

USC Marshall School of Business

ECON 352x – Macroeconomics for Business

Syllabus – Fall 2023 - Section 26347R: Tuesday 6:00-7:50PM – Classroom: JFF LL125

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Office Hours: Tuesday 2:30-4:30PM, Thursday 2:30-3:30PM

Course Description

Making sound business and economic decisions requires the knowledge of the economic environment in which firms operate. This course will help you understand how economies function, both in the national and international contexts, and how the functioning of the macroeconomy affects individual businesses. Such an understanding will help business enterprises to make informed hiring and investment decisions. Economics is one of the foundations for other functional areas within business, such as Finance and Marketing, and understanding economic concepts will help you understand the problems covered in these fields.

The course will focus on macroeconomic issues such as long run economic growth, inflation, unemployment, monetary and fiscal policy, short run fluctuations of the economy, savings and investment in the open economy, and exchange rate determination. The emphasis of the course will be in relating these concepts to business operations. Although we start with typical macroeconomic tools, they will be applied to better understand the significance of the macroeconomy for business activities.

Learning Objectives

The goal of this course is to enable us to make informed judgments about whether the economic environment of a country makes it a good place to do business and how to adjust business decisions including hiring and investment in a changing economic environment. At the end of the course we will be able to:

1. Apply graphical and algebraic tools to analyze various economic models and address economic questions that are relevant for business.
2. Apply the basic demand and supply model to calculate equilibrium wage rates, employment, interest rates and investment in the economy and relate the analysis to individual business decisions.
3. Use the neoclassical growth model to measure and forecast GDP in different economies and the significance of these forecast for business investment.
4. Find sources of macroeconomic data, manipulate them, and understand how they have been behaving historically and how they compare across countries.
5. Understand and critically evaluate news about the macro economy reported in financial press and how they should be included in the process of making business decisions.
6. Be able to evaluate the effects of government policy such as changes in tax rates, or money supply on individuals, firms, and the economy.
7. Demonstrate an ability to gather and disseminate information and communicate it clearly, logically, and persuasively in a professional context.

Required Materials

- **Course reader.** There is a course reader covering twelve course topics. The reader will be made available in Blackboard.
- Additional material such as problem sets and exercises will be also available in Blackboard.

Optional Materials

- **Textbook:** Andrew B. Abel, Ben S. Bernanke, and Dean Croushore, *Macroeconomics*, 10th edition. This could be a useful reading complement, covering more extensively the material contained in the Course Readers. However, it is not required.

Prerequisites and/or Recommended Preparation:

- Corequisite ECON 351x
- Recommended preparation: Introductory economics course, high school math, calculus and algebra.

Course Notes

This is a residential course and in-person attendance is expected.

Assignments and Grading Detail

<u>ASSIGNMENTS</u>	<u>% of Grade</u>
Midterm exam 1	25.5%
Midterm exam 2	25.5%
Final Exam	26.5%
Six online quizzes (1% each)	6.0%
Eleven online review quizzes (0.5% each)	5.5%
Six problem sets (1% each)	6.0%
Group project	5.0%
<u>TOTAL</u>	<u>100.0%</u>

Each course requirement receives a numerical score but not a letter grade. The overall numerical score in the course is converted into a letter grade at the end of the semester in accordance with the Marshall School guidelines. Final grades represent how you perform in the class relative to other students. Two items are considered when assigning final grades:

1. Sum of percentages obtained in each of the assignments listed above.
2. Your ranking among all students in the class according to the sum of percentages.

Midterm and final exams (77%) - The two midterm exams and the final exams are not cumulative and will be taken in the classroom. The first midterm exam will test the subjects covered in the first part of the course, the second midterm exam will test the subjects covered in the second part of the course, the final exam will cover the subjects covered in the third part of the course. For all exams, you are responsible for the material assigned from the Course Reader and any material covered in the classroom. The exams are intended to assess how well students understand the basic ideas and principles. All three exams must be taken in the classroom.

Online quizzes (6%) - There will be six online quizzes, each worth 1% of the total course grade. The quizzes will consist of multiple-choice questions. Quizzes will be a good practice in preparation for the exams and will be in similar format as the midterm and final exams.

