USCMarshall

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

Term: Fall 2023 (Aug 21 – Dec 13)

MONDAY CLASS SESSIONS 15792D (Core D), 15793D (Core B) & 15812D (Core E)

Instructor:	Dr. Gregory H. Patton, Professor of Clinical Management Communication
Office:	Accounting 402
Office Hours:	TBA and by Appt.
Phone:	(Email for more immediate responses)
Email:	GPatton@Marshall.usc.edu
Class Email:	MSBA.Program.GSBA542@gmail.com

COURSE DESCRIPTION

GSBA 542 is a unique and integrated team-based experience in self-awareness, self-development and growth distinctive to USC Marshall. This team-based 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.

Specific to Business Analytics, many students deeply focus on the necessary technical skills that function as a gateway to the profession. Yet, this is insufficient as the number one differentiating skill used when deciding who to actually hire at top companies in this field is typically "communication." This has again been reported for the 2023 hiring cycle. While there are many baseline technical skills sought, the differentiating skills that actually lead to internships, full time position and career advancement are strong communication, collaboration (interpersonal/EQ) and team skills – particularly in cross-functional global settings. Because of this clear, sustained and difficult to fulfill market demand, this class will provide you an opportunity to develop an invaluable comparative advantage in the hiring and promotion process.

This course also 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 – TEAM FOCUSED

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

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

This is a team-based learning experience. Your team membership will be assigned, set at the start of the course and will be cross functional and global. You will have an equal opportunity to strongly develop your Team's processes, engagement and skills to enhance your success on a series of Team assignments. Teams that meet regularly across the week, study together, review material together before class, socialize, support each other and coach/mentor each other will be strongly advantaged in the second half of the semester. You have an equal opportunity to build your success in the course.

The readings are limited, yet highly focused. Each reading is selected for its conciseness, practical applicability, and effectiveness in supporting the reader. To best and fully participate in the classroom activities, you will need to have completed all the assigned readings in advance of each class session and will be strongly advantages by having discussed them with your study team. You will probably even enjoy the readings, and their immediate application will improve your educational success and employment 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, in a team-based environment, to foster and demonstrate 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.

As part of the educational process, students and faculty will discuss topics that may make some people uncomfortable, unhappy, distressed, or even offended. Sometimes there will be strong disagreements about these topics, and the care with which they are discussed is paramount. It is the shared responsibility of members of our community: to treat each other with courtesy, dignity and respect; to appreciate the spectrum of viewpoints on an issue; and to be actively involved in working through contentious issues together.

USC Marshall Open Expression Statement. 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. This is an important part of the training business students must receive to address and solve major issues that confront businesses in a critical and thoughtful manner. These values are reflected in the USC Marshall statement on open communication. (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 is a brave space..." Because the university classroom is a place designed for the free exchange of ideas, we expect braveness while also demonstrating respect for one another and exhibiting patience, courtesy and professionalism in our exchanges. We expect braveness in sharing ideas, being open to new ideas, providing honest and direct feedback and in providing opportunities to "talk it out," be brave, learn from one each other and constantly improve as a Community.

COURSE MATERIALS (READING, ELECTRONIC FOLDERS AND ASSESSMENTS)

The course readings are highly focused, purposeful and valuable for your professional success and that of your Team's. The readings are foundational. It is expected, before each class, that you have read the material, thought about the material, discussed the material with your team, have thought of examples and illustrations, and have begun to leverage the tips, ideas and concepts within your Team environment, the Class and the greater Marshall community. **Class time will be spent building off of this foundation.**

Required Text: None.

Required Digital Course Reader (Readings/Case Materials): The Required Digital Course Reader (GSBA 542 Fall 2023) is available from USC University Custom Publishing. A link to obtain the Digital Course Reader from University Custom Publishing is posted on our Course Blackboard Page. All readings should be read in advance of class. Readings are purposeful and targeted.

