



GEB 3031: The Cornerstone Course Fall Semester 2008

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Undergraduate Program
BA I - Room 238
Mon & Weds, 9:00 – 10:20 (live)
and available through Webcourses
soon after class ends
Office Hours: 1:00 - 3:00 MW
Room 345 or 135 BA

Course Overview: This course is designed to enhance 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 improve your corner of the world. The specific leadership 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 is a skills based course, we embrace the value of practice. We will use a “text” that has been designed by Harvard Business Press to train early career managers. There is no theoretical fluff in our assigned readings. These are the same lessons that rising executives in major corporations seek. You will also engage in a computer simulation that allows you to develop your leadership sensibilities in a video game style format. While it may seem like a game, be sure to take it seriously. You will be engaging this simulation using exactly the same self-directed learning approach created last year by the Army to train future military officers at West Point. Also, leadership skills such as planning, teamwork, communication, and creativity will be honed 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. Overall, it is important to keep in mind that Cornerstone is primarily a professional skill development course, so the emphasis will be on learning and practicing strategies and tactics with a track record of success.

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

1. **Teamwork:** Students will learn how to exercise leadership by influencing team resources and processes that affect collective performance and personal engagement.
2. **Communication:** Students will learn how to exercise leadership by articulating and presenting ideas to others in a manner that enhances personal credibility and influence.
3. **Diversity:** Students will learn how leadership engages diverse perspectives that affect decision making, and will learn tactics for benefiting from the perspectives and contributions of others.
4. **Ethics:** Students will learn how leaders prioritize and address ethical and social concerns in day-to-day professional endeavors.
5. **Creative thinking:** Students will learn how to lead with ideas based on rigorous, critical, creative thinking and decision making.
6. **Capitalizing on change:** Students will learn how to lead and contribute to organizational change, and manage 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: Assigned material should be read before attending or viewing a class session in order to maximize your learning from the presentations. Also, you should download and print copies of the class notes before you watch each class session. In general, you are expected to be prepared for sessions, labs, exams, and (especially) team and stakeholder meetings. Advanced preparation is a prerequisite to professionalism and success.

I have counseled many students who have come to me after earning a poor exam grade, and in almost every case I find that they are simply not doing the work assigned. The readings, notes, lectures, videos, simulation, assignments and project are designed to be mutually reinforcing – they are all important to your success in the course.

The sequence I strongly recommend for being both efficient and effective with your study time is to read the text, print the slides, watch the lectures (making notes with your slides), and do the supporting activities (videos, simulation, worksheets, etc.). Remember – READ, PRINT, WATCH, DO!

“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 drop/add 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.

I have noted two problems that affect student learning and performance associated with the use of these lecture recordings. First, many students play the videos at a slightly or significantly faster speed than the original recording. Do this at your own risk. I speak relatively quickly, and cover a lot of ideas in each class. It’s hard to comprehend and take useful notes at high speeds. Second, many students succumb to the temptation of waiting until exam week to watch all of the videos. Doing this does not save time, and limits your ability to gain insight into the material by letting it “soak in” and resonate with your daily experiences. You also miss the opportunity to learn by talking to others about the course material – possibly the best means of studying I can recommend.

Access to Technical Support: Unfortunately, I do not possess the technical know-how to resolve technical problems you may have with Webcourses, streaming video, the e-text, etc. 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 discussion forums in Webcourses where students can present problems and offer solutions and strategies related to these resources.

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 E-Text Questions or Problems: Harvard Business Press provides limited technical support by calling (800) 810-8858 or e-mail techhelp@hbsp.harvard.edu.

Virtual Leader Simulation Questions or Problems: Simulearn, the publisher of Virtual Leader, offers free technical support to Cornerstone students. If you have any problems with the simulation, do not waste your time trying to fix them yourself. Instead, go to the following page www.simulearn.net/leadership_training/supportfaq.html to browse for possible solutions. I’ve used the simulation before in classes and find that problems are few and their causes are well known by the folks at Simulearn. Most problems are easily resolved. If this process doesn’t solve your problem, contact Simulearn right away at support@simulearn.net. Their support staff is quick and helpful.

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 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 create 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 event that your site becomes lost or damaged.

