

About: Bus 325 - Organizational Behavior

Course Introduction

Organizational Behavior (OB) is as it sounds - the study of how organizations behave - we study the behavior at three levels - individual, team/group, and organization. Why study OB? Organizational dynamics are interesting - some might say fun and sometimes comical - witness cartoons like *Dilbert* or TV shows like *The Office* - organizations produce plenty of fodder for humorists. Ope! That may be a good reason to study OB in a liberal arts program, not quite enough to justify studying it in biz school. We study OB because you will be a part of an organization when you leave school, and knowing OB will help you apply good OB to whatever role you're in after you graduate. When you apply sound OB practices whether as an individual, a team member, or a manager you will reap the success and results those sound practices will generate. You and your team will perform better.

As we begin this course we are on the heels of a pandemic of the difficult and often deadly illness - COVID 19. Your own personal experience during the pandemic offers you insight into the world of OB. Should classes be in person or online? Do we mask up or no? Work from home or get back in the office? Rules for working from home or no? Where have all our customers gone? We have too many customers and can't keep up (as I write this I've recently been in 5 hotels and none of them offered daily room service as the standard - only by request - the norm seems to be only cleaning rooms between guests). Has our organizational culture changed since we've been working from home or do we still hold the same values and act as "one Industrial Giants of Development" (stock symbol IGOD)? Why can't we hire enough people? What do we do after we hire them? How do we retain our people? Dress code! - what dress code? - as long as people are working I'm happy! No tattoos allowed!

The way organizations work through these issues whether in a pandemic or not are the type of things we'll be studying along with how people respond and behave to the various methods, organizations apply. It may appear to be human resources management - but it's not. While it's similar in terms of themes and topics - the big difference is: In OB we're helping you be the best you at work through your understanding of OB whereas an HR practitioner is more focused on you being the best you by developing programs and processes to support you and help you draw satisfaction from being a part of the organization.

My goals for this course are:

- For you to have a broad and general sense for how organizations and the people and teams within organizations operate. I want you to be able to recognize and understand some of the specific concepts, methods, and processes employed in OB.

- That you learn how to analyze and problem solve around OB issues and to support doing that you'll also need to learn that organizations are systems and systems also have some specifics around how they work and that can guide us when working with a system.
- You come away with a better sense of what you can do to be successful at work as a result of knowing some OB.
- And finally, to ensure you understand how to be an effective networker.

Course Format

All of your content is available right here through Canvas. The course is set up in a "modular" format. Review the module for each week so you'll be comfortable with what lies ahead. You'll have a combination of reading, an interactive question engine called SmartBook (to help you recall and retain the content), videos, cases, assessments and team projects and exercises to complete. I won't assign all of these activities at once! However your typical week will include reading a chapter of our text, completing the SmartBook activity for the chapter, completing an assessment, prepping for cases, and doing some team project work. In class we'll consider OB issues, discuss, analyze, and problem solve cases and practice our workplace behaviors - consider this your "how to behave at work learning laboratory" where you can develop your knowledge and begin working on your OB skills. **Read! Reading will drive much of your learning in this course. Leaders are readers!**

Let's Create a Culture of Learning

In this course (and at this university) we are expected to maintain a high degree of professionalism, commitment to active learning and participation in this course, and also integrity in our behavior around campus and beyond.

When I attended Executive Education at the Harvard Business School they provided me with guidance and expectations for how to behave to create a learning culture. Here's my adaptation of what they recommended: If each of us makes an honest effort to ensure we treat each other with respect and dignity we will enjoy the maximum benefit from working and learning together. Each of us is entitled to respect. I expect that you will demonstrate respect for each of your classmates worth, dignity, and capacity to contribute.

Let's have open discussions where we maintain or enhance the esteem of the other. Let's learn from one another. Let's reflect on our thinking and adjust our paradigms to reflect an attitude of respectful dialogue.

Finally, when people open up and share their experiences, thoughts, rationale, etc. please be circumspect with the information and treat it with the confidentiality it deserves.

We will operate on a first name basis.

Meet Your Instructor

Greg Koepel



I've been an executive business leader specializing in leadership, human resources, organizational development, and organizational communications. My professional experience spans over 40 years. I have a BS in Business Administration and an MA in Management. I look forward to sharing my experience and know how along with the course content. I also look forward to learning from you. What can you teach me? A lot! Your questions, comments and feedback will help me refine what I'm doing and help me improve. I thank you in advance for that.