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

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

COURSE EVALUATION (GRADING)

This course provides a single final letter grade at the end of the course that reflects your relative performance. Your performance is measured in points and is assessed on a series of assignments. Final grades for this course will reflect the comparative rankings of the weighted sum of your assignment grades and will adhere to the Marshall Grading Policy that specifies a target course GPA of 3.3 for all core graduate courses.

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

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

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

Mastery Skill Level (Score > 80%): Insightful. Strong depth in the contents, references, illustrations and connectedness that make the deliverable a role model. Case study for the excellent demonstration of critical thinking and communication competence. Strongly and eloquently addresses all assignment/audience requirements. Shows deep

systematic preparation and thought leveraging all of the resources, structures, tools and concepts from class. Highly polished and professional delivery with well selected appeals further adding to a strong audience impact.

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

However, please do not attend class if you are sick, have symptoms of illness or are in quarantine. (Please see *Review Of Marshall Classroom Policies* below). You can request a recording of the class session and complete a customized session memo as an accommodation to avoid a loss (negative) course participation credit. You would not be able to build positive participation credit for the session as you were not able to contribute to the learning of your classmates.

You are responsible and expected to ensure you have met all class requirements and deliverables before, during and after any missed 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.

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, contributions to the positive learning culture 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. Please review the core grading rubric on Blackboard for typical point distributions as the SD for this grade is typically the highest in the class.

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 – especially use of phones in class - will result in the loss of points.

Building Your Professional 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 internship and future career will be linked to how you support, contribute, influence and lead yourself and others. With regard to quality, the dimensions that we look for include:

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

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

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

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

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

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

Individual & Team Assignments

A focus of this course is to provide you a team experience along with an individual journey to substantially enhance the development of your interpersonal, team and leadership capacity.   The Course is designed to prepare you to provide exceptional strategic analysis presented in verbal and written form, both individually and as a team, pro-actively engage and provide analysis on-line in discussion boards and on Bongo, strongly engage professionally with high participation and allow you a capstone exam to demonstrate <u>further application of concepts</u>.

Grading Table

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

Assignments		Point Totals
I: Discussion Board/Bongo Posts		35 pts
II: Team Building Memo		20 pts
III: Team Charter		40 pts
IV: Team LinkedIn Memo		20 pts
V: Team Skill Development Briefing		50 pts
VI: Ind Team/Peer Assessment Memo		50 pts
VII: Final Exam		100 pts
VIII: Professional Engagement & Participation		50 pts
TOTAL		365 pts

Regrading. The grading process uses pre-published rubrics 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 based on the assignment guidelines and grading rubric and how it should be changed. This should be submitted within 72 hours of the return/posting of a graded assignment. The assignment will be regraded, and this new grade will replace the original grade. There is a possibility the new grade could be the same, higher or lower than the original grade.

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

REVIEW OF MARSHALL CLASSROOM POLICIES: RECORDING

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 in-person at the live class sessions consistent with your official enrollment. However, please do not attend class if you are sick, have symptoms of illness or are in quarantine.

Recording. All regular course sessions are recorded via Panopto and will be made available for the private personal educational use of individual students upon their request with an approved accommodation, those in Quarantine or who have symptoms of ill health. A password protected link can be requested and will be provided after the conclusion of the two-day class cycle to allow viewing of the course session. Completion and submission of a learning memo (See Blackboard) will be required before the next class session to avoid a loss of credit.

Pursuant to the USC Student Handbook (https://policy.usc.edu/studenthandbook), 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.

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.

AI Usage Policy: *"Permitted on Specific Assessments."*

In this course, I encourage you to use artificial intelligence (AI)-powered programs to help you with assignments that indicate the permitted use of AI. You should also be aware that AI text generation tools may present incorrect information, biased responses, and incomplete analyses; thus they are not yet prepared to produce text that meets the standards of this course. To adhere to our university values, you must cite any AI-generated material (e.g., text, images, etc.) included or referenced in your work and provide the prompts used to generate the content. Using an AI tool to generate content without proper attribution will be treated as plagiarism and reported to the Office of Academic Integrity. Please review the instructions in each assignment for more details on how and when to use AI Generators for your submissions.