Missing Class: YOU are responsible for all material, as well as announcements, presented in class (in person or on the web). It is likely 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 or two opportunities 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 this year by the U.S. News – UCF was ranked #7 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: Successes in one's private life and the success of a community are built on a foundation of trust, integrity and honor. Accordingly, universities (and professors) should develop an environment where students learn honor and trust 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.

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.

Open testing also challenges students to adhere to academic honesty at a new level. Because of this, I ask you to commit to the following course honor code statement:

“I realize that the performance of other students in the Cornerstone Course may be influenced by my behavior. I further understand that the integrity and reputation of UCF, the College of Business Administration, my academic peers, and my instructors could be called into question as a result of my academic misconduct. Specifically, I understand that discussing the contents of any test with anyone while the test is still available to other students makes me and those I’ve spoken to guilty of academic dishonesty. This includes discussing specific questions, studying strategies, or general information about the test. I agree to not speak to anyone about anything on the test, in any form of communication, until after the testing period is completed. I understand that violating this honor code will be treated as a violation of academic integrity.”

It is also important for you to know that the 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.

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.**

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 (<http://www.bus.ucf.edu/testinglab>) and then 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 on Friday evening at 9:00 PM, then he or she must leave at 9:30 PM, which is the scheduled lab closing time. **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!

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/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 will minimize the time required to get back online and 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 or drinks may be brought into the Lab. This includes gum.

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, videos, text-based worksheets, and the simulation. All exams will contain equally-weighted multiple-choice questions. The exams will last 75 minutes and will be timed by the computer. If you do not finish 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. You will be provided with a scratch sheet that must be handed-in 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, an alternative testing time frame will be planned with the input of the Testing Lab manager at the earliest convenience.

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.

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).

Course Grading:

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

Exam Performance (3 @ 100 points)	300 points
Virtual Leader Performance	100 points
Service Learning/Lab Performance (weighted by peer evaluations)	<u>200 points</u>
Total Points	600 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.**

- A = 558 to 600 (93%)
- A- = 540 to 557 (90%)
- B+ = 528 to 539 (88%)
- B = 498 to 527 (83%)
- B- = 480 to 497 (80%)
- C+ = 468 to 479 (78%)
- C = 438 to 467 (73%)
- C- = 420 to 437 (70%)
- D+ = 408 to 419 (68%)
- D = 378 to 407 (63%)
- D- = 360 to 377 (60%)
- F = 0 to 359 (< 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 16.67% of your final letter grade. Collectively, the three exams make up half of your total grade. You will be held accountable for understanding the assigned text materials, videos, assignments, and simulation tasks related to each exam. The exams are non-cumulative.

Virtual Leader: Virtual leader is a sophisticated leadership simulation used by Fortune 500 companies and the US military. It includes five increasingly complex leadership scenarios that require you to consider strategies for attaining multiple performance objectives (financial performance, customer satisfaction, employee satisfaction) by influencing your subordinates, peers, and superiors. The activities associated with the simulation are designed to help you prepare, practice, and perform. Therefore, your grade for engaging the simulation will be based on the conscientiousness of your preparation, your ability to experiment with different leadership styles, and your ability to achieve business outcomes.

Simulearn, the publisher of Virtual Leader has prepared an interactive workbook that you will complete in sections throughout the semester. You will earn completion credit for each section of the workbook (6 points per each of the 5 scenarios, or 30 points total). You will also receive completion credit for experimenting with different leadership styles (directive, delegative, participative – 5 points for each during the first three scenarios, or 45 points total). Finally, you will earn completion credit for achieving a score of over 90 point based on satisfying the different performance criteria in each scenario (5 points for achieving a 90+ score in each scenario, or 25 points total). Thus, you can earn 100% on this component of your course grade simply by conscientiously and thoughtfully completing the assigned work. Furthermore, Simulearn has offered to provide those of you who complete the Virtual Leader training program with a training certificate that is independent of your efforts in Cornerstone. This should be a great conversation starter during your future job interviews.

All of your workbook preparations and simulation plays will be recorded by Simulearn when you log into Virtual Leader. You may work offline too – your work will be uploaded to Simulearn the next time you log into your account. It is critical to understand that your grade will be assigned to an individual account. If you don't buy a copy of the simulation you will not be able to participate and you will earn zero credit for this component of the course.

