USCMarshall

GSBA 523T: COMMUNICATION FOR ACCT AND TAX PROFESSIONALS
(3 units/Section 15686)

Term: Summer 2023/Session 419
(May 16 - Aug 01)
Tuesday 6:00pm – 9:50pm PST/Trojan Time

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

GSBA 523T 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 will support your ability to develop focused developmental goals throughout your Marshall experience and leverage your professional value in the marketplace.

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 523T is an intensive learning experience and leverages the strong and unique emphasis Marshall places on your communication and leadership skill development.

The course is designed like an executive leadership development program for professionals. It is fast-paced, results focused course requiring your active engagement. The course will include a mix of discussions, readings, cases, simulations, activities, presentations, assessments and assignments. The concepts we will introduce will constantly build on and inform each other. And the course creates opportunities for each person to customize their personal growth and chart a development course that will most effectively enhance their own success.

The readings are limited, yet highly focused.   Each reading is selected for its conciseness, practical applicability, and effectiveness in engaging the reader. To fully participate and to fully leverage the classroom activities, you will need to have completed all the readings in advance.   You will probably even enjoy the readings and their immediate application will improve your workplace effectiveness, 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: A BRAVE RESPECTFUL PLACE

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. Together we can and will promote a positive and growth oriented mindset.

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).

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 (TEXTS, READINGS, ELECTRONIC FOLDERS AND ASSESSMENTS)

Required Text:
　　None

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 or HelpDesk@marshall.usc.edu."*

Readings/Case Material:
　　Links for the primary readings and case material are posted on our course Blackboard page. All readings should be read in advance of class.

Required Assessments (Distributed Electronically by Prof. Patton – Please Wait for Instructions):
　　Porter, Elias. *Strength Deployment Inventory*.

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 using pre-posted rubrics 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 (Base Score 60%/70%): There may be the absence of an assignment requirement or diminished audiences 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 (Base 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 (Base Score 90%/100%). 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 in advance. Completely missed class sessions will affect your ability to participate in and grow professionally from this course.

You can request a recording of the class session and complete a customized session memo to avoid negative 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 Assignments

A focus of this course is to provide you an opportunity to engage in a significant leadership development experience centered on building your self-awareness, motivation and skills. There are four major individual assignments (The 4P Memo, Take a Stand Briefing, Career Briefing and Skill Development Plan). You will also earn individual points for your on-time Assessment Completion, Individual Class Participation and Discussion Board Posts & Responses.

Grading Table

Assignments		Point Totals
I: Discussion Board Posts		70 pts
I: Assessment Completion (SDI) On-Time		10 pts
II: 4P Memo		40 pts
III: Take A Stand Briefing		60 pts
V: Career Market Briefing & Memo		40 pts
VI: Personal Skill Development Project		100 pts
VI: Class Participation		50 pts
TOTAL		370 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.

Attendance. Full class attendance and active participation is expected and important in developing a coherent view of the materials covered in the course. Unless accommodated, attendance and active participation is expected.

Zoom Sessions. During synchronous Zoom sessions, Students are expected to have cameras on during the synchronous Zoom sessions, ensure the best audio quality and are in a place to facilitate learning. *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 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.

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. A password protected link can be requested and will be provided after the conclusion of the class cycle to allow viewing of the course session.

Pursuant to the USC Student Handbook (https://policy.usc.edu/studenthandbook//, page 57), students may not record a university class without the express permission of the instructor and announcement to the class. In addition, students may not publicly distribute or use notes or recordings based on USC classes or lectures without the express permission of the faculty member for purposes other than personal or class-related group study by students 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, 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 Integrity.

The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas. Academic misconduct, which includes any act of dishonesty in the production or submission of academic work, comprises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university's mission to research, educate, and contribute productively to our community and the world.

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s).

Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see the student handbook or the Office of Academic Integrity's website, and university policies on Research and Scholarship Misconduct.

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

Students and Disability Accommodations.

USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Support Systems.

<u>Counseling and Mental Health</u> - (213) 740-9355 – 24/7 on call
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

<u>988 Suicide and Crisis Lifeline</u> - 988 for both calls and text messages – 24/7 on call
The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

<u>Relationship and Sexual Violence Prevention Services (RSVP)</u> - (213) 740-9355(WELL) – 24/7 on call
Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

<u>Office for Equity, Equal Opportunity, and Title IX (EEO-TIX)</u> - (213) 740-5086
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.

