



GEB 3031: Cornerstone – Foundations of Professionalism Fall Semester 2009

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BA I - Room 107
Mon & Weds - 9:00 to 10:20 (live)
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soon after class ends
Office Hours: Mon 12-2 & Wed 2-4
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Course Overview: This course is designed to empower you by improving your professionalism and applied leadership skills. These are indispensable foundations of success in ALL careers. That is why this course is described metaphorically as the “cornerstone” of your business education. The value of what you learn in all your other classes will be amplified by using the lessons offered here to influence agendas, alternatives, and actions in ways that will make you a person of consequence in professional settings. The specific skills we target include those that are most prized by employers. Developing these skills will improve your personal and professional credibility and your ability to benefit from the resources and efforts of others. These skills will serve you well during the remainder of your undergraduate training, and will greatly enhance your opportunities and earning potential throughout your career.

Because this course seeks to empower you with skills, we embrace the value of practice. Rather than using a traditional text, we will use online training modules designed to train early career managers. There is little theoretical fluff in these modules. They present the same lessons that rising practitioners in major corporations seek. We also require you to practice the skills we present during a semester-long service learning project. Working with a team of your peers, you will partner with a social service organization to act as a “social entrepreneur” to formulate, plan, and execute a new venture that addresses a pressing social need. You will showcase your accomplishments by creating a project website that enables your instructor and your peers to follow your progress and learn from your efforts throughout the semester. We hope that developing your website will enrich several valuable practical skills, and will serve as a creative outlet for your team. In sum, Cornerstone is a professional skill development course that emphasizes skills corporate recruiters say are in high demand and short supply.

Learning Objectives: The Cornerstone Course fosters your professionalism and leadership potential by emphasizing six learning objectives. Assessment of student achievement related to each objective will be accomplished through a combination of objective testing, written assignments, and contributions to your social entrepreneurship service learning project. These learning objectives include:

1. **Teamwork:** Students will learn how to empower themselves by influencing team resources and processes that affect collective performance and personal engagement.
2. **Communication:** Students will learn how to empower themselves by articulating and presenting ideas to others in a manner that enhances personal credibility and influence.
3. **Diversity:** Students will learn how to empower themselves and others by leveraging diverse perspectives and intellectual resources.
4. **Ethics:** Students will learn how to empower themselves by prioritizing and addressing ethical and social concerns in day-to-day professional endeavors.
5. **Creative thinking:** Students will learn how to empower themselves with creative ideas based on rigorous divergent and convergent decision making processes.
6. **Capitalizing on change:** Students will learn how to empower themselves by leading and contributing to organizational change, and managing personal consequences affected by change (e.g., stress, career progress).

General Course Procedures and Policies:

Pre-requisites: Junior standing, business major or minor, ACG 2071, ECO 2013, ECO 2023, and CGS 2100C.

ID Cards: You can not take a test in the testing lab without your UCF ID card. Don't forget to get your ID before the first exam week.

Advanced Preparation: To succeed in this course it is important to understand the intended contribution of each component to your overall learning. There are four basic components:

1. **Assigned readings** from the Harvard Manage Mentor online learning modules are intended to *present terms, definitions and descriptions* of course concepts.
2. **Lectures** are intended to *present examples, illustrations, and associations* that enrich your ability to understand, remember, and apply the concepts presented in the assigned readings.
3. **PowerPoint Notes** available on the Cornerstone Webcourses site are intended to *organize course concepts and examples in categories* that can help you understand and associate related ideas, tactics, and illustrations when you study for exams. I suggest that you print PowerPoint slides using the "Notes" view that presents one slide per page with the bottom of the page left blank. This option provides space to write relevant examples and illustrations of the concepts listed on the slides to supplement the definitions and descriptions available from the text.

4. **Service Learning Assignments** are intended to *transform understanding of course concepts into actions reflecting a high level of professionalism*. Specifically, these assignments require students to undertake actions described in the training modules and lectures (e.g., project management, leading a team, making a presentation, negotiation, managing your time, etc). By practicing what the course preaches, we hope to enhance student professionalism and career fulfillment.