Online review quizzes (6%) - There will be twelve online practice quizzes, each worth 0.5% of the course credits. The quizzes will be graded based on effort, not accuracy. An answer that is completely unrelated to the question, however, is not a sign of effort.

Problem sets (6%) - There will be six problem sets that will be made available on Blackboard. They must be submitted in Blackboard by the due date and time. If there is a justifiable emergency (like illness) that prevents you from completing the assignment, please contact the instructor before the due date. In absence of advance notice and proper documentation of emergency, credits will not be assigned. The problem sets will be graded only based on completion, not accuracy. They are extremely important in preparation for the exams. Placing effort on the problem sets will increase significantly your performance in the three exams.

Group project (5%) - Students will form groups composed of 4 students and prepare a presentation on one of the topics that will be listed in Blackboard. Student will prepare powerpoint slides summarizing the results of the project. Each group will record the presentation. This can be done with zoom. The recorded presentation should be between 5 and 8 minutes. The group will submit the slides and the video in Blackboard, which will then be made available to all students in the class. Additional information will be provided in Blackboard.

Make-up Exams and Assignments - Except in extraordinary circumstances, make-up exams will not be allowed. If there are exceptional circumstances that prevent a student from taking an exam, he/she should discuss the issue with the instructor and obtain prior written permission for a make-up. Make-ups will not be given merely for a student's convenience or because he/she is not adequately prepared for the exam. Unexcused absences from exams will result in zero credit except in the most extreme emergencies. Emergencies arising late in the semester may result in a grade of incomplete (IN) in the course. In all these cases, it is the responsibility of the student to document the exceptional circumstances. No student is permitted to take an exam before the normally scheduled time.

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 11th 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.

Grade Disputes - All grades assigned by faculty members are final. Students have the right to seek explanation, guidance, counsel and reasons for the assignment of a grade. Faculty may initiate a change in grade if there is an error in the calculation of a grade. Students may appeal a grade according to university policy as set forth in *SCampus*. A faculty member may not change a disputed grade outside the formal appeals process. In response to a disputed academic evaluation by an instructor, a student is entitled to two levels of appeal after review by the instructor: first to the chairperson of the department and then to the appropriate dean of the school. The full university policy can be found in *SCampus* under University Governance / Academic Policies at <https://policy.usc.edu/scampus-part-c/>.

COURSE CALENDAR

Modules/Weeks	Topic	Assignments	Due Date
<p style="text-align: center;">Week 1: Aug 22-Aug 24</p>	<p>Introduction and National accounting; measuring economic activities; nominal and real variables; measuring inflation; macroeconomic data.</p>	<ul style="list-style-type: none"> • Chapter 1 in Course Reader: “Primer for macroeconomics”. • Chapter 2 in Course Reader: “National Accounts”. • Online review quiz. 	<p>August 25</p>
<p style="text-align: center;">Week 2: Aug 29-Aug 31</p>	<p>Continue on National accounting; measuring economic activities; nominal and real variables; measuring inflation; macroeconomic data.</p>	<ul style="list-style-type: none"> • Chapter 2 in Course Reader: “National Accounts”. • Online review quiz. 	<p>September 1</p>
<p>Problem Set #1 (to be submitted by September 3)</p>			
<p>Online quiz # 1 (to be completed by September 5)</p>			
<p style="text-align: center;">Week 3: Sep 5-Sep 7</p>	<p>Business production of goods and services.</p>	<ul style="list-style-type: none"> • Chapter 3 in Course Reader: “The Production Function”. • Online review quiz. 	<p>September 8</p>
<p style="text-align: center;">Week 4: Sep 12-Sep 14</p>	<p>Growth accounting and the drivers of economic growth.</p>	<ul style="list-style-type: none"> • Chapter 4 in Course Reader: “Sources of Economic Growth”. • Online review quiz. 	<p>September 15</p>
<p>Problem Set #2 (to be submitted by September 17)</p>			
<p>Online quiz # 2 (to be completed by September 19)</p>			