<u>Reporting Incidents of Bias or Harassment</u> - (213) 740-5086 or (213) 821-8298
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.

<u>The Office of Student Accessibility Services (OSAS)</u> - (213) 740-0776
OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

<u>USC Campus Support and Intervention</u> - (213) 740-0411
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity, Equity and Inclusion - (213) 740-2101
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
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) 442-1200 – 24/7 on call
Non-emergency assistance or information.

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)
A safe and confidential place to share your USC-related issues with a University Ombuds who will work with
you to explore options or paths to manage your concern.

Occupational Therapy Faculty Practice - (323) 442-2850 or otfp@med.usc.edu
Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines
that enhance quality of life and academic performance.

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 and helped USC achieve a #1 worldwide
ranking by the *Wall Street Journal* for Leadership and Management skills instruction. In 2016, he helped USC's Full
Time MBA Program earn 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 over 20 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 Full-Time MBA Program and its 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, BiogenIdec, 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 20 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 courses 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 20 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. His 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.

Most importantly, Greg also has two amazingly awesome daughters. Natalie (18) is a first year student at USC Dornsife studying Neuroscience, and Nikki (16) is a High School Junior.

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 523T)

Day	**Topic/Theme**	**Required Readings/Preparation/Deliverables**
May 16 (Tue) Session #1	Maximizing Value From Our Course: Enhancing Your Skills and Your Marketplace Valuation. Building Class Culture.	(1) GSBA 523T Communication & Leadership Syllabus (Prof. Patton). (2) Schrage, M. (2015, May 28), How the Navy SEALs Train for Leadership Excellence, Leadership. *HBR*. (3) Chamorro-Premuzic, T. (2018, June 14). Can You Really Train Soft Skills? Some Answers From The Science of Talent. *Forbes*. (4) Thompson, M. (2019, Dec 22). According to Warren Buffett, Honing This One Skill Can Improve Your Worth by 50 Percent. *Entrepreneur's Handbook*. **Note: SDI Assessment Launch – Instructions in Class**
May 20 (Sat) May 22 (Mon)	Discussion Board: Leader Post Discussion Board: Response Post	**Due: Persuasive Analysis/Soft Skills in the Profession Post (10 p.m. Trojan Time)**
May 23 (Tue) Session #2	Leader Development, Self-Awareness, And Professional Growth. Using the SDI (Strength Deployment Inventory). Wellness & Thriving in 2023	(5) Eades, J. (2018, June 20). 5 Simple Ways to Become a Better Leader Today. *Inc.* (6) Esimai, C. (2018, Feb 15). Great Leadership Starts with Self-Awareness. *Forbes* (Forbes Women) (7) Karbon (nd). 5 Soft Skills Every Modern Accountant Needs (8) **Due: SDI Completion & On-Line Review**
May 27 (Sat) May 29 (Mon)	Discussion Board: Leader Post Discussion Board: Response Post	**Due: Problem Solving/Leveraging the SDI Awareness Post (10 p.m. Trojan Time)**
May 30 (Tue) Session #3	Connecting Interpersonally & Thru Networking: Building Marketplace Value and Demand (PART I)	(9) Barnes. (2003, July). What's Your Story? *Harvard Mgt Comm Letter.* (10) Valentine, G. (2018). Executive Presence: What is it, why you need it and how to get it. *Forbes.* (11) Marcus, B. (2018, May 22). The Networking Advice No One Tells You. *Forbes.* (12) Peters, T. (1997, August/September). The Brand Called You. *Fast Company.*
June 3 (Sat) June 5 (Mon)	Discussion Board: Leader Post Discussion Board: Response Post	**Due: Persuasive Analysis/Articulate Your Value Post (10 p.m. Trojan Time)**

June 6 (Tue) Session #4	Connecting with Your Audience: Telling Your Story, Focusing Efforts.	(13) Doyle, S. (2016, May 18). 8 Tips on Giving a Presentation Like a Pro.*Entrepreneurial.* (14) Brooker, K. (2001) "The Chairman of the Board Looks Back," *Fortune.* _____
	Connecting with Your Audience: Strategic Writing for Impact	(15) Cloudwalks. (2019, Dec 20). Why Business Writing is Important for Accountants. (16) Holdridge, C. (2017, May 12). Professional Focus: Business Writing for Accountants. (17) Read several articles in the Feb 10th & 11th WSJ.

