Course Description

Presents an overview of the challenges associated with workplace expectations regarding business etiquette, appropriate use of technology, and proper attire. It is designed to assist students in gaining knowledge of how to appropriately communicate with others and how to effectively deal with conflict, teamwork, and accountability in a fair and ethical manner. The basic skills necessary for obtaining a job and achieving success in today’s challenging economy and increasingly competitive work environment are enhanced through this course.

Course Textbook


Course Learning Outcomes

Upon completion of this course, students should be able to:

1. Evaluate the effect of attitude, personality, and goal setting on work performance development.
2. Describe the impact of time management in the workplace.
3. Explain the meaning of ethical behavior in the workplace.
4. Analyze the advantages to an organization offering quality customer service and human resources.
5. Analyze techniques used to promote effective communication, accountability, and positive relationships within the workplace.
6. Explain the dynamics of teamwork, to include motivation, conflict resolution, and leadership.
7. Construct a resume package that demonstrates methods for highlighting job-related skills.
8. Critique interview techniques.

Credits

Upon completion of this course, the students will earn three (3) hours of college credit.

Course Structure

1. **Study Guide**: Each unit contains a Study Guide that provides students with the learning outcomes, unit lesson, required reading assignments, and supplemental resources.
2. **Learning Outcomes**: Each unit contains Learning Outcomes that specify the measurable skills and knowledge students should gain upon completion of the unit.
3. **Unit Lesson**: Each unit contains a Unit Lesson, which discusses lesson material.
4. **Reading Assignments**: Each unit contains Reading Assignments from one or more chapters from the textbook and/or outside resources. Chapter presentations are provided in each unit study guide as Required Reading to aid students in their course of study.
5. **Suggested Reading**: Suggested Readings are listed in each unit’s study guide. Students are encouraged to read the resources listed if the opportunity arises, but they will not be tested on their knowledge of the Suggested Readings.
6. **Learning Activities (Non-Graded)**: These non-graded Learning Activities are provided to aid students in their course of study.
7. **Discussion Boards**: Discussion Boards are part of all CSU term courses. More information and specifications can be found in the Student Resources link listed in the Course Menu bar.
8. **Unit Assessments:** This course contains three Unit Assessments, one to be completed at the end of Units I-III. Assessments are composed of written-response questions.

9. **Unit Assignments:** Students are required to submit for grading Unit Assignments in Units IV-VIII. Specific information and instructions regarding these assignments are provided below. Grading rubrics are included with each assignment. Specific information about accessing these rubrics is provided below.

10. **Ask the Professor:** This communication forum provides you with an opportunity to ask your professor general or course content related questions.

11. **Student Break Room:** This communication forum allows for casual conversation with your classmates.

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**CSU Online Library**

The CSU Online Library is available to support your courses and programs. The online library includes databases, journals, e-books, and research guides. These resources are always accessible and can be reached through the library webpage. To access the library, log into the myCSU Student Portal, and click on “CSU Online Library.” You can also access the CSU Online Library from the “My Library” button on the course menu for each course in Blackboard.

The CSU Online Library offers several reference services. E-mail (library@columbiasouthern.edu) and telephone (1.877.268.8046) assistance is available Monday – Thursday from 8 am to 5 pm and Friday from 8 am to 3 pm. The library’s chat reference service, Ask a Librarian, is available 24/7; look for the chat box on the online library page.

Librarians can help you develop your research plan or assist you in finding relevant, appropriate, and timely information. Reference requests can include customized keyword search strategies, links to articles, database help, and other services.

**LibGuides**

Click [here](#) for the LibGuide for this course.

Think of a LibGuide (a Library Guide) as a mini-website to help you with your assignments. It has relevant information such as databases, ebooks, and websites specific to your courses. If you have any questions, please reach out to your friendly library staff.

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**Unit Assignments**

**Unit IV Case Study**

This assignment provides you with an opportunity to explain the dynamics of teamwork, including motivation, conflict resolution, and leadership. First, read the scenario below.