My wife and I live in downtown Stevens Point and our daughter and son-in-law and our two grand-kids live in Columbus Ohio.

While in class and beyond I encourage you to **Make a Point!** ([Links to an external site.](#))
<https://www.linkedin.com/in/gregkoepel/> ([Links to an external site.](#))

Syllabus - Course Basics

Instructor Information

Instructor: Greg Koepel

E-mail: gkoepel@uwsp.edu

Phone: 715-252-7192

Office hours: If you'd like to meet outside of class time, please feel welcome to call or email me at your convenience between 8 and 5 daily to set up a time - if I don't answer when you call please leave a message and I will return your call. You're always welcome to also call with questions or concerns you may have about the course or school in general.

Course Information

Course Description: A behavioral approach to management concentrating on the individual in the work place in dealing with power, authority, rules, status, norms, leadership, motivation, communication, group processes and conflict management. This class also features developing your networking skills.

Credits: 3

Prerequisite: None, however if you've ever held a job you'll likely be able to apply that experience in helping yourself and others learn the concepts.

Meeting time: Section 1 meets Thursday from 8:00 - 9:15 am and Section 3 meets Thursday from 2:00 - 3:15 pm. Please attend at your assigned section time. Teamwork, exercises, case discussions, etc. can all be thrown off by imbalances and new players - if you are in a jam and need to attend the other session in order to not miss class please contact me ahead of time to ensure it's okay - I'll do my best to accommodate you.

Textbook & Course Materials

Required Text: The primary content for the course is Organizational Behavior, A Practical, Problem Solving Approach, Third Edition, by Angelo Kinicki, a digital text and service from *McGraw Connect* which will cost you \$50.00.

The electronic text and associated learning tools facilitate you learning the course content much more effectively than a paper book. One of the tools we use is a Q&A engine that measures your learning for each chapter. This tool gives me the confidence to eliminate traditional quizzes and exams - so an added benefit of using this next is no exams!

Watch this video to learn how to purchase your text and get started.

[Obtaining Your E Text and Registering for McGraw Connect \(Links to an external site.\)](#)

This is the ISBN information you'll need to get the text at our pricing:

NEW ISBN: 9781266099328

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Here is the contact information for Connect support <https://mhedu.force.com/CXG/s/ContactUs> (Links to an external site.) please use the support service to resolve issues with Connect.

Articles & Other Readings: You may be assigned articles and papers and video's to watch as well. These will be embedded in the module for the class the article applies to or I may ask you to do some research and go find certain information.

Engage with the course content and classmates. Take advantage of discussions and team assignments to engage your classmates and discuss our content deeply. Read everything assigned and use your study strategies to ensure you understand it. Engage your classmates and others.

Modular Format

I've set up the course as modules corresponding to each week of the semester (modules 1- 15) and each module covers a chapter from our text. We will not be using chapter 7 or chapter 9. Follow the module structure and complete by dates to keep on track so you can get through the content timely. I suggest you regularly visit the "home" page for the course, on that page you'll see announcements, the Course Q&A discussion, a list of upcoming assignments and of course, the module for the week. Make checking the course home page a regular part of your routine for this course.

You are welcome to work at a quicker pace than I have set up with the weekly modules. If you want to read ahead and do the SmartBook and other assignments faster than the schedule - have at it. However, if you work ahead please be sure you "refresh" your knowledge of the chapter and cases before class - also keep in mind that for team assignments some teammates may not share your desire to work ahead. Please be respectful of others desire to follow the schedule. Each module has a list of content you are expected to read, watch and learn. If applicable for the week there will be individual and/or team exercises listed as well.

Each week my guidance to help you be ready for class is always the same - know the content overall - be sure to read the cases from the chapter with a particular focus on understanding and thinking through the Ethics case and the Problems Solving Application Case at the end of the chapter. For the Problem Solving Application case you'll need to turn in a completed outline of the case each week.

We use a feature of *McGraw Connect* called SmartBook. This is an adaptive learning engine, which uses algorithms to guide the question and review process for information in the assigned chapter.