June 10 (Sat)	**Assignment Due (Blackboard/Turnitin)**	**Due: 4P Memo on Leg/Rule/Tax Change (10 p.m. Trojan Time)**

June 13 (Tue) Session #5	Connecting with Your Audience: Building Confidence & Leveraging Anxiety	(18) Shellenbarger, Sue (2018, Dec 4). Overcoming the Terror of an Impromptu Speech. WSJ. (19) *Personal Report of Communication Anxiety* (PRCA). Assessment Package. (Complete: PRCA Assessment Results Bar Chart – Final Page of Package)

June 20 (Tue) Session #6	Making Your Pitch	**Due: Take A Stand Briefing**

June 24 (Sat)	Discussion Board: Leader Post	**Due: Persuasive Analysis/Assess Your Stand (10 p.m. Trojan Time)**

June 27 (Tue) Session #7	Enhancing Your Impact: Power, Influence & Persuasion Listening & Understanding	(20) Goleman, D. (Published July 17, 2014), What Predicts Success? It's Not Your IQ. www.linkedin.com (Careers: The Next Level, Leadership & Management). (21) Goleman, D. (1998, November-December). What Makes a Leader? *HBR*. (22) Bradberry, T. (2016, April 16). 7 Most Common Habits of the Best Listeners. *Inc.* (23) Campbell, S. (2018, May 12). Understanding the Others Person's Perspective Will Radically Increase Your Success. *Entrepreneur.*

July 04 (Tue) Session #8	Holiday/Field Work	

July 8 (Sat) July 10 (Mon)	Discussion Board: Leader Post Discussion Board: Response Post	**Due: Narrative/Expressed Gratitude Post (10 p.m. Trojan Time)**

July 11 (Tue) Session #9	Building Mutual Value: Resolving Conflict and Negotiating Success	(24) Sebenius, J. (2001, April). Six Habits of Merely Effective Negotiators. *HBR.* (25) *Negotiation Briefings*, (2014,Mar).In Negotiation, Are Differences Holding You Back? (26) *Negotiation Briefings*, (2019, May). Managing Negotiators? Avoid 3 Common Mistakes. (27) *Negotiation Briefings*, (2015, Jan). Dealing with Difficult People – Even When You Don't Want To. (28) Jacker, N. S. (1995). Sally Soprano Case. (Confidential Instructions for Sally's Agent). *Program on Negotiation, Harvard Law School*. (29) Jacker, N. S. (1995). Sally Soprano Case. (Confidential Instructions for Lyric Opera's Business Manager). *Program on Negotiation, Harvard Law School*.
July 15 (Sat)	**Assignment Due (Blackboard/Turnitin)**	<u>**Due: Career Interview/Market Memo (10 p.m. Trojan Time)**</u>
July 18 (Tue) Session #10	Driving Change & Personal Growth: Mentoring Others Career Interview/Market Briefings	(30) Sahadi, J. (2019, Mar 15). You're a Leader Now. It's Time to Start Acting Like One. *CNN Business.* (31) Goldsmith (2007, Summer). Which Workplace Habits Do You Need to Break to Become More Successful? *The Journal For Quality & Participation.*
July 22 (Sat) July 24 (Mon)	Discussion Board: Leader Post Discussion Board: Response Post	<u>**Due: Assessing My Data – Individual Case Study Post (10 p.m. Trojan Time)**</u>
July 25 (Tue) Session #11	Developing Teams, Benchmarking Key Success Factors and Driving Change	(32) Duhigg, C. (2016, Feb 28) What Google Learned From Its Quest to Build the Perfect team. *The New York Times Magazine* (33) *Pentland, A., (2012, April), The New Science of Building Great Teams. HBR.*
<u>July 30 (Sun)</u>	**Assignment Due (Blackboard/Turnitin)**	<u>**Due: Personal Skill Development Project Due (10 p.m. Trojan Time)**</u>
Aug 1 (Tue) Session #12	Skill Development Project Final Review Celebrating Our Success Together (Final)	