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.

Service Learning Project Assignments & Grading: Your contributions to your service learning project can result in a maximum of 200 points (33.3%) 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 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

- Week 3 - Project Selection Process (via Webcourses): 10 points once project is secured
- Week 4 - Project Initiation Blueprint: 45 points
 - Statement of Purpose (business writing component)
 - SMART Goal
 - Signed Client Agreement Form
 - Worksheet for Identifying Project Objects (from text)
 - The 10 Worst Things That Could Happen (from text)
- Week 6 - Worksheet for Tracking Project Implementation (from text): 10 points
 - Form will be updated and turned in with each Progress Report
 - Finalized sheet will be included with Reflections Report

- Week 7 - Midterm Peer Evaluation: Pass/Fail (15 point deduction for failing)
 - Team Audit: How Are We Doing (from text)
 - Evaluation of Each Teammate
- Week 13 - Preliminary Planning Worksheet (from text): Pass/Fail (5 point deduction for failing)
 - Point deduction from Reflections Presentation if not submitted
- Week 14 - Project Outcome Reflections Report: 45 points
 - Meeting Agendas (sample in text)
 - Meeting Minutes (sample in text)
 - Form for Capturing Lessons Learned (from text)
 - Worksheet for Tracking Project Implementation (finalized sheet submitted with Reflections Report)
 - Worksheet for Developing High Level Estimates (finalized sheets submitted with Reflections Report)
- Week 15 - Reflections Presentation: 40 points
 - Website will be reviewed and evaluated as part of presentation grade

Individual Assignments: (not subject to peer evaluation)

- Week 5 - Progress Report Presentations: Pass/Fail (up to a 30 point deduction for failing)
 - Worksheet for Tracking Project Implementation (from text)
 - Updated form submitted with each Progress Report
 - Finalized sheet submitted with Reflections Report
 - Website will be used as means for guiding class through report
- Week 6 – Worksheet for Developing High-Level Estimates (from text): 10 Points
 - Updated and used by Project Managers throughout the semester
 - Finalized sheets will be included with Reflections Report
- Week 7 - Progress Report Presentations: Pass/Fail (up to a 30 point deduction for failing)
 - Worksheet for Tracking Project Implementation (from text)
 - Updated form submitted with each Progress Report
 - Finalized sheet submitted with Reflections Report
 - Website will be used as means for guiding class through report
- Week 10 - Progress Report Presentations: Pass/Fail (up to a 30 point deduction for failing)
 - Worksheet for Tracking Project Implementation (from text)
 - Updated form submitted with each Progress Report
 - Finalized sheet submitted with Reflections Report
 - Website will be used as means for guiding class through report
- Week 12 - Progress Report Presentations: Pass/Fail (up to a 30 point deduction for failing)
 - Worksheet for Tracking Project Implementation (from text)
 - Updated form submitted with each Progress Report
 - Finalized sheet submitted with Reflections Report
 - Website will be used as means for guiding class through report
- Week 14 – Reflections Statement Business Letter: 40 points

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 (you must log in this way when taking the exams).

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.

E-Textbook: 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 my 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 my Cornerstone Webcourses site.

“To Watch” Videos: Introductory module orientations and videos from the web will be assigned for most sessions to help illustrate concepts presented in the text or class sessions. Links to the videos can be accessed through my Cornerstone Webcourses site.

“To Do” Activities: You will be required to complete assignments for Virtual Leader during time blocks assigned for each of the five training scenarios included in the simulation. Your scores for these activities will be recorded by Simulearn, the publisher of the simulation, when you log into the simulation and provided to me for grading. You will also be required to conscientiously complete the overview, practice, and test yourself sections in most e-text modules. Test questions related to these modules will be incorporated in the exams to assess the quality of your preparations.

