

BUSINESS COMMUNICATION and INNOVATION, MKT309

Joseph M Bryan School of Business and Economics

Department of Marketing, Entrepreneurship, Hospitality and Tourism

2021 SPRING, DGARRETT, ONLINE, SECTIONS 09, 10, 11, 12

The syllabus and course schedule are subject to change.

Business and professional communication: teamwork, communication technology, verbal and non-verbal strategies in a problem-solving innovation context. Emphasizes effective persuasive, interpersonal, intercultural, and organizational strategies through business styles, formats, and presentations.

Instructor

Ms. Dianne R Garrett

377 Bryan Building

drgarret@uncg.edu (the best way to contact me). Please send all emails through our email system – not through Canvas.

Office hours: send an email requesting a meeting, and we'll set it up.



Prof Dianne Garrett

Credits: three hours

Prerequisites: Junior standing admission to an approved Bryan School program

Minimum technology skills: proficiency with Canvas, Microsoft Word and PowerPoint, video software

UNCG Support: Writing Center, Speaking Center, Digital Act Center, Digital Media Center

Research Support: Mr. Steve Cramer, Business Librarian

The Bryan School of Business and Economics

In the Bryan School of Business and Economics, we create and disseminate knowledge about the theory and practice of business. In addition to our courses and research, we accomplish this through hands-on projects, global experiences, and outreach to the community. Our work produces principled leaders and exceptional problem solvers who have a global perspective, an innovative mindset, a broad understanding of sustainability, and a commitment to improve the organizations in which they work and the communities in which they live.

Bryan School Student Learning Goals:

1. Students will implement the various steps of the critical thinking process, supported by the appropriate use of analytical and quantitative techniques, to formulate recommendations for subsequent decision-making.
2. Students will apply appropriate ethical standards when making recommendations for business decision making.
3. Students will evaluate business decisions in the context of sustainability goals, balancing environmental, social, and economic needs, conditions, and potential decision impacts.
4. Students will formulate appropriate strategies, in the context of global issues and forces, to improve business performance in the world economy.
5. Students will explain the roles of innovation and innovation management in achieving successful business strategies, decisions, and performance.
6. Students will be able to plan, schedule, contribute to, and lead projects.

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Impact of this course on the Student Learning Goals

Upon successful completion of this course, students will be able to meet various components of two program learning goals: Learning Goal #5 – Innovation and Learning, Goal #6 – Collaboration and Communication.

Innovation

This course will introduce (1) three aspects of innovative thinking – mindfulness, mindsets, and strengths, and (2) the design thinking problem solving approach. The innovation assessment is an end-of-term essay on these two components.

- 5.1: Understand the process and product of innovation
- 5.2: Relate the innovation process to value in business strategies, decisions, and performance

Collaboration and Communication

In this course, students will study effective business writing and presenting. Additionally, in teams, students will plan and manage a semester-long project focused on current consumer product need. The students will produce both draft and final writing and speaking products. The written assessment is the end-of-term innovative essay, and the speaking assessment will be the video presentation of the project.

- 6.1a: Employ multiple forms of written communication techniques to deliver the most effective communication for the situation
- 6.1b: Employ multiple forms of spoken and nonverbal communication techniques to deliver the most effective communication situation.

MKT 309 Course Objectives

1. Understand the importance of effective communication in the workplace
2. Identify communication strategies to business situations
3. Create responses to communication needs
4. Conduct business research for evidence-based writings and presentations
5. Use accurate documentation of sources
6. Write concise and organized documents using the appropriate format
7. Use the three-step writing process
8. Write reports based on evaluation of data
9. Develop and demonstrate effective oral presentations with verbal and nonverbal proficiencies
10. Understand the positive human capacities for deep insight, collaboration, and innovative problem-solving
11. Develop skills to conceive, research, prototype, and design innovations using verbal, nonverbal, visual-figurative, and written forms of communications

Bryan School Policies

The UNCG Honor Policy: All students are expected to comply with the UNCG Honor Policy, described at the following page: <http://academicintegrity.uncg.edu/complete>.

The Faculty & Student Guidelines: Bryan Faculty and students in this course are expected to adhere to the guidelines stated at this link <https://bryan.uncg.edu/wp-content/uploads/2017/08/Faculty-and-Student-Guidelines-2018-2019.pdf>.