Modules/Weeks	Topic	Assignments	Due Date
Week 5: Sep 19	Review in preparation for first midterm exam	<ul style="list-style-type: none"> Review material covered in Week 1 through Week 5. 	
First midterm exam on Thursday September 21 (The first midterm is on the material covered in Week #1 through Week #5)			
Week 6: Sep 26-Sep 28	The Solow growth model	<ul style="list-style-type: none"> Chapter 5 in Course Reader: “The Solow Model”. Online review quiz. 	September 29
Week 7: Oct 3-Oct 5	Labor market	<ul style="list-style-type: none"> Chapter 6 in Course Reader: “Labor Markets” Online review quiz. 	October 6
Problem Set #3 (to be submitted by October 8)			
Quiz # 3 (to be completed by October 10)			
Week 8: Oct 10	Consumption and investment	<ul style="list-style-type: none"> Chapter 7 in Course Reader: “Consumption and Investment” 	
Week 9: Oct 17-Oct 19	Open economy and the balance of payments	<ul style="list-style-type: none"> Chapter 8 in Course Reader: “International Capital Flows” Online review quiz. 	October 20
Problem Set #4 (to be submitted by October 22)			
Quiz # 4 (to be completed by October 24)			
Week 10: October 24	Review in preparation for second midterm exam	<ul style="list-style-type: none"> Review material covered in Week 6 through Week 10. 	

Modules/Weeks	Topic	Assignments	Due Date
Second midterm exam on Thursday October 26 (The first midterm is on the material covered in Week #6 through Week #10)			
Week 11: Oct 31-Nov 2	Business cycles and the impact on businesses	<ul style="list-style-type: none"> Chapter 9 in Course Reader: “Business Cycle” Online review quiz. 	November 3
Week 12: Nov 7-Nov 9	Money, monetary policy and the Fed	<ul style="list-style-type: none"> Chapter 10 in Course Reader: “Money and Monetary Policy” Online review quiz. 	November 10
Problem Set #5 (to be submitted by November 12)			
Quiz # 5 (to be completed by November 14)			
Week 13: Nov 14-Nov 16	The market for currencies and policies toward the exchange rate	<ul style="list-style-type: none"> Chapter 11 in Course Reader: “Foreign Currencies Exchange”. Online review quiz. 	November 17
Week 14: Nov 21	Exchange rate, trade balance and the macroeconomy	<ul style="list-style-type: none"> Chapter 12 in Course Reader: “Exchange Policies”. 	
Week 15: Nov 28-Nov 30	Exchange rate, trade balance and the macroeconomy & Review in preparation for the final exam	<ul style="list-style-type: none"> Chapter 12 in Course Reader: “Exchange Policies”. Online review quiz. 	November 29
Problem Set #6 (to be submitted by November 29)			
Quiz # 6 (to be completed by December 3)			

Modules/Weeks	Topic	Assignments	Due Date
<p style="text-align: center;">Final exam on December 7, 7:00-9:00PM (To be confirmed) The final exam is on all material covered in Week #11 through Week #15</p>			

Please note: The date/time of the Final Exam is determined by the University. For Fall 2023, the last day of class is Friday, December 1st. Study days will be December 2-December 5. Final exams will be taken at the scheduled times on December 7 at 7:00-9:00PM (To be confirmed). Consult the USC *Schedule of Classes* at <https://classes.usc.edu/term-20233/finals>

ADDITIONAL INFORMATION

Add/Drop Process

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

- The last day to drop a class and receive a refund of tuition charges and to avoid a mark of “W” on student record and STARS report is Friday, September 8, 2023.
- The last day to drop a course without a mark of “W” on the transcript only is Friday, October 6, 2023. The mark of “W” will still appear on student record and STARS report and tuition charges still apply.
- Last day to drop a class with a mark of “W” is Friday, November 10, 2023.

Technology Policy

Laptop and Internet usage is not permitted during on-campus academic or professional sessions unless otherwise stated by the respective professor and/or staff. Use of other personal communication devices during academic or professional sessions is considered unprofessional and is not permitted. ANY e-devices, other than the one being used for class activities, (cell phones, iPads, laptops, etc.) must be completely turned off during class time. Use of any recorded or distributed material is reserved exclusively for the USC students registered in this class. Exceptions to this policy may be granted to individual students with appropriate documentation on a case-by-case basis.