Each week you'll read the assigned chapter, complete the SmartBook adaptive learning exercise, complete a self assessment and reflection, prepare for the upcoming cases and work with your teammates on your team project. I may provide some additional materials for you to read or watch - if I do I will put them in the weekly module or post the content in the *Additional Resources* module on our Canvas course home page. Each module has a complete by date and time - most of the assignments are due by 7:00 pm on Wednesday. The weekly case analysis is due by 11:00 pm on Wednesdays. Some dates vary at the beginning of the course as I tried to spread out some initial assignments as you get acclimated to the course. Please don't assume due dates - always check to know what's due any given week.

The text and associated materials in each chapter module of the course will be a major driver of your learning. In other words you'll need to read the text, watch the videos, and do the exercises and assessments within the text in order to make the most of this course.

The pacing for the course is one major topic (chapter) per week - the reading for the topic is typically about 35-40 pages. Start your week off by understanding the volume of reading and time you'll need for SmartBook, videos, self assessments, etc.

In the Canvas module, I put the content in the order I suggest, however it may look different when you move between Canvas and *McGraw Connect*. Pro tip: start with the reading assigned for the week and then complete the SmartBook. Prior to class do a quick review of: the key concepts of the chapter - the *What Did I Learn* section at the end of the chapter; and also be sure you know and are prepared to discuss the *Problem Solving Application* and the *Legal/Ethical Challenges* cases.

I won't lecture as much as you may be used to. Rather, you will be responsible for learning the basic concepts through your reading and assignments. Then, in class we will discuss and apply what you've learned.

Smiley Pro Events

In addition to the content in the modules you'll attend 2 Pro Events during the semester. You can choose the Pro Event you'd like to attend - there's great value in each of them - try to choose one related to our content. If you'd like my input to help you select an event to attend - please give me a call. More on Pro Events in a subsequent module.

Get Your Questions Answered

Please use the Q & A chat space to ask general questions about the course.

Syllabus - Learning Outcomes

Businesses and organizations are “hungry” for knowledgeable and skilled people. This means you will be required to “step up” probably much sooner than you imagined. This course is designed to prepare you for your “step up” – whatever that may be – employee, team member, supervisor, analyst, technician, specialist, etc. - by providing you a substantive understanding of how organizations and people in those organizations behave and more importantly how to behave in order to be effective as a member of the organization.

Through this course you'll learn the field of study known as organizational behavior (OB). The aim of this course is to introduce you to the key concepts of organizational behavior and then how to think critically about organizational issues and problems and come up with ideas on how to resolve those issues and problems. In doing so, you'll learn what to do and what to avoid in order to be most effective in your career and organizational roles.

You'll learn:

- How to identify if an issue is a person or situation issue.

- To determine what level in the organization the issue exists at - person, team/group, or organization.
- A three step problem solving approach to resolve a variety of organizational issues.
- Guidance for thinking through ethical/legal issues.
- How to give and receive feedback.
- How to network effectively and present yourself effectively in an professional organizational setting.
- How to be an effective team member.
- Specific themes represented through the chapters of our text: Organizational Behavior, A Practical, Problem-Solving Approach, Third Edition, by Angelo Kinicki.
- And, finally - how to be an effective networker.

Syllabus - How You Earn Your Grade

You will successfully acquire the the learning outcomes through a combination of the following activities in this course:

- **Attending**
- **Reading assigned content.**
- **Watching assigned videos and answering associated questions**
- **Participation - participate in class and participate on your team. Engage with me if there is anything you need help with - if you're having trouble with a concept - please don't hesitate to call upon me. You will receive a participation card with the class date on it. If you participate effectively I will collect your card from you. Each card is worth 100 points.**
- **SmartBook.**
- **Self Assessments and reflections - give you insight into your current attitudes and ideas about OB topics and and reflections allow you to consider the implications of what you've learned.**
- **Activity Based Applications - role playing scenarios place you in the the action - deciding next steps and solutions.**
- **Problem Solving Applications - these cases give you a chance to analyze and consider how you would respond to certain organizational issues.**
- **Ethical/Legal cases - these cases allow you to consider the ethical behavior and how to avoid ethical dilemmas and traps.**
- **Team Activities - you get to apply what you're learning about organizational effectiveness by being a part of this small organization (typically 5 people) to complete assigned activities.**
- **Smiley Professional Events (Pro Events).**

Each activity I assign will have a point value associated with it - you can see the points associated with each assignment/activity in Canvas - in the module containing the assignment. You'll be awarded points based on your successful completion of the

activity. In the case of activities assigned through McGraw Connect - the scoring is straight forward correct/incorrect answers on true/false or multiple choice questions or simply completing the activity. You can also view the points for each activity on the Grades page.