There are several effective and efficient steps you can take to derive the full benefits of these inputs to your learning. First, you should download and print the slides for a topic and print them in the “notes” view as described previously. Next, you should read the assigned core concepts from the online learning modules and take note of definitions (as necessary) and personally interesting examples. Then you should watch associated lectures and make note of your favorite examples, illustrations, and embellishments of the concepts. You may also benefit from reflecting on your experiences with your service learning project, making note of memorable events that illustrate course concepts. Finally, when you study for the exam you should first ensure that you know the meaning of the concepts that appear in the PowerPoint slides, and then see if you can recall or create examples of each concept. This approach insures that you understand and can apply concepts from the course. It is often helpful to practice this process with others so you can enrich your understanding with diverse perspectives offered by your peers.

To summarize, the sequence of preparations I recommend for being both efficient and effective includes:

1. **Print** the PowerPoint slides in “notes” view
2. **Read** the assigned core concept passages from the Harvard Manage Mentor online training modules and make note of definitions and helpful examples
3. **Watch** the lectures and make note of examples, illustrations and elaborations that enrich your understanding of the concepts described in the assigned readings
4. **Reflect** on your experiences and the perspectives of others (i.e., study partners) to reinforce your ability to recall, understand, and apply the course concepts

I hope this extended description helps you see that no particular aspect of this course is more important than any other. The elements are meant to work together and reinforce each other. I also hope it is clear that “intensive studying” or cramming does not allow you to take advantage of these potential reinforcing effects. Consistent engagement with readings, lectures, and activities is critical to successful performance because it allows time for you to integrate, articulate, and apply the course concepts.

“Attending” Lectures on the Web: Video of each class session can be streamed live at the time each class is presented, and streamed or downloaded for viewing soon after class ends. The lecture videos will be available on the course website in Webcourses@UCF (also at <http://www.bus.ucf/video/> until the end of the add/drop period). All students registered for the course have access to the video streams. For your convenience, we also offer audio files that can be downloaded for use on an MP3 player.

Access to Technical Support: Unfortunately, I do not possess the technical know-how to resolve technical problems you may have with Webcourses, streaming video, or the online learning modules. **Therefore, do not contact me for advice on technical problems.** However, we do have excellent technical support to help you address any problems you might experience during the semester. Please contact these sources directly if you need help. I've also created a discussion forum in Webcourses where students can present problems and offer solutions and strategies related to technical issues. However, this discussion board is NOT a substitute for seeking qualified technical support.

Webcourses or Lecture Video Streaming: Contact the Technology Resource Center help desk at 407-823-5722.

Testing Lab Questions: Contact the main campus testing lab at 407-823-0419.

Harvard Manage Mentor Learning Modules Questions or Problems: Harvard Business Press provides limited technical support by calling (800) 810-8858 or e-mailing techhelp@hbsp.harvard.edu.

Website Development Questions or Problems: We do not offer technical support for developing your service learning project website aside from what is available through the free service providers we suggest. I think you will find that the design templates provided on these webhosting sites make it easy to create and update your sites. I strongly suggest, however, that you prepare any written content for your site in Word (or some other word processing program), save your work, and then cut and paste your content into your website. You will likely be required to hand in a copy of all the text on your website at the end of the semester that we can input into Turnitin.com, so you'll have to go through this process eventually. I'd also suggest creating a folder on your computer (or on a shared access server) where you can save text, photos, videos, PowerPoint slides, audio, etc. that you might post to your website. This will help to protect you in the highly unlikely – but completely foreseeable and easily preventable - event that your site becomes lost or damaged.

Missing Class: Although this course is offered via distance learning, **YOU are still responsible for all material, as well as announcements, presented in class (in person or on the web) from the time it is presented to you.** It is likely (inevitable?) that we may have a glitch or two during the semester and will have to improvise solutions. Thus, it is imperative that you remain engaged with the class presentations and lab sessions so you can keep track of your responsibilities.

Payment: Students who do not pay for the course on time will be automatically dropped from the class roster and will not be permitted to participate in the class or take exams. It is your responsibility to insure that your UCF accounts are paid in a timely fashion. No appeals will be considered that are based on issues related to late tuition payments.