Artificial Intelligence (AI) policy

While it is not always advisable to utilize AI in this course, if you find it beneficial for achieving the learning objectives, you can employ AI-powered programs to assist you with assignments. One of the primary aims of these assignments is to grasp the course material thoroughly and prepare for the exams. However, if you rely on AI to answer assignment questions, you might not adequately prepare for the exams, as AI won't be accessible during in-class examinations. Additionally, it's important to recognize that AI tools may provide incorrect information, biased responses, or incomplete analyses. Consequently, they are not yet capable of generating text or solutions that meet the standards set for this course. In alignment with our university's values, it is essential to cite any AI-generated materials (such as text, images, etc.) incorporated or referenced in your work and provide the prompts used to generate the content.

Class Conduct/Etiquette

Professionalism will be expected at all times. Because the university classroom is a place designed for the free exchange of ideas, we must show respect for one another in all circumstances. We will show respect for one another by exhibiting patience, courtesy, and professionalism in our exchanges. Appropriate language and restraint from verbal attacks upon those whose perspectives differ from your own is a requirement. Courtesy and kindness are the norm for those who participate in my class.

Class sessions

Students must actively participate in all class sessions. Students are expected to ask thought-provoking questions, offer relevant comments, and answer questions from faculty in a clear and concise manner.

USC Statement on Academic Conduct and Support Systems

Academic Conduct:

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

Support Systems:

Counseling and Mental Health - (213) 740-9355 – 24/7 on call
studenthealth.usc.edu/counseling

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1-800-273-8255 suicidepreventionlifeline.org

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention and Services (RSVP) - (213) 740-9355(WELL), press “0” after hours – 24/7 on call studenthealth.usc.edu/sexual-assault

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED)- (213) 740-5086 | *Title IX* – (213) 821-8298 equity.usc.edu, or titleix.usc.edu

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following *protected characteristics*: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations. The university also prohibits sexual assault, non-consensual sexual contact, sexual misconduct, intimate partner violence, stalking, malicious dissuasion, retaliation, and violation of interim measures.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298
usc-advocate.symplicity.com/care_report

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity | Title IX for appropriate investigation, supportive measures, and response.

USC Support and Advocacy - (213) 821-4710 uscса.usc.edu

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101 diversity.usc.edu

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call dps.usc.edu, or [emer-gency.usc.edu](http://emergency.usc.edu)

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call dps.usc.edu
Non-emergency assistance or information.

Office of Disability Services and Programs - (213) 740-0776 dps.usc.edu, ability@usc.edu.

USC is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs. If you have a disability which may impact your performance, attendance, or grades in this course and require accommodations, you must first register with the Office of Disability Services and Programs (dsp.usc.edu) provides certification for students with disabilities and helps arrange the relevant accommodations. Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in GFS (Grace Ford Salvatori Hall) 120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday.

Appendix I



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

Learning goal 1: Our graduates will demonstrate critical thinking skills so as to become future-oriented problem solvers, innovators and decision makers in diverse and rapidly changing business environments.

- Students will demonstrate the ability to anticipate, identify and solve business problems. They will be able to identify and assess central problems, identify and evaluate potential solutions, and translate a chosen solution to an implementation plan that considers future contingencies
- Students will demonstrate the ability to be accurate, clear, expansive (thorough, detailed) and fair-minded in their thinking
- Students will critically analyze concepts, theories and processes by stating them in their own words, understanding key components, identifying assumptions, indicating how they are similar to and different from others and translating them to the real world
- Students will be effective at gathering, storing, and using qualitative and quantitative data and at using analytical tools and frameworks to understand and solve business problems
- Students will understand the concepts of critical thinking, entrepreneurial thinking and creative thinking as drivers of innovative ideas

Learning Goal 2: Our graduates will develop people and leadership skills to promote their effectiveness as business managers and leaders in the 21st century's evolving work and organizational structures.

