

**BUAD 304: Organizational Behavior
and Leadership**
Syllabus Fall 2023

Monday/Wednesday Sections - 4 Units

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Office Hours: Mondays, 4-6 pm PST or by appointment

Office hours can be in person or via Zoom. See Blackboard for details.

Course Description

Organizational behavior addresses the human side of organizations—what people need and desire at work, how they use their time, talent, and energy for collective ends, and how they can work together effectively for a greater good. **Leadership** guides and influences others to engage in these collective endeavors.



BUAD 304 therefore has a dual focus on helping you: 1) learn evidence-based knowledge from the field of organizational behavior in order to identify and apply best organizational practices for leading teams and organizations, and 2) develop the interpersonal skills required to lead diverse groups and organizations effectively.

This combined focus on organizational knowledge and leadership behaviors will enable you to use sound judgment in making complex decisions, manage relationships with others, motivate and influence others without relying on formal authority, build and manage high performing teams, deploy social capital, negotiate effectively, lead organizational change, and generally make sense of today's — and tomorrow's — organizational world. Organizations place a high value on these leadership skills, so learning them will enable you to excel in today's dynamic, competitive, and global marketplace.

Course Learning Objectives

After successfully completing BUAD 304, you will be able to:

- Utilize organizational behavior theories, frameworks, principles, and tactics to prevent OB problems from emerging and, when problems are identified, intervene to fix them.
- Evaluate the benefits and challenges of alternatives to achieve high performance at the individual, team and organizational levels.
- Evaluate the effectiveness of a variety of leadership behaviors depending on the context.
- Create a plan to improve your own personal leadership skills and to manage your career.

The course will place a special emphasis on developing your critical thinking skills. Cases will seek to develop your ability to uncover the various potential problems, challenges and opportunities faced by a business, sort and select the most important, develop alternative courses of action for addressing those issues, assess the different courses of action in light of multiple criteria, select the solutions that have the potential to be the most effective and develop an effective implementation plan.

The relationship between the course learning goals and the Marshall School of Business' undergraduate business program learning goals is described in Appendix A.

Our Inclusive Learning Community

Our USC Principles of Community state “USC is a multicultural community of people from diverse racial, ethnic, gender, and class backgrounds, national origins, faith backgrounds, political beliefs, abilities, and sexual orientations. Our activities, programs, classes, workshops, lectures, and everyday interactions are enriched by our acceptance of one another, and we strive to learn from each other in an atmosphere of positive engagement and mutual respect.”

<https://diversity.usc.edu/usc-principles-of-community/>

As Trojans, we understand the value of the perspectives of individuals from all backgrounds that reflect the rich diversity of our USC community and beyond. The study of organizational behavior and leadership requires us to recognize how diversity, equity and inclusion is not only the ethical approach, but also creates a competitive advantage for organizations. Together, we will strive to make this classroom a psychologically safe and inclusive environment for all of us to develop and practice inclusive behaviors. As such, we will:

- Respect the dignity and essential work of all individuals,
- Promote a culture of respect within the university community,
- Respect the privacy, property, and freedom of others,
- Reject bigotry, discrimination, violence or intimidation of any kind,
- Practice personal and academic integrity and expect it of others, and
- Promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

If you see ways I can improve, please let me know.

Course Materials

You need the following resources for this course.

(1) Textbook & Connect/LearnSmart You will need the ONLINE version of Organizational Behavior: A Practical, Problem-Solving Approach 3rd edition by Angelo Kinicki and Mel Fugate. 2018. McGraw Hill.

I recommend that you purchase the textbook and Connect directly from the publisher, McGraw Hill through our Blackboard course site. The price for the e-book and Connect will be \$80 - a significant discount. **IF** the price shows \$90, then the McGraw Hill website is not updated yet. The publisher's rep has assured me that the price will be adjusted this week. So you can

either check later in the week, or sign on for a two-week Courtesy Temporary Access (free). Then purchase full access once we know the correct price is set.

To purchase the required ONLINE version of our textbook via Blackboard, *Organizational Behavior: A Practical, Problem-Solving Approach*, 3rd edition by Angelo Kinicki (2020) follow these instructions to register directly with McGraw Hill.

1. Sign into our course Blackboard site (blackboard.usc.edu)
2. Go to our BUAD 304 Organizational Behavior and Leadership class page.
3. Select Tools from the left column menu.
4. Click on the McGraw Hill Higher Education link from the list.
5. Below “My Connect Section”, click Go to My Connect Section.
6. Follow the onscreen instructions to register.

(2) ARES Course Reader: The course reader is accessible for free on the USC Libraries ARES system online. Go to <https://reserves.usc.edu/ares/> and search for BUAD 304 for Fall 2023. Instructions for how to download the articles will be posted on Blackboard.