Rubrics

The world of work you will navigate is rarely laid out in the form of a rubric. While the blueprint, programming code, tax laws, inventory process, etc., may be very specific like a rubric - how you respond to a teammate who is talking about others on the team behind their backs - is not the stuff of rubrics. While we have some good guidance - it's not rigid - those situations are more fluid - you won't get points for the component parts, rather your grade in that situation will be based on how you handle it overall. Same in this class. That's not to say I won't give you specific guidance on how you succeed - I will for certain assignments. However for some activities like our discussion and problem solving in class - your gracious and respectful participation will be enough as opposed to a specific answer.

- *SmartBook* - your points will increase as both your confidence level increases and you answer more questions correctly.
- *Case:*
 - Be sure to address the questions in the case.
 - Make reference to specific content from the chapter(s).
 - Specifically identify inputs, if applicable processes, and outcomes. Skipping these elements is up to a 25 point deduction.
 - Use the prescribed format, not doing so can result in a deduction of up to 10 points.
 - **Please don't make stuff up - meaning - use credible resources - an opinion is fine as long as it's an informed opinion. Do you think your boss wants to base critical business decisions on your uneducated guess or uninformed opinion? No - she wants an "educated guess" and an "informed opinion" that means based on facts and knowledge acquired from credible sources. For example, rather than a Google search that produces a blog about pay for waitstaff, instead use primary sources like the Bureau of Labor Statistics, etc.**
- *Discussions*
 - Attend.
 - Engage with the instructor and classmates (you'll have a participation card to offer to the instructor for each class. Each card is worth points but cannot be offered if you do not participate with cogent comments and questions relative to the topic at hand.
 - Please maintain decorum and show respect.
 - During in class discussions with your teammates and classmates - make reference to specific content from the chapter(s).

- Specifically identify inputs, if applicable processes, and outcomes.
- Ask questions - go back and forth - share your particular take, etc.
- It need not go on forever so if you do go back and forth bring it to a close in a reasonable time.
- *Written submissions*
 - Not using a required format or correct grammar, punctuation, and spelling can lead to up to a 10 point deduction.

Most activities/assignments for this course will be submitted electronically through Canvas. Cards will be collected in class. Assignments must be submitted by the given deadline or special permission must be requested from instructor before the due date. Extensions will not be given beyond the next assignment except under extreme circumstances.

Late Work Policy: Be sure to pay close attention to deadlines—there will be no make-up assignments or quizzes, or late work accepted without a serious and compelling reason and instructor approval.

Participation: Three absences will result in a deduction of one letter grade from your final course grade. I understand that an occasional conflict may occur, or some other circumstance may inhibit you from attending class. We may be able to develop alternative learning experiences to provide you an opportunity to gain the points you otherwise would miss - it's a possibility - not a certainty. Please work with me prior to your absence to develop the alternative with me. If you have some extenuating circumstance that prevents you working with me prior to the absence, please contact me at the soon as practicable after the absence to work with me to develop the alternative. Sending me an email alerting me that you won't be attending does not constitute working with me. Contact me - we'll set a time to meet or discuss alternatives over the phone or through email and ultimately establish a plan of activities for you to complete. My email address is: gkoepel@uwsp.edu My phone number is (715)252-7192.

Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

- A = 93 and higher
- A- = 90 to 92.9
- B+ = 87 to 89.9
- B = 83 to 86.9
- B- = 80 to 82.9
- C+ = 77 to 79.9

C	= 73 to 76.9
C-	= 70 to 72.9
D+	= 67 to 69.9
D	= 63 to 66.9
D-	= 60 to 62.9
F	= below 60

Syllabus - Course Administration

Important Note: This syllabus, along with course assignments and due dates, are subject to change. It is your responsibility to check Canvas for corrections or updates to the syllabus. Any changes will be clearly noted in a course announcement or through email.