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)

Week 1

► 8/25

Introduction to Course

- *To Read*
 - Cornerstone Course Syllabus
 - UCF Cornerstone Course Revised Rationale
- *To Watch*
 - Video: Virtual Leader Orientation Video
- *To Do*
 - Purchase and Review Harvard Manage Mentor (e-text)
<http://elearninghome.hbsp.org>
 - Explore Cornerstone Webcourses Site

► 8/27

Introduction to Service Learning Project

- *To Read*
 - Guide to Service Learning Projects (from your lab instructor)
- *To Watch*
 - Video: Skills for Social Entrepreneurship
- *To Do*
 - Review sample report from Turnitin.com (listed under weblinks)
 - Examine free website hosting options (you may use other options)
 - <http://weebly.com/>
 - <http://sites.google.com/>
 - <http://geocities.yahoo.com/>
 - <http://www.tripod.lycos.com/>
 - <http://smallbusiness.officelive.com/>

August 29 Late Registration and Add/Drop Ends

Week 2

➤ 9/1 **Labor Day – No Class**

➤ 9/3 **Business Essentials: Building a Business Case**

- *To Read*
 - Core Concepts: From “Business Case Basics” to “Communicating Your Case”
- *To Watch*
 - Topic Overview
- *To Do*
 - Practice
 - Test Yourself

September 5 Payment Deadline (Students failing to pay will be dropped from class)

Week 3

➤ 9/8 **Business Essentials: Project Management**

- *To Read*
 - Core Concepts: “What Is Project Management” to “Assembling Your Team and Assigning Tasks”
- *To Watch*
 - Topic Overview
- *To Do*
 - Purchase Virtual Leader (see Webcourses site for instructions)
 - Begin Virtual Leader Work for Scenario 1 (**must complete by 10/6**)

➤ 9/10 **Business Essentials: Project Management**

- *To Read*
 - Core Concepts: “Developing a Budget” to “Wrapping Up the Project”
- *To Watch*
 - None
- *To Do*
 - Practice
 - Test Yourself

Week 4

➤ **9/15 Working with Teams: Leading a Team**

- *To Read*
 - Core Concepts: “What is a Team” to “Forming Your Team”
- *To Watch*
 - Topic Overview
- *To Do*
 - None

➤ **9/17 Working with Teams: Leading a Team**

- *To Read*
 - Core Concepts: “Building the Right Team Culture” to “Being a Team Player”
- *To Watch*
 - Video: Team Building in the Workplace
- *To Do*
 - Practice
 - Test Yourself

Week 5

➤ **9/22 Working with Teams: Keeping Teams on Target**

- *To Read*
 - Core Concepts: “Understanding How Teams get Derailed” to “Resolving Team Conflicts”
- *To Watch*
 - Topic Overview
- *To Do*
 - Begin Virtual Leader Work for Scenario 2 (**must complete by 10/20**)

➤ **9/24 Working with Teams: Keeping Teams on Target**

- *To Read*
 - Core Concepts: “Encouraging Team Participation” to “Improving a Team Leader’s Skills”
- *To Watch*
 - Video: Asch’s Conformity Experiment
- *To Do*
 - Practice
 - Test Yourself

Week 6

- **9/29 – 10/3 Exam #1 (during testing lab hours)**

Week 7

► **10/6 Management Essentials: Fostering Diversity**

- *To Read*
 - Core Concepts: “What is Diversity” to “Tapping Diversity’s Value”
- *To Watch*
 - Topic Overview
 - Video: Celebrate Diversity
 - Video: Business Etiquette
- *To Do*
 - Begin Virtual Leader Work for Scenario 3 (**must complete by 11/3**)
 - Practice
 - Test Yourself

► **10/8 Communication Skills: Running a Meeting**

- *To Read*
 - Core Concepts: “Types and Purposes of Meetings” to “Virtual Meetings”
- *To Watch*
 - Topic Overview
- *To Do*
 - Practice
 - Test Yourself

Week 8

► **10/13 Communication Skills: Persuading Others**

- *To Read*
 - Core Concepts: “What is Persuasion” to “Winning Your Audience’s Mind”
- *To Watch*
 - Topic Overview
 - Video: Super Salespeople
- *To Do*
 - None

► **10/15** **Communication Skills: Persuading Others**

- *To Read*
 - Core Concepts: “Winning Your Audience’s Heart” to “Key Terms”
- *To Watch*
 - Video: Holly’s Oatmeal
 - Video: Fast Fish Scaler
- *To Do*
 - Practice
 - Test Yourself