**Scenario:** The vice president (VP) of marketing has hired you as the leader whose first task involves implementing a new process for applying customer service within the organization. The VP shares that the purpose of this initiative is to help resolve a list of issues that are negatively infecting teamwork: (1) morale is low, (2) employees are consistently late for work while others leave early, (3) workers disagree on the daily workload, (4) there is no drive or enthusiasm, and (5) above all, two employees have complained about harassment.

*Your team consists of eight employees: three are newly hired employees, five employees are male and three are female. Each employee has a diverse background. Your charge is to reach the goal of improving customer service by directing the team through the five stages of team development.*

After reading the scenario, write a minimum three-page paper by using the following questions as guidelines:

1. **Motivation:** What is the current state of motivation for employees, and what can you do to improve their motivation?
2. **Leadership:** What can leadership personnel do to positively impact teamwork that eventually leads to better customer service?
3. **Resolving conflict:** How can the employees approach resolving conflicts with one another in order to maintain a positive teamwork dynamic?
4. Resolving conflict: How can the employees approach resolving conflicts with customers?
5. Teamwork: What types of activities would help the team progress through the five stages of team development? (See page 161 in the textbook for the stages.)

Also, be sure your paper fulfills the following requirements:

- The body of the paper consists of at least three pages.
- The format of your paper follows APA style. Click here to access the CSU Citation Guide. A sample research paper that has been formatted in APA style starts on page 20 of the guide.
- Properly cite one reference (e.g., journal article) that you located from the university’s online library.
- Properly cite two references (e.g., article, webpage) that you located from reputable sources (e.g., online library or reputable webpages).
- Properly cite your textbook within the paper.

Finally, review your paper thoroughly to revise and correct any mistakes before submitting it in Blackboard for grading.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**Unit V PowerPoint Presentation**

This exercise involves analyzing a communication technique—presentations. On a daily basis, it is often expected that professionals be proficient with presentations. For this exercise, prepare a PowerPoint presentation that serves as your own professional code of communication. This exercise allows you to analyze communication techniques and reflect upon your own communication skills. Include at least the following within the presentation:

- Present your professional communication style.
- Present your communication strengths.
- Present your communication opportunities—how can you improve your communication skills?
- Present how you prefer to receive communication within a workplace.
- Present a professional workplace example of when a phone call might be better than an email.
- Present whether or not you believe that texting and instant messaging can be valuable in the workplace.
- Include at least three visuals (e.g., photographs, images, charts, or graphs).
- The presentation must contain at least twelve slides.

Use the key terms in the textbook to guide your presentation. For some guidance toward preparing presentations in PowerPoint, click here to access a video with helpful tips. Be sure to save all of your work in your presentation file before submitting it in Blackboard for grading.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**Unit VI Assignment**

This assignment provides you with an opportunity to critique interview techniques by answering a series of questions within the assignment template. Click here to access the assignment template. Be sure to answer each question, save all of your work in the template, and submit it in Blackboard for grading.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**Unit VII Assignment**

This assignment involves explaining how professional etiquette can impact professional relationships and explaining how a professional can proactively approach career changes by answering the questions within the assignment template. Click here to access the assignment template. Be sure to answer each question, save all of your work in the template, and submit it in Blackboard for grading.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.
Unit VIII Assignment

This assignment provides you with an opportunity to complete three major items: a cover letter, a resume, and a professional strengths, weaknesses, opportunities, and threats (SWOT) analysis. The cover letter should be a three-paragraph memo that has been tailored to a specific job that interests you. The resume should adhere to the steps outlined in Chapter 14 (see page 206). The details within the resume must be current with all relevant and up-to-date information. The SWOT analysis should address your professional strengths, weaknesses, opportunities, and threats. Bullet points are acceptable for the resume and SWOT analysis; however, they must be detailed. Again, the cover letter must include three paragraphs. Also, the resume must be at least one page, and the SWOT analysis must thoroughly address each of the four parts of the analysis. Be sure to have the major items in the proper sequence: first, the cover letter; then, the resume; and finally, the SWOT analysis. Format each major item as you wish; however, be sure the details are professional and legible. Save all three within one word-processing document (e.g., Word) before submitting the file in Blackboard for grading.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