We'll manage the course together through the course management system Canvas. Be sure to use the tools and resources within Canvas to help you become comfortable operating in this learning management system.

Schedule and Topic Outline

Refer to the Canvas course home page - Bus 325 (for your assigned section) - for pertinent information. Activity and assignment details will reside within each week's corresponding module. As assignments become available they will appear in your To Do list.

Most students rely on the Canvas Calendar and the Canvas "to do" list - great tools to be sure - also ensure you review the Module for the week to ensure you don't miss anything. If you only use the calendar feature to alert you to due dates you will likely miss out on key learning which is not necessarily in the form of an assignment.

I've set up the course to provide you with some "pacing" to guide you to successful completion of the course. The course is set up with "modules" for each week of the semester.

Teamwork

It's common for organizations to use teams to accomplish what they need to get done. Thus, it's very likely you'll work as part of a team at some point during your career if you're not already. Employers expect you to know how to be an effective team member - so you'll spend time in this course learning and discussing how to be an effective team "player" as well as being a part of team in order to complete projects in this course - so you can apply what your learning about teamwork right away. You can see which team you're on by using the navigation in blue font on the left side of this page. Click on *People* and when the next page opens click on *Groups* at the top of the page.

Got Questions - Get Answers

Please use the Q&A discussion space for questions you may have about the course. Also start being a supportive and responsive team member by answering others questions. The Q&A discussion is a separate module.

Viewing Grades in Canvas

Points you receive for graded activities will be posted to *Grades*. Click on the *Grades* link to view your points. I will update the online grades each time a grading session has been completed, typically weekly. You will see a visual indication of new grades posted on your Canvas home page under the link to this course.

How to Contact Me:

My email address is: gkoepel@uwsp.edu My phone number is (715) 252-7192.

Syllabus - Important Stuff About Our BUS 325 Class Values, Our “Learning” Culture and Academic Honesty.

Let's Create a Culture of Learning

As a student in this course (and at this university) you are expected to maintain a high degree of professionalism, commitment to active learning and participation in this class, and integrity in your behavior around campus and beyond. Same for me.

When I attended Executive Education at the Harvard Business School, they provided me with guidance and expectations for how to behave to create a learning culture. Here's my adaptation of what they recommended: If each of us makes an honest effort to ensure we treat each other with respect and dignity we will enjoy the maximum benefit from working and learning together.

Each of us deserves **respect**.

As my granddaughter is fond of saying, "guess what?" The "what" is that these guidelines are also the stuff of good interpersonal relations that great leaders practice! So, consider it a win - win. Being conscience of, and actively working towards, following these guidelines as a member of this class provides you "exercise" for the leadership muscles that power effective relationships at work.

I expect that you will demonstrate respect for each of your classmates worth, dignity, and capacity to contribute. Let's have open discussions where we maintain or enhance the esteem of the other. Let's learn from one another. Let's reflect on our thinking and adjust our paradigms to reflect an attitude of respectful dialogue.

Finally, when people open up and share their experiences, thoughts, rationale, etc. please be circumspect with the information and treat it with the confidentiality it deserves.

We will operate on a first name basis.

Class Participation

To further our learning culture, I'm sharing these "best practices" which Dr. Elizabeth Martin shared with me.

This course and our classroom environment offer a unique opportunity for students to share ideas, voice opinions and discuss course content. As each student is entitled to contribute in class, specific expectations are necessary to ensure a thriving classroom environment. Expectations include: no loud shouting, arriving to group/team meetings late or under the influence of any alcohol or drugs, profane language, verbal or physical threats, intimidation of any kind, or any other behavior that may be disruptive to other students or me. If any of this behavior is exhibited, you may be asked to leave the class. Any continued disruptive behavior may result in a referral to the Dean of Students Office.

Reading your text and timely completing assignments and exercises is what will drive much of your learning. Therefore, it is important that you organize and prepare yourself to "learn". Best practice is to set yourself in a quiet workspace, schedule your class/reading/study, etc. time regularly and commit to the length of time it requires you to gain the understanding of the key concepts.

Most cases do not have "right" answers. Consequently, being "right" or "wrong" should not be your concern when contributing to a discussion of a case or group assignment. Your point of view is important and if there is a later consensus that differs from your viewpoint, that in no way diminishes the value of your earlier comments. At this point in your career getting comfortable offering your "voice" to the discussion is a key skill for you to develop. In other words, don't be a bystander be a participant.