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Any behavior that inhibits learning and/or is disruptive to the [online] classroom experience will not be tolerated. Some examples include disrespect for speakers (including classmates, guests, and instructor), bullying, sarcasm or aggressive language and or actions. **Instructors have the sole authority to withdraw a student for disruptive behavior.** This policy can be found online at http://sa.uncg.edu/handbook/wp-content/uploads/disruptive_policy.pdf. Examples include

- Any behavior that interferes with the learning of another student, such as yelling, bullying, or sending a negative emotionally charged email that is unprofessional and/or disrespectful.
- Arguing about a grade when the work was not in alignment with the course expectations in person or via email. I remind you that grades are not the decision of the learner and grades are not negotiable.
- Disrespectful communication to the instructor, a teammate, any member of class, any guest speaker, or outside business connection.

Special Note: If you are viewing this document in Word format, you might want to click "View" on the Menu bar, and then click the box next to "Navigation Pane." By displaying the Navigation Pane, you can use it to move around the document with ease.

Special Note 2: I encourage you to read this document multiple times and at differing times in the course. (For example, why not review it again at mid-term.) As we move through the course, you'll find differing bits of information important.

Key University Resources

1. [Technology Help \(Links to an external site.\)](#) - 6-Tech Services are provided by Information Technology Services (ITS). 6-Tech provides online, phone, email and walk-in support for ALL students enrolled.
2. [Canvas \(Links to an external site.\)](#) - This links to step-by-step instructions and how-to documents for Canvas.
3. [Jackson Library \(Links to an external site.\)](#) - Jackson Library has distance education guides, online resources, and options to chat with a librarian. Many other resources are also available so check out the library. (Steve Cramer smcramer@uncg.edu): <http://uncg.libguides.com/sth>
4. [Distance Education at Jackson Library \(Links to an external site.\)](#) - This Library guide includes online resources and videos.
5. [Writing Center \(Links to an external site.\)](#) Online Writing Center allows you to discuss your writing in a real-time, virtual session with a live consultant.
6. [Speaking Center \(Links to an external site.\)](#) The University Speaking Center provides consultation support to assist students in Oral presentations. Their support is designed to help speakers further develop their own oral communication confidence and competence. (The Center requires you make your appointment two days (and attend) before your presentation).
7. [Digital Media Commons \(Links to an external site.\)](#) - The DMC guides provide instructions on how to create and refine their multimedia projects, including digital images, digital video, digital audio, presentations, web pages, and 3D printing.
8. [MyCloud \(Links to an external site.\)](#) - MyCloud offers faculty, students, and staff access to applications over the Internet. The applications accessed through MyCloud do not need to be installed. MyCloud applications will run on PCs, Macs, and mobiles and can be used off campus.
9. [Office 365 \(Links to an external site.\)](#) - Free to all UNCG Students, faculty, and staff on up to 5 desktop and 5 mobile devices. Access to web and desktop apps. Use new tools like OneDrive.

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10. [iSpartan \(Links to an external site.\)](#) - All faculty, staff, and students receive an iSpartan account for access to Gmail and related Google Apps (such as Calendar, Docs, and Sites) when they activate their University Computing Accounts. iSpartan uses your UNCG username and password.
11. [Box \(Links to an external site.\)](#) - Unlimited online file storage for all UNCG users. Please remember the [UNCG data storage guidelines \(Links to an external site.\)](#).
Resources for Plagiarism and Academic Integrity: <https://drive.google.com/file/d/0B0rFGGhJvbDHUEXSZmFFaWFmb00/view>
Read, understand and abide by the Bryan School Guidelines for Ethical and Professional Behavior of Students and Faculty: https://bryan.uncg.edu/wp-content/uploads/2017/08/faculty_student_guidelines.pdf
UNCG Career Services Center: <http://csc.uncg.edu>.
12. Spartan Alert: <http://spartanalert.uncg.edu> - [\(Links to an external site.\)](#) Please note: Use this link to check for university status, alerts and announcements including updates regarding adverse weather.

COURSE OVERVIEW

An introduction to MKT309

You are the world's next leaders. We need you ready to problem-solve and innovate.