(3) Case Reader: BUAD 304 Spring Organizational Behavior & Leadership Coursepack available for purchase (\$21.25) at <https://hbsp.harvard.edu/import/1083753>. If the link doesn't work, cut & paste into your browser.

Additional Readings, Resources and Assessments

1. Videos are available on the USC Marshall Critical Thinking Initiative website to help you better understand how to do case analysis and use the Marshall USC-CT framework. You will need to watch these before completing the first case analysis memo. Here is the link: <https://vimeo.com/388331882>.
2. Personal assessments are listed in the class schedule with how to access them via a website or McGraw-Hill Connect.
3. Any additional readings and/or assessments will be posted & announced on Blackboard.

Course Information: Blackboard

All course information is available through your Blackboard account. Blackboard is the primary channel of communication for this course so take note of announcements and other email messages you receive. It has the most up-to-date information. You will submit HW assignments via Blackboard. Assignment and exam scores are posted here in Gradebook. You can also communicate directly with your Professor, your project team members, and other classmates from your section. To access Blackboard from your web browser, enter <https://blackboard.usc.edu>, and use your USC username and password to log in. You may also choose to download the Blackboard app for your smartphone.



Grading

Individual Assignments	55%
<i>Midterm Exam</i>	15
<i>Final Reflection Paper</i>	10
<i>Case Analysis Assignments</i>	5
<i>Final Exam</i>	25
Team Project	30%
<i>Proposal & Team Contract</i>	3
<i>Paper</i>	15
<i>Presentation</i>	10
<i>Self & Peer Evaluation</i>	2
Participation	15%
<i>Active Class Participation</i>	
<i>Team Engagement</i>	
<i>In class assignments</i>	
<i>Research studies (2)</i>	



TOTAL **100%**

Final grades for this course will reflect the weighted sum of your assignment grades and will adhere to the grading policy approved by Marshall. 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.

Course Requirements: Individual Assignments

Case Analysis Preparation: To actively engage in case discussions, you will need to complete an analysis of the assigned case before attending class. Case analysis allows us to explore how what we learn applies to real world situations. This goes beyond simply reading the case. You are expected to use the USC-CT critical thinking framework to analyze the assigned case. Be sure to watch the assigned USC-CT videos as noted in Week 1. You will identify critical problems or issues and develop alternative solutions based on a particular situation or scenario applying the concepts from the week's reading. These assignments provide scaffolding (i.e. analytical skill development) for your Module 1 midterm, the team project as well as the final exam. Preparing the case analysis will allow you to be actively engaged in class discussion on that day. You will submit your analysis (i.e. case HW) via TurnItIn on Blackboard so you are prepared for interactive discussion in class. Additional instructions will be posted on Blackboard.

Module 1 Midterm Examination: At the end of Module 1 (Week 7), you will complete an in-class exam. It will include short case-based essay questions and multiple-choice questions. You are expected to use the USC-CT framework to identify the key issues and provide relevant solutions utilizing the concepts, theories, and frameworks from Module 1 (Individual level of Organizational Behavior). Make-up progress exams will not be permitted. Further instructions will be provided in class and on Blackboard.

Final Reflection Paper: You will write a short personal reflection paper that describes how your team experience was influenced by different group properties and processes as well as reflect on your own behavior and learning. You will be assessed based on thoughtful, convincing, insightful, and exploratory writing and reflection, a strong connection between the experience and the learning or insights gained, and the use of specific detail and narrative accounts that convey an understanding of the experience supported by course material and personal assessment results. We strongly recommend that you maintain a learning journal or notes throughout the semester to aid in the writing at the end of the semester. Instructions and a grading rubric will be posted on Blackboard.

Course Requirements: Team Project Assignments

Team Project: You will work together as an intact project team throughout the semester to prepare for and complete the Team Project. Your team will demonstrate that you understand the major challenges and key success factors to perform effectively as an individual, on a functioning team, and as a leader in business and society today. The aims of the team project are (1) to enrich your understanding of organizations and leadership; (2) to provide you with an opportunity to apply what you have learned in the course; (3) to assess your ability to define and analyze an organization or organizations and come to insightful conclusions and (4) to help you develop critical interpersonal and teamwork skills.

Your team will have a choice of conducting either:



(a) Fieldwork study with a local organization such as a student organization, business unit on campus, or other company where you have connections. Your team will investigate and analyze some aspect of this organization that connects with themes in the course such as the organization's culture, the structure and functioning of groups within the organization, its reward systems, or its relation to its local or national environment. You will make recommendations or identify best practices based on your study.

(b) Issues analysis of an issue/topic connected to the themes in the course and of importance to multiple organizations; this issue may be inspired by something in the headlines of the business press or something in your own experience. You will need to examine the nature of this issue and analyze in detail how different companies have addressed and/or experienced the issue. You will make recommendations and/or identify best practices based on your study using archival sources (i.e. library research).