Besides being an active contributor, you should also strive to listen or read carefully the comments of your classmates. If you disagree with what someone has said, speak up and respectfully explain how and why your viewpoint differs.

Please, Keep Me Informed

If you find that you have any trouble keeping up with assignments or other aspects of the course, please let me know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional and effective manager. Make sure that you are proactive in informing me when difficulties arise during the semester so that I can help you find a solution.

Response Times

- My goal is to respond to your email within 24 hours.
- If you have a general course question (not confidential or personal in nature), please post it to the Course Q&A discussion forum found on the course homepage. I will post answers to all general questions there so that all

students can view them. I encourage you to answer each other's questions too.

Academic Honesty

Cheating in any form, including plagiarism, will not be tolerated. **Any academic misconduct will result in a failing grade for the course.**

While completing your team assignments, you are to make your best effort at contributing towards the team's success.

UW System policy (UWS 14) states that students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students suspected of academic misconduct will be asked to meet with the instructor to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in UWS 14. A direct link to this policy can be found here: https://docs.legis.wisconsin.gov/code/admin_code/uws/14 (Links to an external site.) (Links to an external site.) .

UW-Stevens Point implements the rules defined in UWS 14 through our own "Academic Misconduct Campus Procedures." UWS 14.03

(<https://www.uwsp.edu/dos/Documents/UWS%2014-1.pdf> (Links to an external site.) (Links to an external site.))

defines academic misconduct as follows.

Academic misconduct is an act in which a student:

- seeks to claim credit for the work or efforts of another without authorization or citation;
- uses unauthorized materials or fabricated data in any academic exercise;
- forges or falsifies academic documents or records;
- intentionally impedes or damages the academic work of others;
- engages in conduct aimed at making false representation of a student's academic performance; or
- assists other students in any of these acts.

Examples include but are not limited to: cutting and pasting text from the Web without quotation marks or proper citation; paraphrasing from the Web without crediting the source; using notes or a programmable calculator in an exam when such use is not allowed; using another person's ideas, words, or research and presenting it as one's own by not properly crediting the originator; stealing examinations or course materials; changing or creating data in a lab experiment; altering a transcript; signing another person's name to an attendance sheet; hiding a book knowing that another student needs it to prepare an assignment; collaboration that is contrary to the stated rules of the course, or tampering with a lab experiment or computer program of another student.

Academic integrity is critical to maintaining fair and knowledge-based learning at UW-Stevens Point. Academic dishonesty is a serious violation: it undermines the bonds of trust and honesty between members of our academic community, degrades the value of your degree and defrauds those who may eventually depend upon your knowledge and integrity. Examples of academic misconduct include, but are not limited to: cheating on an examination (copying from another student's paper, referring to materials on the exam other than those explicitly permitted, continuing to work on an exam after the time has expired, turning in an exam for re-grading after making changes to the exam), copying the homework of someone else, submitting for credit work done by someone else, stealing examinations or course materials, tampering with the grade records or with another student's work, or knowingly and intentionally assisting another student in any of the above.

Reporting Misconduct

If you see incidents of misconduct, you should tell me about them, in which case I will take appropriate action and protect your identity. The School of Business & Economics will inform the Dean of Students as required and additional sanctions may be applied. You could also choose to contact the Dean of Students (Dr. Troy Seppelt, email tseppelt@uwsp.edu) and your identity will be kept confidential.

Confidentiality

Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the class unless permission has been granted to share them.

It is important for students to understand that faculty are required to report any incidents of maltreatment, discrimination, self-harm, or sexual violence they become aware of, even if those incidents occurred in the past, off campus, or are disclosed as part of a class assignment. This does not mean an investigation will occur if the student does not want that, but it does allow the university to provide resources to help the student continue to be successful.

Sample Coursework Permission

I may wish to use a sample of your work or some of the feedback you provide on the course in future teaching or research activities. Examples: showing students an example of a well-done assignment; analyzing student responses on a particular question; discussing teaching techniques at a conference. If your coursework or feedback is used, your identity will be concealed. If you prefer not to have your work included in any future projects, please send me an e-mail indicating that you are opting out of this course feature. Otherwise, your participation in the class will be taken as consent to have portions of your coursework or feedback used for teaching or research purposes.