STATEMENTS ON ACCOMMODATIONS AND SUPPORT SYSTEMS

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.

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. He has helped USC achieve a #1 worldwide ranking by the *Wall Street Journal* for Leadership and Management skills instruction and a #1 worldwide ranking in Communication Skills by *Bloomberg*. He has extensive corporate consulting and training experience and has taught and

led Leadership and Skill Development Programs throughout Asia and the Pacific Rim for 25 years. He was recently awarded the Professional Achievement Award by the National Communication Association's Training and Development Division recognizing the top contributor to the field over the last ten years. More details are below:

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

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

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

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

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

Most importantly, Greg has two amazing daughters, Natalie who is nineteen and a Sophomore at USC studying Neuroscience and Nicole, seventeen, a High School Senior who will play College Volleyball at Marist College in New York.

COURSE OUTLINE , READINGS AND ASSIGNMENTS

Information is below. Please review carefully to best plan your preparation and assignments with the support of all of your team members. It is best to view this course as a multi-stage learning experience with increasing expectations of critical thinking and communication competence. <u>Stronger team development and regular, enhanced team activities, studies and interaction across each week are correlated with stronger course performance</u>

SCHEDULE OF COMMUNICATION FOR MANAGERS SESSIONS (GSBA 542)

Day	Topic/Theme	Required Readings/Preparation/Deliverables
Session #1: Aug 21	Maximizing Value From Our Course: Growing Your Leadership Capacity & Marketplace Valuation. (Building Class Culture/Expectations)	(1) GSBA 542 Fall Communication & Leadership Syllabus (Prof. Patton). (2) Schrage, M. (2015, May 28), How the Navy SEALs Train for Leadership Excellence, Leadership. *HBR*. (3) Sauer, M. (2022, Oct 2). Tim Cook says there are 4 traits he looks for in Apple employees: 'It's been a very good formula for us.' *CNBC*. (4) Murphy, A, (2023, Jul 28). What Skills Are Employers Looking For In 2023? *Business Because*. (5) Kelley, K. (2023, Jul 19). The Essential Soft Skills for Data Scientists. *Simplilearn*
Sun Aug 27	Bongo: Individual Post	Due: You and Your Future Success Post & Peer Reviews (3 p.m. Trojan Time)
Session #2: Aug 28	Learning, Growth & Development: Maximizing Your Potential	(6) Esimai, C. (2018, Feb 15). Great Leadership Starts with Self-Awareness. *Forbes* (Forbes Women) (7) Eades, J. (2018, June 20). 5 Simple Ways to Become a Better Leader Today. *Inc.*
Sun Sept 3	Bongo: Individual Post	Due: Clarifying Your Professional Identity Post (3 p.m. Trojan Time)
Session #3: Sept 4	Labor Day – No Class	
Sun Sept 10	Team Assignment (Turn It In)	Due: Team Building Memo (20 pts) (3 p.m. Trojan Time)
Session #4: Sept 11	Building Your Team: Formation, Development & Culture Creation	(8) Duhigg, C. (2016, Feb 28). What Google Learned From Its Quest to Build the Perfect Team. *The New York Times Magazine* (9) Urch Druskat, V. & Wolff, S. (2001, March). Building the Emotional Intelligence of Groups. *HBR* (10) Barrett, D. (2014). *Leadership Communication, 4th Ed.* "High-Performing Team Leadership" (Chapter 10) – Resource – Skim Only
Sun Sept 17	Team Assignment (Turn It In)	Due: Team Charter (40 pts) (3 p.m. Trojan Time)

Session #5: Sept 18	Building Your Brand, Telling Your Story & Projecting Value in the Marketplace	(11) Peters, T. (1997, August/September). The Brand Called You. *Fast Company*. (12) Kurnoff, J. & Lazarus, L. (2021, May 13). The Key to Landing Your Next Job? Storytelling. *HBR*. (13) Gallegos, D. (2023, July 29). Your Biggest Career Mistakes—and What You Learned From Them. *WSJ*.