Extra Credit: Extra credit may be available to those who choose to participate in voluntary research opportunities that may be offered during the semester. Typically, no more than one opportunity will be presented each semester, and some semesters may offer none. The incentive to participate in a research project will vary based on the effort required of participants. Research opportunities will only be presented if all students have a reasonable chance to complete the assignment if desired (i.e., we wouldn't request data from only women, etc.). Be aware that these research opportunities support the efforts of UCF faculty and doctoral students. The success and increased notoriety of these individuals serves to enhance the reputation of the UCF College of Business Administration, thus increasing the value of your degree. These efforts were recognized again this year by the U.S. News – UCF was ranked #5 as an exciting university on the rise. I hope that you will enthusiastically support the important work being done here at your future alma mater.

Expectations of Professionalism and Academic Honesty: The foundation of professionalism is trust – trust that you will do your work, do it well, do it on time, and do it for the benefit of others. Accordingly, universities (and professors) should develop an environment where students learn to act in an honorable and trustworthy fashion and where the standards of academic integrity are taught, emphasized, and consistently enforced. The obligations of honor don't apply to students only; all participants in the educational process have an obligation to act honorably. Consequently, the instructors and staff involved in Cornerstone have created procedures to promote a fair, trustworthy learning environment.

For example, the University of Central Florida has an account with Turnitin.com, a web-based system that allows instructors to quickly and easily compare student reports to billions of web site pages, as well as an enormous database of previously submitted student papers. After submitting a paper to Turnitin.com, an instructor receives a sophisticated report that shows the extent to which your paper corresponds to existing works, and identifies possible sources for duplicated content. This system will be used by all Cornerstone lab instructors.

It is also important for you to know that our Testing Lab environment and its computers are electronically monitored and recorded. Every key stroke and behavior is monitored and available for review. Any and all perceived incidents of student misconduct will be reported to the instructor who may report it to the Student Conduct Board for action. Our open testing environment challenges students to adhere to academic honesty at a new level. ***You should understand that discussing the contents of any test with anyone while the test is still available to other students is considered academic dishonesty and will be treated as a violation of the honor code. This includes discussing specific questions, studying strategies, or general information about the test.***

Other violations of academic behavior standards, including those listed below, are described in The Golden Rule, the UCF Student Handbook (<http://www.goldenrule.sdes.ucf.edu/>).

1. Cheating whereby non-permissible written, visual or oral assistance including that obtained from another student is utilized on examinations, course assignments or projects. Accessing any material during examination is academic dishonesty and will be

punishable by failure of the exam with a grade of 0, and possible failure of the course. The unauthorized possession or use of examination or course related material shall also constitute cheating. Students found to engage in academic dishonesty will be reported to the University for further action.

2. Plagiarism whereby another's work is deliberately used or appropriated without any indication of the source, thereby attempting to convey the impression that such work is the student's own. Any student failing to properly credit ideas or materials taken from another has plagiarized.
3. A student who has assisted another in any of the aforementioned breach of standards shall be considered equally culpable.
4. Any attempt to create or obtain reproductions of exams or other restricted course content will be considered an act of academic dishonesty and will be subject to academic disciplinary action.

Examination Procedures and Policies:

Exam Locations: You are required to take your exams online in the testing lab on the campus where your Cornerstone Lab meets. A map to the main campus facility can be found on the UCF interactive campus map at http://campusmap.ucf.edu/flash/index.php?select=b_94.

Testing hours on area campuses are likely to be somewhat restricted relative to the main campus lab, and will vary considerably from one campus to the next. Be sure to check with your lab instructor to insure that you understand the times available to you at your location. **Ultimately, it is the responsibility of each student to understand available scheduling options and to complete each exam.**

Main Campus Testing Lab Information: All students are required to review and follow current testing lab policies. You can review information about the main campus testing lab in Business Administration II by visiting the lab's website at <http://www.bus.ucf.edu/testinglab>. Follow this link to find current Cornerstone exam schedule information (posted during week of exam only), lab policies, lab hours, and current lab use (live updates on open seats).