Please Do not Copy to Distribute

Lecture materials and recordings for Bus 325 are protected intellectual property at UW-Stevens Point. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1]

Students may not copy or share lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

Syllabus - The School of Business and Economics

School of Business and Economics (SBE) Mission: The UW-Stevens Point School of Business and Economics creates career ready graduates and leaders through applied learning. We serve the businesses, economy, and people of the greater Central Wisconsin region. We specialize in preparing students for success by providing professional development experiences, access to employers, and in-demand skills. The SBE achieves its mission by valuing:

- Talent development
- Lifelong learning
- Career preparation
- On the job experiences
- Community outreach
- Regional partnerships
- Continuous improvement

Accreditation Commitment: SBE is accredited by the Association to Advance Collegiate Schools of Business (AACSB), a designation earned by only 5 percent of world business schools. Accreditation instills a culture of continuously improving our programs through connections with local business leaders, alumni and the community.

Syllabus - Inclusivity

It is my intent that students from diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring in and out of class be viewed as a resource, strength, and benefit. Every person has a unique perspective, and we learn from hearing many of them, but not all perspectives are represented in course readings. So, learning

depends upon you contributing to the class with your own opinions and perspectives. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it using this link. You may also contact the Dean of Students office directly at dos@uwsp.edu

Syllabus - Smiley Pro Events

Smiley Professional Events

You'll participate in 2 Pro Events as part of this class, at least one event before mid-term - March 18 and the other before the end of the semester - May 6. Specific assignment details are in the next two sections of this module.

Several UWSP departments and programs, including the School of Business & Economics, sponsor **Smiley Professional Events** (or **Pro Events**).

Pro Events connect you to:

- *Campus* (e.g., academic coaching, student clubs);
- *Community* (e.g., Rotary, Business Council); and
- *Careers* (e.g., internships, networking).

As an SBE student, you will be able to choose from a wide variety of speakers, workshops and special events. With over 300 events per year on the Pro Events calendar, you will have significant flexibility in selecting your events. Whatever you choose, Pro Events will help you to make the most out of your time as a student and to prepare for transitioning into a successful career.

Visit the Pro Events web site (proevents.uwsp.edu) for announcements of upcoming events. You can also follow us on social media. Facebook: [UWSP School of Business & Economics \(Links to an external site.\)](#)

Twitter: [@UWSPBusiness \(Links to an external site.\)](#)

For this course, you must attend **two** official Pro Events. One event must be before the mid-semester cut-off of **Oct. 22**; a second event must be before the end-of-semester cut-off

(**Dec. 10**). If you go to extra events before the mid-semester cut-off, those credits will carry over into the second half of the semester. Attendance at each event will count for 100 points towards your final grade.

As we continue Pro Events during COVID, there will be a variety of ways to earn your credits:

- Attend virtual (Zoom) events in real time; receive attendance credit directly by signing in with your ID number.
- Watch recordings of past events via Anderson Center Canvas page; receive attendance credit after completing quiz and survey.
- Attend events in-person on campus; receive attendance credit directly.
- Attend events in-person off campus; take Events Attendance form (available on Anderson Canvas page) and obtain signature.

Attendance at Pro Events will be confirmed with automatic emails to you and updated on the Pro Events web site. Please allow a week for confirmation of attendance at events held outside the SBE, such as Career Services events. If you have a question about Pro Events attendance, please email proevents@uwsp.edu.

If you have multiple courses or affiliations with Pro Events requirements, it is your responsibility to make sure you have attended enough events for each course/affiliation. If you have not attended enough events to cover all of your requirements, your attendance will be allocated to your courses in alpha-numeric order followed by any other affiliations.

After the mid-semester cut-off and the end of this semester's events, I will receive reports confirming your attendance. You do not need to do anything else.

Hint: if you are having trouble finding events that fit your schedule, check out the "Create Your Own Event" option on the Anderson Center Canvas page. You can meet with an expert from Career Advising, Financial Coaching or Academic Coaching. We also highly recommend our "Lunch with a Leader" program which allows you to set up a lunch (virtual or in-person) with a business expert to learn more about their industry, company and profession.

[Smiley Pro Events](#)