Fri Sept 22   Individual Assessment (SDI)   Due: Completion, Download and Results Review (No Submission) (Noon Trojan Time)

Sun Sept 24   Team Assignment (Turn It In)   Due: Team LinkedIn Memo (20pts) (3 p.m. Trojan Time)

Session #6: Sept 25	Understanding and Leading Yourself & Others to Maximize Impact: The Value of the SDI Assessment ***Note: Must Bring SDI Results***	(14) Surdek, S. (2016, Nov 17). Why Understanding Other Perspectives Is A Key Leadership Skill. *Forbes* (15) Campbell, S. (2018, May 12). Understanding the Other Person's Perspective Will Radically Increase Your Success. *Entrepreneur*.

Sun Oct 1   Discussion Board Team Post   Due: Team SDI Review w/ Chart (3 p.m. Trojan Time)

Session #7: Oct 2	Connecting with Your Audience: Adding Value, Enhancing Executive Presence & Becoming Promotable	(16) Valentine, G. (2018). Executive Presence: What is it, why you need it and how to get it. *Forbes*. (17) Doyle, S. (2016, May 18). 8 Tips on Giving a Presentation Like a Pro. *Entrepreneurial*. (18) Thompson, M. (2019, Dec 22). According to Warren Buffett, Honing This One Skill Can Improve Your Worth by 50 Percent. *Entrepreneur's Handbook*.

Sun Oct 8   Discussion Board: Team Post   Due: PRCA Team Data Review Post (3 p.m. Trojan Time)

Session #8: Oct 9	Overcoming Anxiety and Benefiting from Your Energy; Building Your Credibility and Connecting with Stories to Produce Real Impact	(19) Shellenbarger, Sue (2018, Dec 4). Overcoming the Terror of an Impromptu Speech. *WSJ*. (**) *Personal Report of Communication Anxiety* (PRCA). Assessment Package.

Session #9: Oct 16	Taking Your Skills to Market Experiential Learning Ctr.	(20) Heen, S., & Stone, D. (2014, Feb). Find the Coaching in Criticism. *HBR*. Due: Individual Assignment: Professional Briefing

Session #10: Oct 23	Connecting People: Diversity, Inclusion and Influence	(21) Goleman, D. (1998, November-December). What Makes a Leader? *HBR*. (22) Goleman, D. (Published July 17, 2014), What Predicts Success? It's Not Your IQ. www.linkedin.com (Careers: The Next Level, Leadership & Management).

Session #11: Oct 30	Building Interpersonal Excellence & Expanding Your Network	(23) Bradberry, T. (2016, April 16). 7 Most Common Habits of the Best Listeners. *Inc.* (24) Marcus, B. (2018, May 22). The Networking Advice No One Tells You. *Forbes*.
Sun Nov 5	Team Ranking Email Submission	Due: Team Skill Development Topic Ranking Due by Email (3 p.m. Trojan Time)
Session #12: Nov 6	Driving Positive Persuasion, Team Satisfaction and Change	(25) Cialdini (2001). Harnessing the Science of Persuasion. *HBR.* (26) Nazar, J. (2013, Mar 23). The 21 Principles of Persuasion. *Forbes.*
Session #13: Nov 13	Team Skill Development Briefing	(27) Hanke, J. (1998, Jan). Presenting as a Team. *Presentations.* Vol.12 (1) pg. 74, 6 Due: Team Skill Development Briefing (50 pts) In Class
Sun Nov 19	Discussion Board: Team Post	Due: Final Exam Sample Question Submissions (3 p.m. Trojan Time)
Session #14: Nov 20	Building & Enhancing Your Network	None.
Session #15: Nov 27	MSBA Case Study – Teach Back	
Thur Nov 30	Individual Assignment (Turn It In)	Due: Professional Team Assessment Memo (50pts) (3 p.m. Trojan Time)
(TBA)	Course Final: Individual Assignment	Due: Final Exam (100pts)