Exam Times: Exams will be administered during the week that an exam is scheduled on the syllabus. Also see the testing lab schedule at the testing lab website - click on the "Current Exam Schedule" link to confirm available dates. Be advised that the testing lab will NOT remain open after closing hours for the time remaining on your exam. For example, if a student starts an hour-long exam 30 minutes before closing time, then he or she must leave when the lab closes even if the exam is not complete. **Waiting until the last day to take your exam carries significant risks** due to overcrowding, illness, traffic, accidents, etc. If you cannot secure a seat before the exam closes, you will receive a zero for that exam. Please note the times of the exams in advance and do not schedule any events that would conflict with the scheduled exam dates.



***DON'T LET THIS HAPPEN TO YOU! YOU'LL FIND SHORTER LINES AT DISNEY!
(These pictures are of real testing lab lines during fall semester final exams!!!)***

Check in / Checkout: You may check-in for an exam during the Testing Lab open hours in which your exam is available. ***A valid UCF Student ID is required to gain entrance to the Lab.*** Your UCF ID will be electronically scanned to authenticate your access to the exam by the Lab Manager, other Lab staff, or proctors. You may or may not be assigned to sit at a particular computer workstation and your UCF ID will be scanned again when you check-out of the Lab. ***Please remember to check in AND out of your exam.***

Reporting problems: If you encounter difficulty with any equipment or software in the Testing Lab, you must report the problem to a proctor or staff member for assistance before proceeding or attempting to fix the problem on your own. Report as much information about the problem and your location as you can. Because many exams are timed, reporting a technical problem as quickly as possible is critical so we can minimize the time required to get you back online so you can complete the exam.

No unauthorized materials: No cell phones, PDAs, graphing calculators, backpacks, books, papers, or any other materials will be allowed in the Testing Lab. If you arrive for the exam with these items, you will have to store them in the pay-for-use lockers located in room 105 (at a cost of \$.50). The Testing Lab is not responsible for lost or stolen items.

Food and Drink: No food, gum or drinks may be brought into the Lab.

Leaving the testing area: Once you are seated for an exam, you are not permitted to move from that location until you finish your exam. Should an emergency occur in which you must leave the exam, a proctor will go with you if you wish to return to the exam. Otherwise, your computer will be reset and reassigned to the next student checking in.

NOTE: The Testing Lab environment and its computers are electronically monitored/recorded to include real-time video. Any and all perceived incidents of student misconduct will be reported to me and then to the Student Conduct Board for action.

Exam Format and Procedures: There will be three non-cumulative exams. Test questions will cover material from readings, lectures, notes, and videos. All exams will contain equally-weighted multiple-choice questions and will last 90 minutes. If you do not finish an exam or quiz within the allotted time frame the system will automatically save your exam and *any questions not answered or not marked as saved* will be scored as incorrect. If you wish, you may acquire a scratch sheet of paper from the lab attendant that must be returned to the lab attendant before you leave the Testing Lab.

Access to Course Material: You will have access to all of the course materials throughout the semester. However, you cannot access material from the testing lab. ***Attempting to do so will be recorded and interpreted as an intentional act of academic dishonesty.***

Policy for General Power Failures: If extreme situations should arise in the Testing Lab, such as a general power failure, a server failure, or forced evacuation of the building, alternative testing arrangements will be planned for those affected. Arrangements will be made with the input of the Testing Lab manager, and will resolve uncompleted exams as quickly as possible.

Missing Exams and Conflict Exams: Given the extraordinary flexibility afforded by the open testing format there will be no opportunities offered for conflict (make-up) exams. Again, waiting until the end of the exam time window exposes you to increased risk from illness, car problems, oversleeping, etc. – none of which will serve as a valid excuse for missing an exam. There will be sufficient opportunities for all students to take all the exams. If a conflict is genuinely unavoidable (e.g., a serious, sustained medical problem) then please discuss your situation with your lab instructor. If your lab instructor supports your request, then it will be presented to Dr. Ford for a final resolution. The form and timing of conflict exams is at the sole discretion of Dr. Ford.