- Students will recognize, understand and analyze the roles, responsibilities and behaviors of effective managers and leaders in diverse business contexts e.g., functionally diverse, culturally diverse, geographically diverse, etc.
- Students will understand factors that contribute to effective teamwork including how to elicit, manage and leverage diverse perspectives and competencies.
- Students will recognize, understand, and analyze the motivations and behaviors of stakeholders inside and outside organizations (e.g., teams, departments, consumers, investors, auditors)

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

- Students will identify and assess diverse personal and organizational communication goals and audience information needs
- Students will demonstrate an ability to gather and disseminate information and communicate it clearly, logically, and persuasively in professional contexts
- Students will understand individual and group communications patterns and dynamics in organizations and other professional contexts

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

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

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

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

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

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

Goal	Marshall Program Learning Goal Description Covered in this Course	Emphasis/Relation to Course Objectives	Relevant Course Topics/Assignments
1	<p>Our graduates will understand types of markets and key business areas and their interaction <i>to effectively manage different types of enterprises</i>. Specifically, students will:</p> <p>1.1 Demonstrate foundational knowledge of core business disciplines, including business analytics and business economics.</p> <p>1.2 Understand the interrelationships between functional areas of business so as to develop a general perspective on business management.</p> <p>1.3 Apply theories, models, and frameworks to analyze relevant markets (e.g. product, capital, commodity, factor and labor markets).</p> <p>1.4 Show the ability to utilize technologies (e.g., spreadsheets, databases, software) relevant to contemporary business practices.</p>	Moderate	<p>The course will present theories and models that can be used to analyze relevant markets. There will be special focus on capital, labor and commodity markets. Many assignments, including the group projects, will analyze these markets.</p>
2	<p>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 <i>so as to anticipate new opportunities in any marketplace</i>. Specifically, students will:</p> <p>2.1 Understand how local, regional and global markets interact and are impacted by economic, social and cultural factors.</p> <p>2.2 Understand that stakeholders, stakeholder interests, business environments (legal, regulatory, competitor) and business practices vary across regions of the world.</p>	High	<p>The central focus of the course will be the analysis of the macroeconomy as a way to gather knowledge that could lead to informed business decision in a global context. An example is the analysis of exchange rate markets and cross-country flows of capital. There will be many assignments related to the global perspective.</p>
3	<p>Our graduates will demonstrate critical thinking skills <i>so as to become future-oriented decision makers, problem solvers and innovators</i>. Specifically, students will:</p> <p>3.1 Students will understand the concepts of critical thinking, entrepreneurial thinking and creative thinking as drivers of innovative ideas (not explicit for this course).</p> <p>3.2 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.</p> <p>3.3 Be effective at gathering, storing, and using qualitative and quantitative data and at using analytical tools and frameworks to understand and solve business problems.</p> <p>3.4 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.</p>	Moderate	<p>The course aims at gathering and using quantitative data as well as analytical tools solve problems that are related to business. Some of the applications used in the course will be purposely aimed at this.</p>
4	<p>Our graduates will develop people and leadership skills to promote their effectiveness as <i>business managers and leaders</i>. Specifically, students will:</p> <p>4.1 Recognize, understand, and analyze the motivations and behaviors of stakeholders inside and outside organizations (e.g., teams, departments, consumers, investors, auditors).</p> <p>4.2 Recognize, understand and analyze the roles, responsibilities and behaviors of effective managers and leaders in diverse business contexts e.g., marketing, finance, accounting.</p> <p>4.3 Understand factors that contribute to effective teamwork.</p>	n/a	<p>Not explicitly covered in this course</p>

5	<p>Our graduates will demonstrate ethical reasoning skills, understand social, civic, and professional responsibilities <i>and aspire to add value to society</i>.</p> <p>Specifically, students will:</p> <p>5.1 Understand professional codes of conduct.</p> <p>5.2 Recognize ethical challenges in business situations and assess appropriate courses of action.</p>	n/a	Not explicitly covered in this course
6	<p>Our graduates will be effective communicators <i>to facilitate information flow in organizational, social, and intercultural contexts</i>. Specifically, students will:</p> <p>6.1 Identify and assess diverse personal and organizational communication goals and audience information needs.</p> <p>6.2 Understand individual and group communications patterns and dynamics in organizations and other professional contexts.</p> <p>6.3 Demonstrate an ability to gather and disseminate information and communicate it clearly, logically, and persuasively in professional contexts.</p>	n/a	Not explicitly covered in this course