APA Guidelines

The application of the APA writing style shall be practical, functional, and appropriate to each academic level, with the primary purpose being the documentation (citation) of sources. CSU requires that students use APA style for certain papers and projects. Students should always carefully read and follow assignment directions and review the associated grading rubric when available. Students can find CSU’s Citation Guide by clicking here. This document includes examples and sample papers and provides information on how to contact the CSU Success Center.

Grading Rubrics

This course utilizes analytic grading rubrics as tools for your professor in assigning grades for all learning activities. Each rubric serves as a guide that communicates the expectations of the learning activity and describes the criteria for each level of achievement. In addition, a rubric is a reference tool that lists evaluation criteria and can help you organize your efforts to meet the requirements of that learning activity. It is imperative for you to familiarize yourself with these rubrics because these are the primary tools your professor uses for assessing learning activities.

Rubric categories include: (1) Discussion Board, (2) Assessment (Written Response), and (3) Assignment. However, it is possible that not all of the listed rubric types will be used in a single course (e.g., some courses may not have Assessments).

The Discussion Board rubric can be found within Unit I’s Discussion Board submission instructions.

The Assessment (Written Response) rubric can be found embedded in a link within the directions for each Unit Assessment. However, these rubrics will only be used when written-response questions appear within the Assessment.

Each Assignment type (e.g., article critique, case study, research paper) will have its own rubric. The Assignment rubrics are built into Blackboard, allowing students to review them prior to beginning the Assignment and again once the Assignment has been scored. This rubric can be accessed via the Assignment link located within the unit where it is to be submitted. Students may also access the rubric through the course menu by selecting “Tools” and then “My Grades.”

Again, it is vitally important for you to become familiar with these rubrics because their application to your Discussion Boards, Assessments, and Assignments is the method by which your instructor assigns all grades.

Communication Forums

These are non-graded discussion forums that allow you to communicate with your professor and other students. Participation in these discussion forums is encouraged, but not required. You can access these forums with the buttons in the Course Menu. Instructions for subscribing/unsubscribing to these forums are provided below.

Click here for instructions on how to subscribe/unsubscribe and post to the Communication Forums.
Ask the Professor

This communication forum provides you with an opportunity to ask your professor general or course content questions. Questions may focus on Blackboard locations of online course components, textbook or course content elaboration, additional guidance on assessment requirements, or general advice from other students.

Questions that are specific in nature, such as inquiries regarding assessment/assignment grades or personal accommodation requests, are NOT to be posted on this forum. If you have questions, comments, or concerns of a non-public nature, please feel free to email your professor. Responses to your post will be addressed or emailed by the professor within 48 hours.

Before posting, please ensure that you have read all relevant course documentation, including the syllabus, assessment/assignment instructions, faculty feedback, and other important information.

Student Break Room

This communication forum allows for casual conversation with your classmates. Communication on this forum should always maintain a standard of appropriateness and respect for your fellow classmates. This forum should NOT be used to share assessment answers.

Grading

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Discussion Boards (8 @ 2%)</td>
<td>16%</td>
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<tr>
<td>Assessments (3 @ 10%)</td>
<td>30%</td>
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<tr>
<td>Assignments (3 @ 10%)</td>
<td>30%</td>
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<tr>
<td>Unit IV Case Study</td>
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<tr>
<td>Unit V PowerPoint Presentation</td>
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<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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Course Schedule/Checklist (PLEASE PRINT)

The following pages contain a printable Course Schedule to assist you through this course. By following this schedule, you will be assured that you will complete the course within the time allotted.
By following this schedule, you will be assured that you will complete the course within the time allotted. Please keep this schedule for reference as you progress through your course.