Your "deliverable" for this project has five components. Submitted assignments should use 12-point, Times-Roman font, double spaced, 1-inch margins on all sides.

- 1) Project proposal with team contract: A one-page memo with appendix (contract)
- 2) Detailed outline of paper based on the grading rubric
- 3) Project paper: An 8-10 page analytical paper
- 4) In-class presentation: A 15-minute presentation, 5 minutes for Q&A
- 5) Self & peer evaluation feedback (online assessment explained in class).

Feedback helps you learn and improve your performance as well as the quality of your output as a team. As part of the team project, you will practice and develop skills in providing and receiving effective feedback through in-class exercises and a more formal peer evaluation survey. The criteria for the peer evaluation will be discussed in class and posted on Blackboard.

The final grade for this project is based upon four components - project proposal, project paper, presentation, and self/peer evaluation. The team project will be evaluated according to quality of analysis, appropriate use of course concepts, logic and substantiation of conclusions, and clarity and appeal of your class presentation. The detailed outline of the paper is not graded but you will receive feedback to help improve the final paper. Further instructions and grading rubrics will be posted on Blackboard.

Grades for individual student contributions to team projects are **assigned by your Professor**, based on my observations of the team's working dynamics, my assessment of the team project quality, and thoughtful consideration of the information provided through your peer evaluations.

Course Requirements: Final Exam

Final Exam: The final exam will be during the final exam period. Refer to the exam study guide that is posted on Blackboard for information on the format of the questions, topics covered, and sample questions

The final exam will take place on the date and time assigned based on the University final examination schedule. If you have another final exam scheduled for the same time as the final exam for this course, you must let me know about the conflict at least 2 weeks prior to the final exam.

If you need OSAS accommodations for the final exam, please notify me early in the semester so we can make the necessary arrangements. If you wait until the day of the exam, it is highly unlikely that I will be able to accommodate extra time or any other accommodation. If you have any questions or concerns, please come and speak with me. I am eager to make every student successful in every way I can.

Course Requirements: Participation

Class Participation: This part of your grade will be based on consistent and effective contributions to class discussions and activities. Connect reading assignments and practice quizzes, 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 or patience or imagination to engage with the course material, our classmates, and our experiences. In our classroom, I aim to develop a psychologically safe space where we can all learn together and benefit from the diversity that leads to increased innovation, better problem solving and, in our case, what I hope will be new friends and a great semester!

Research Studies Participation: Finally, another part of your participation grade for class is based on your involvement in research activities. The purpose of this research requirement is to expose you to how the scientific process works and to provide you with an opportunity to contribute to science and research. There are **two components** to the research participation requirement. You must complete both components in order to fulfill your research requirement. Review the detailed instructions located on Blackboard in the Syllabus section.

Statement Around Use of AI Tools for Assignments

Since creating, analytical, and critical thinking skills are part of the learning outcomes of this course, all assignments should be prepared by the student working individually or in groups. Students may not have another person or entity complete any substantive portion of the assignment. Developing strong competencies in these areas will prepare you for a competitive workplace. Therefore, using AI-generated tools is prohibited in this course, will be identified as plagiarism, and will be reported to the Office of Academic Integrity.

Class Expectations

1. Class attendance and participation is important in developing a coherent view of the materials covered in the course. Because BUAD 304 is highly interactive and experiential, attendance and active participation is required at our in-person class sessions unless you have been approved by the University and the Marshall School to attend remotely.

First, all students are expected to be in the classroom. In the event you cannot do so, you must contact the professor prior to classes beginning. On-line attendance is typically NOT an option and requires prior approval. Please make a note of this. This course is designed for in-person engagement, and OSAS Approved/On-Line only is not allowed at this time.

2. During our first class session, we will create a Class Community Contract of norms and expectations to create a productive, safe and fun learning environment. It will be a collaborative exercise and the contract will be posted on Blackboard.

Review of Grades

Feedback and reflection are critical to learning, and especially for learning from our mistakes. I am happy to discuss how you are performing on assignments or in class participation to help you improve and/or correct your mistakes. This has to happen BEFORE your final grade is posted. So, I invite you to contact me within a week of when an assignment is returned to discuss so I can clarify my comments – which I assume you have read and reflected on your own first. Additionally, I do hold extra office hours for students to review exams. In the event that assignments are graded by a Teaching Assistant, you will meet with the TA first since s/he will be in the best position to provide useful feedback. I am happy to meet with you after you meet with the TA if you have any additional questions or concerns.

Weekly Schedule

The Weekly Schedule is located in a separate document on Blackboard.