Course Grading:

Your final course grade will be based on your exam performance, and individual and team service learning assignments (team assignments are weighted to account for individual contribution). Your grade will be calculated as follows:

Exam Performance (3 @ 100 points)	300 points
Service Learning/Lab Performance (weighted by peer evaluations)	<u>200 points</u>
Total Points	500 points

Assignment of Letter Grades Based on Points Earned: At the end of the semester your lab instructor will total the grades you have earned on each assignment and calculate a letter grade for your performance using the following guidelines. **Please direct your inquiries regarding your letter grade calculation to your lab instructor.**

It is inevitable that many students will miss a grade cut off by a point or two. Although we are sympathetic to the frustration that comes with narrowly missing an important goal, and are aware of the serious consequences that occasionally follow these grade assignments, you should consider these cut offs as absolute. From an instructor's perspective, once one begins allocating additional points to individual students to boost their grades it becomes very difficult to fairly discriminate those who deserve favorable consideration from those who do not. These judgments may create a "slippery slope" that ultimately erodes the fairness of the course grading procedure for ALL involved. Having said this, instructors do have discretion to make minor adjustments to students' grades that they deem appropriate and fair based on rationales that can be employed consistently across their students. Such adjustments are rare and typically made only to address extraordinary circumstances.

A = 465 to 500 (93%)	C = 365 to 389 (73%)
A- = 450 to 464 (90%)	C- = 350 to 364 (70%)
B+ = 440 to 449 (88%)	D+ = 340 to 349 (68%)
B = 415 to 439 (83%)	D = 315 to 339 (63%)
B- = 400 to 414 (80%)	D- = 300 to 314 (60%)
C+ = 390 to 399 (78%)	F = 0 to 299 (< 60%)

Assignment Descriptions:

Individual Exams: You will complete three multiple choice exams this semester. **Please contact your lab instructor to insure that you understand the scheduling options available to you for each exam.** Each exam is worth 100 points, and each will account for 20% of your final letter grade. Collectively, the three exams make up 60% of your total grade. You will be held accountable for understanding and applying the course concepts presented and illustrated in the assigned reading, lectures, videos, and assignments. The exams are non-cumulative.

Service Learning/Lab Performance: The Cornerstone Course is a UCF sanctioned service-learning class. All students enrolled in the Cornerstone Course will spend a minimum of 25 hours during the semester contributing to a social entrepreneurship service-learning project that addresses a need in our community, supports our course objectives, reinforces the connection between UCF and our community, challenges students to be civically engaged, and involves structured student reflection. You are also required to reflect on your service learning experience through class conversations, project reports, and individual assignments. While there is a 25 hour minimum for service to pass the course, your service-learning efforts will be the core of much of the learning in the course. Therefore the grade you earn for your service-learning project will result from the deliverables you create and your contribution to your team rather than simply from completing minimum required hours.

Please be advised that peer evaluations play a significant role in the individual grade you earn for the team project. It is critically important that you gauge your team members' assessments of your contributions to the project throughout the semester to insure that you are meeting their professional expectations.

Potential projects/partnerships are listed on the Cornerstone Web Page. Teams may also submit project clients of their choosing for approval by the Cornerstone Board. Proposed clients must be registered non-profit organizations. Lab instructors must approve all projects and each project will have a signed agreement among the students and the agency contact (project client). You should not request a project to which you have a significant religious, political, or moral objections. It is your responsibility to let your lab instructor know about such objections BEFORE team assignments are finalized. It is also important to remember that you represent UCF, and work to present a positive and professional persona during this assignment.

Service Learning Project Assignments & Grading: Your contributions to your service learning project can result in a maximum of 200 points (40%) earned toward your final letter grade. All team assignments are subject to a Peer Evaluation Impact Grade. Your lab instructor will describe this procedure to you and provide a form you are required to use to submit your evaluations. As a result of this procedure, it is possible for participants on a team to earn significantly different grades on specific assignments.

The assignments required by you and your team are listed below. Additional details regarding the specific assignments, their relative contribution to your grade, and procedures for peer evaluations will be provided to you by your lab instructor. **This listing is provided to you here as a quick reference to help you manage your time devoted to this class. However, your lab instructor's syllabus and instructions supersedes any descriptions offered here in case there are any differences in syllabi or changes in procedures presented during the semester.**

Team Assignments (160 points - subject to peer evaluation at the end of the semester):

- Project Initiation Blueprint 50
- Worksheet for Tracking Project Implementation 20
- Project Outcome Reflections Report 50
- Reflections Presentation 40

Individual Assignments (40 points):

- Reflections Statement Business Letter 40
- Progress Report Presentation (Pass/Fail...loss of up to 30 points if not completed or performed poorly)

Total Project Points 200

Course Material Requirements and Access Procedures

Course Access: Access to all Cornerstone class (not lab) sessions – lectures, readings, notes, videos, exams, and other course materials are available exclusively through the GEB 3031 Cornerstone link provided on your MyUCF webpage. You may also access the course by logging into Webcourses@UCF directly.