October 17 **Withdrawal Deadline**

Week 9

► **10/20** **Business Essentials: Solving Business Problems**

- *To Read*
 - Core Concepts: “What is Problem Solving” to “Implementing, Monitoring, and Adjusting Your Solution”
- *To Watch*
 - Topic Overview
 - Video: Apollo 13 – Situation Critical
 - Video: Apollo 13 – Houston, We Have a Problem
- *To Do*
 - Begin Virtual Leader Work for Scenario 4 (**must complete by 11/17**)
 - Practice
 - Test Yourself

► **10/22** **Business Essentials: Making Business Decisions**

- *To Read*
 - Core Concepts: “What is Making a Decision”, “Setting the Stage”, “Recognizing Obstacles”, “Assessing the Decision Making Process” & “Ethics and Decision Making”
 - Business Ethics on Wikipedia (article link provided in “Student Resources”)
 - When Good People do Bad Things at Work (article link provided in “Student Resources”)
- *To Watch*
 - Topic Overview
 - Video: Out-behave, Don’t Outperform
- *To Do*
 - Practice
 - Test Yourself

Week 10

- **10/27 Business Essentials: Managing for Creativity and Innovation**
- *To Read*
 - Core Concepts: “The Manager’s Role” to “Different Thinking Styles”
 - *To Watch*
 - Topic Overview
 - Video: Creative Innovation
 - *To Do*
 - None

- **10/29 Business Essentials: Managing for Creativity and Innovation**
- *To Read*
 - Core Concepts: “Fostering Creative Abrasion” to “Convergent Techniques”
 - *To Watch*
 - Video: The Deep Dive (viewed in class)
 - *To Do*
 - Practice
 - Test Yourself

Week 11

- **11/3-11/7 Exam #2 (during testing lab hours)**
- Begin Virtual Leader Work for Scenario 5 (**must complete by 12/1**)

Week 12

- **11/10 Business Essentials: Capitalizing on Change**
- *To Read*
 - Core Concepts: “The Dimensions of Change” to “Communicating Change”
 - *To Watch*
 - Topic Overview
 - *To Do*
 - None

- **11/12 Business Essentials: Capitalizing on Change**
- *To Read*
 - Core Concepts: “Understanding Reactions to Change” and “Taking Care of Yourself During Change”
 - *To Watch*
 - Video: Foreclosure Opportunities
 - *To Do*
 - Practice
 - Test Yourself

Week 13

- **11/17 Personal Development: Managing Workplace Stress**
- *To Read*
 - Core Concepts: “Overload and Toxic Worry” to “Taking Charge: Strategies That Work”
 - *To Watch*
 - Topic Overview
 - *To Do*
 - None

- **11/19 Personal Development: Managing Workplace Stress**
- *To Read*
 - Core Concepts: “The Rational Solution: Turning Worry into Action” to “Frequently Asked Questions”
 - *To Watch*
 - Video: Workplace Angst
 - *To Do*
 - Practice
 - Test Yourself

Week 14

- **11/24 Business Essentials: Managing Crisis**
- *To Read*
 - Core Concepts: “What is a Crisis” to “Frequently Asked Questions”
 - *To Watch*
 - Topic Overview
 - *To Do*
 - Practice
 - Test Yourself

- **11/26 Business Essentials: Leading and Motivating**
- *To Read*
 - Core Concepts: “What Leaders Really Do” to “Crafting a Vision that Others Will Follow”
 - *To Watch*
 - Topic Overview
 - *To Do*
 - None

Week 15

- **12/01 Business Essentials: Leading and Motivating**
- *To Read*
 - Core Concepts: “Aligning People Through Successful Communication” to “Creating a Work Environment that Motivates”
 - *To Watch*
 - Video: Lessons on Leadership
 - *To Do*
 - Practice
 - Test Yourself

- **12/03 Managing Your Career - Project Awards Day**
- *To Read*
 - Core Concepts: “What is Career Development” to “Frequently Asked Questions”
 - *To Watch*
 - Topic Overview
 - Video: College Job Market Advice
 - Video: Undergrads Work to Prepare for Careers
 - *To Do*
 - Practice
 - Test Yourself

Week 16

- **12/8-12/11 Exam #3 (during testing lab hours)**