Additional Information

USC Marshall Critical Thinking Initiative

The USC Marshall Critical Thinking Initiative is a school-wide effort to improve your critical thinking skills in order to be more successful problem solvers in class and ultimately in the workplace. This means that you will engage in a variety of learning activities in your courses which are aimed at developing and applying your critical thinking skills in a disciplined manner so that you can outperform others to get your desired job and to further excel in your career. Your ability to think critically is an important part of the evaluation/grading process in this course. The centerpiece of Marshall's critical thinking knowledge is a website that contains instructional materials and videos. We utilize these resources to prepare you to do the case analysis assignments as noted in Course Materials. Website: <https://vimeo.com/388331882>

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. Therefore, let me know if you have any conflicts in Week 1 like visa or health issues so you aren't dropped. 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 affects the course grade, will be retained for one year after the end of the course *if* the graded work has not been returned to the student (i.e., if we returned a graded paper to you, it is your responsibility to file it, not ours). We recommend that you keep returned work in a folder or other safe place in the event you need to reference it.

Statement on Technology Use

Please limit your use of technology in class to class-related activities. It is far more important to participate than to take detailed notes. Course PPT slides, class materials, and class 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 otherwise permitted for a class activity. 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.

Religious/Cultural Observance

Persons who have religious or cultural observances that coincide with class should let me know by email as soon as possible so we can make accommodations for any missed work or participation. I strongly encourage you to honor your cultural and religious holidays! However, if I do not hear from you before the holiday, I will assume that you plan to attend all class meetings.

Use of Recordings

Pursuant to the USC Student Handbook (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 USC 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](#)."

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.

Statement on Academic Conduct and Support Systems

Academic Integrity:

The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is in contrast to the university's mission to educate students through a broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the [USC Student Handbook](#). All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity.

Other violations of academic misconduct include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), 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 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:

[Counseling and Mental Health](#) - (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.

[988 Suicide and Crisis Lifeline](#) - 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.

[Relationship and Sexual Violence Prevention Services \(RSVP\)](#) - (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).

[Office for Equity, Equal Opportunity, and Title IX \(EEO-TIX\)](#) - (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.

[Reporting Incidents of Bias or Harassment](#) - (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.

[The Office of Student Accessibility Services \(OSAS\)](#) - (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.

[USC Campus Support and Intervention](#) - (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. You may want to load the LiveSafe app from here to receive alerts and stay up to date on issues of public safety - <https://dps.usc.edu/services/safety-app/>.

[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.

Appendix A



Undergraduate Program Learning Goals and Objectives
BUAD 304 Coverage of Learning Goals

<p>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.</p> <ul style="list-style-type: none"> ● Students will demonstrate the ability to anticipate, identify and solve business problems. They will be able to identify and assess central problems, identify and evaluate potential solutions, and translate a chosen solution to an implementation plan that considers future contingencies ● Students will demonstrate the ability to be accurate, clear, expansive (thorough, detailed) and fair-minded in their thinking ● Students will critically analyze concepts, theories and processes by stating them in their own words, understanding key components, identifying assumptions, indicating how they are similar to and different from others and translating them to the real world ● Students will be effective at gathering, storing, and using qualitative and quantitative data and at using analytical tools and frameworks to understand and solve business problems ● Students will understand the concepts of critical thinking, entrepreneurial thinking and creative thinking as drivers of innovative ideas 	<p><u>High</u></p>
<p>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.</p> <ul style="list-style-type: none"> ● Students will recognize, understand and analyze the roles, responsibilities and behaviors of effective managers and leaders in diverse business contexts e.g., functionally diverse, culturally diverse, geographically diverse, etc. ● Students will understand factors that contribute to effective teamwork including how to elicit, manage and leverage diverse perspectives and competencies. ● Students will recognize, understand, and analyze the motivations and behaviors of stakeholders inside and outside organizations (e.g., teams, departments, consumers, investors, auditors) 	<p><u>High</u></p>
<p>Learning Goal 3: Our graduates will be effective communicators to facilitate information flow in organizational, social, and intercultural contexts.</p> <ul style="list-style-type: none"> ● Students will identify and assess diverse personal and organizational communication goals and audience information needs ● Students will demonstrate an ability to gather and disseminate information and communicate it clearly, logically, and persuasively in professional contexts ● Students will understand individual and group communications patterns and dynamics in organizations and other professional contexts 	<p><u>Medium</u></p>
<p>Learning goal 4: Our graduates will demonstrate ethical reasoning skills, understand social, civic, and professional responsibilities and aspire to add value to society.</p> <ul style="list-style-type: none"> ● Students will recognize ethical challenges in business situations and assess appropriate courses of action ● Students will understand professional codes of conduct 	<p><u>High</u></p>
<p>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.</p> <ul style="list-style-type: none"> ● Students will understand that stakeholders, stakeholder interests, business environments (legal, regulatory, competitor) and business practices vary across regions of the world <p>Students will understand how local, regional and global markets interact and are impacted by economic, social and cultural factors.</p>	<p><u>Medium</u></p>

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

Low