Session Videos: Access to videos of the live class “performances” are available only through the Cornerstone Webcourses@UCF site and should be available by mid-afternoon on the date a session is scheduled. Contact the Technology Resource Center Help desk at 407-823-5722 with any problems you have accessing or viewing these videos.

Learning Modules: We will be using several modules from Harvard Manage Mentor (HMM), a collection of online learning modules designed for early career professional. Purchasing information is available on the course Webcourses site. Once purchased, you may access course modules directly from the Harvard Business Publishing login page rather than through Webcourses.

Session Slides/Notes: PowerPoint slides corresponding to most sessions can be accessed through the Cornerstone Webcourses site.

Exams: Exams will be accessed through Webcourses as described in the “Examination Procedures and Policies” section of the syllabus.



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Class Schedule and Assignments (subject to minor changes)

- **8/24** **How to Succeed in Cornerstone**
 - *Assignments*
 - Review Cornerstone Course Syllabus
 - Review UCF Cornerstone Course Rationale
 - Explore Cornerstone Webcourses Site
 - Purchase and Review Harvard Manage Mentor (training modules)

- **8/26** **Cornerstone Service Learning Projects**
 - *Assignments*
 - Review Guide to Service Learning Projects (from your lab instructor)
 - Examine free website hosting options (listed in Webcourses)

- **8/27** **Drop Deadline**

- **8/28** **Late Registration and Add Deadline**

- **8/31** **Business Essentials: Becoming a Manager**
 - *Assignments*
 - Read Core Concepts
 - ✓ Myths about Managers
 - ✓ Roles and Expectations
 - ✓ Setting Agendas and Building Networks
 - ✓ Taking a Broader View
 - ✓ Managing Teams
 - ✓ Managing Individuals
 - ✓ Putting It All Together
 - ✓ Promoting Diversity and Understanding Group Culture
 - ✓ Building Self-Awareness
 - ✓ The Power of Emotional Intelligence

- **9/2 Business Essentials: Leading and Motivating**
 - *Assignments*
 - Read Core Concepts
 - ✓ What Leaders Really Do
 - ✓ Skills and Characteristics of Leaders
 - ✓ Adapting Your Leadership Style
 - ✓ Crafting a Vision That Others Will Follow
 - ✓ Aligning People Through Successful Communication
 - ✓ Motivating Others

- **9/4 Payment Deadline (Students failing to pay will be dropped from class)**

- **9/7 Labor Day (No Class!)**

- **9/9 Business Essentials: Project Management**
 - *Assignments*
 - Read Core Concepts

- **9/14 Business Essentials: Project Management**
 - *Assignments*
 - Read Core Concepts (same as 9/9)

- **9/16 Working with Teams: Leading a Team**
 - *Assignments*
 - Read Core Concepts

- **9/21 Working with Teams: Working with a Virtual Team**
 - *Assignments*
 - Read Core Concepts:
 - ✓ Working with a Virtual Team
 - ✓ Aligning Team Members Through Communication
 - ✓ Coaching a Virtual Team
 - ✓ Making Technology Decisions
 - ✓ Implementing Technology
 - ✓ Using Technology for Live Meetings

- **9/23** **Communication Skills: Running a Meeting**
 - *Assignments*
 - Read Core Concepts
 - ✓ Types and Purposes of Meetings
 - ✓ Preparing for a Meeting
 - ✓ How Groups Reach Decisions
 - ✓ Conducting a Meeting
 - ✓ When Bad Things Happen to Good Meetings
 - ✓ End Matters
 - ✓ Following Up After a Meeting

- **9/28** **Personal Development: Managing Your Time**
 - *Assignments*
 - Read Core Concepts:
 - ✓ Why Manage Your Time
 - ✓ Identifying and Prioritizing Goals
 - ✓ Breaking Goals into Tasks
 - ✓ Analyzing How You Spend Your Time
 - ✓ Recognizing and Defeating Common “Time-Wasters”
 - ✓ Scheduling Your Time More Effectively
 - ✓ Monitoring and Improving Your Time-Management Strategies
 - ✓ Balancing the Demands on Your Work and Personal Time

