infusing teams with a variety of perspectives, talents, and skills and aligning individual success with team success and with overall organizational success. |  |  |
| 3.3 Foster collaboration, communication and adaptability in helping organizations excel in a changing business landscape. | 2, 5, 6 | Project, discussions |