<table>
<thead>
<tr>
<th>Unit I</th>
<th>Professional Demeanor and Time Management</th>
</tr>
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<tbody>
<tr>
<td>Review:</td>
<td>☐ Unit Study Guide</td>
</tr>
<tr>
<td>Read:</td>
<td>☐ Chapter 1: Attitude, Goal Setting, and Life Management</td>
</tr>
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<td></td>
<td>☐ Chapter 2: Personal Financial Management</td>
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<td>☐ Chapter 3: Time and Stress Management and Organization Skills</td>
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<td></td>
<td>☐ Additional Reading Assignment(s): See Study Guide</td>
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<td>☐ Suggested Reading: See Study Guide</td>
</tr>
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</tr>
<tr>
<td>Submit:</td>
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<tr>
<th>Unit II</th>
<th>Ethics, Accountability, and Workplace Relationships</th>
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<tbody>
<tr>
<td>Review:</td>
<td>☐ Unit Study Guide</td>
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<tr>
<td></td>
<td>☐ Learning Activities (Non-Graded): See Study Guide</td>
</tr>
<tr>
<td>Read:</td>
<td>☐ Chapter 5: Ethics, Politics, and Diversity</td>
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<td></td>
<td>☐ Chapter 6: Accountability and Workplace Relationships</td>
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Notes/Goals:
# BBA 3361, Professionalism in the Workplace

## Course Schedule

### Unit III: Quality Customer Service & Human Resources

**Review:**
- [ ] Unit Study Guide
- [ ] **Learning Activities (Non-Graded):** See Study Guide

**Read:**
- [ ] Chapter 7: Quality Organizations and Service
- [ ] Chapter 8: Human Resources and Policies
- [ ] Additional Reading Assignment(s): See Study Guide
- [ ] Suggested Reading: See Study Guide

**Discuss:**
- [ ] **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- [ ] **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- [ ] Assessment by Tuesday, 11:59 p.m. (Central Time)

### Notes/Goals:

### Unit IV: Teamwork and Interpersonal Relations

**Review:**
- [ ] Unit Study Guide

**Read:**
- [ ] Chapter 11: Motivation, Leadership, and Teams
- [ ] Chapter 12: Conflict and Negotiation
- [ ] Additional Reading Assignment(s): See Study Guide
- [ ] Suggested Reading: See Study Guide

**Discuss:**
- [ ] **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- [ ] **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- [ ] Case Study by Tuesday, 11:59 p.m. (Central Time)

### Notes/Goals:

### Unit V: Communication and Accountability in the Workplace

**Review:**
- [ ] Unit Study Guide

**Read:**
- [ ] Chapter 9: Communication
- [ ] Chapter 10: Electronic Communications
- [ ] Additional Reading Assignment(s): See Study Guide
- [ ] Suggested Reading: See Study Guide

**Discuss:**
- [ ] **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- [ ] **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- [ ] PowerPoint Presentation by Tuesday, 11:59 p.m. (Central Time)

### Notes/Goals:
### Unit VI: Job Search Techniques

**Review:** Unit Study Guide

**Read:**
- Chapter 13: Job Search Skills
- Chapter 15: Interview Techniques
- Additional Reading Assignment(s): See Study Guide
- Suggested Reading: See Study Guide

**Discuss:**
- Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:** Assignment by Tuesday, 11:59 p.m. (Central Time)

### Unit VII: Professional Representation and Career Changes

**Review:** Unit Study Guide

**Read:**
- Chapter 4: Etiquette/Dress
- Chapter 16: Career Changes
- Additional Reading Assignment(s): See Study Guide
- Suggested Reading: See Study Guide

**Discuss:**
- Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:** Assignment by Tuesday, 11:59 p.m. (Central Time)

### Unit VIII: Resume Package

**Review:** Unit Study Guide

**Read:**
- Chapter 14: Résumé Package
- Additional Reading Assignment(s): See Study Guide
- Suggested Reading: See Study Guide

**Discuss:**
- Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:** Assignment by Tuesday, 11:59 p.m. (Central Time)