- **9/30 –10/2** *Exam #1 (during testing lab hours)*

- **10/5** **Management Essentials: Fostering Diversity**
 - *Assignments*
 - Read Core Concepts

- **10/7** **Management Essentials: Fostering Diversity**
 - *Assignments*
 - Read Core Concepts (same as 10/5)

- **10/12** **Management Essentials: Negotiation**
 - *Assignments*
 - Read Core Concepts

- **10/14** **Working with Individuals: Managing Difficult Interactions**
 - *Assignments*
 - Read Core Concepts

- **10/16** **Grade Forgiveness and Withdrawal Deadline**

- **10/19** **Business Essentials: Managing for Creativity and Innovation**
 - *Assignments*
 - Read Core Concepts:
 - ✓ The Manager's Role
 - ✓ What is Creativity and Innovation
 - ✓ Key Misconceptions
 - ✓ Fostering Creative Abrasion
 - ✓ Enhancing the Psychological Environment
 - ✓ Enriching the Physical Environment
 - ✓ Divergent Thinking Techniques
 - ✓ Convergent Techniques

- **10/21** **Business Essentials: Managing for Creativity and Innovation**
 - *Assignments*
 - Read Core Concepts (same as 10/19)

- **10/26** **Business Essentials: Solving Business Problems**
 - *Assignments*
 - Read Core Concepts

- **10/28** **Business Essentials: Business Ethics**
 - *Assignments*
 - Read “When Good People do Bad Things at Work” (article link provided in Webcourses in the “Class Resources” section)

- **11/2** **Communication Skills: Persuading Others**
 - *Assignments*
 - Read Core Concepts

- **11/4 - 11/6** *Exam #2 (during testing lab hours)*

- **11/9** **Communication Skills: Making a Presentation**
 - *Assignments*
 - Read Core Concepts

- **11/11** **Veteran's Day (No Class!)**

- **11/16** **Communication Skills: Writing for Business**
 - *Assignments*
 - Read Core Concepts

- **11/18** **Business Essentials: Building a Business Plan**
 - *Assignments*
 - Read Core Concepts:
 - ✓ The Business Plan
 - ✓ Getting Started
 - ✓ The Structure of the Business Plan
 - ✓ The Executive Summary
 - ✓ The Business Description
 - ✓ The Business Environment Analysis
 - ✓ The Industry Background
 - ✓ The Competitive Analysis
 - ✓ The Market Analysis
 - ✓ The Marketing Plan
 - ✓ The Operations Plan
 - ✓ The Management Summary
 - ✓ The Financial Plan
 - ✓ Attachments and Milestones

- **11/23** **Personal Development: Managing Workplace Stress**
 - *Assignments*
 - Read Core Concepts

- **11/25** **Business Essentials: Managing Crisis**
 - *Assignments*
 - Read Core Concepts
 - ✓ What is a Crisis?
 - ✓ Avoiding the Crisis
 - ✓ Preparing to Manage the Crisis
 - ✓ Recognizing the Crisis
 - ✓ Containing the Crisis
 - ✓ Resolving the Crisis
 - ✓ Learning from the Crisis

- **11/30 Business Essentials: Capitalizing on Change**
 - *Assignments*
 - Read Core Concepts:
 - ✓ The Dimensions of Change
 - ✓ Being Ready for Change
 - ✓ Steps of Change Management
 - ✓ Implementing Change

- **12/2 Personal Development: Managing Your Career**
 - *Assignments*
 - Read Core Concepts:
 - ✓ What is Career Development
 - ✓ Taking Charge of Your Career
 - ✓ Knowing Yourself
 - ✓ Identifying Your Core Business Interests
 - ✓ Clarifying Your Work Skills
 - ✓ Assessing Your Skills
 - ✓ Finding Development Opportunities at Your Company

- **12/7 Amazing Achievements, Parting Shots, and Riveting Review**

- **12/9-12/12 Exam #3 (during testing lab hours)**