MKT309, Business Communication and Innovation, is a metacognition (thinking about thinking) and communication skills learning experience set in a real-world design thinking problem-solving team context. Our goal for you to have an enjoyable hands-on learning experience and to learn to offer innovative feasible ideas.

We have three main areas of study: (1) the innovative mindset, (2) innovation & design thinking process, and (3) business writing and speaking.

In this course, we will work on the top attributes that employers want. The Bryan School brings these foci to you to boost your ability to compete in today's job marketplace. Please take notice that on the 2018 National Association of Colleges and Employers' (NACE) Job Outlook¹ table to the right, the top four and the seventh items are our priorities here.

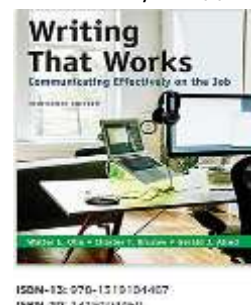
	Attribute	%
1	Problem-solving skills	82.9%
2	Ability to work in a team	82.9%
3	Communication skills (written)	80.3%
4	Leadership	72.6%
5	Strong work ethic	68.4%
6	Analytical/quantitative skills	67.5%
7	Communication skills (verbal)	67.5%
8	Initiative	67.5%
9	Detail-oriented	64.1%
10	Flexibility/adaptability	60.7%

The innovation project is set in groups of four (as fits the enrollment numbers). In your teams, you are required to meet and do collaborative assignments. You have two deliverables report & PowerPoint with video.

During our first week, please review (in general) the Canvas set up and materials and either make a full commitment to the course, to collaboration and to the deadlines, or drop the course and take it in the future when you can fully commit. By enrolling in the course, you are agreeing to adhere to the schedule and to fully contribute to a team.

Course Requirements

- MKT309 holds **Writing Intensive and Speaking Intensive** markers. Our General Education Intensive objective is "*Students will be able to write and to speak in genres appropriate to the discipline(s) of the primary subject.*" This course will promote your ability to write and speak clearly, coherently and effectively as well as adapt mediums of communication specific to the needs of your audience. Opportunities to re-do work are built into the course.
- Course text: *Writing That Works* by Oliu, Brusaw, and Alred, 13th ed, ISBN-978-1319-1319194467



Your text is offered to you through the First Day program. This offering reduces the cost of your text and allows you to have the material earlier

¹ National Association of Colleges and Employers' Job Outlook. Retrieved from <https://www.nacweb.org/about-us/press/2017/the-key-attributes-employers-look-for-on-students-resumes/>

rather than later. The fee for the text is included in your tuition, but you may also opt out in the *Course Materials* link in Canvas and get the text through venues of your choice.

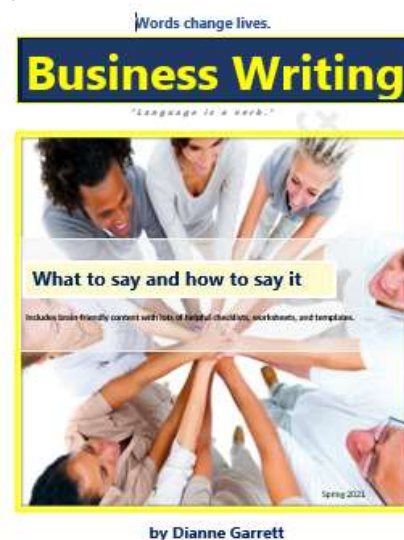
Here is a video you can watch on the First Day process. You can learn how to opt out in this video: <https://www.youtube.com/watch?v=bNhSdKueifU&feature=youtu.be>

If you have questions on First Day, here are some resources for you:

Customer Care hours of operation are 11pm Sunday – 12am Saturday (Central Time). Phone assistance is available Monday – Friday, 8am to 8pm (Central Time)

- Student Experience Video: <https://youtu.be/bNhSdKueifU>
- Link to Customer Care website and FAQs: <https://tinyurl.com/firstdayfaq>
- Open a ticket Online for the Customer Care team: <https://tinyurl.com/customerarerquest>
- Email the Customer Care team: bookstorecustomerare@bncollege.com
- Call the Customer Care team: 1-844-9-EBOOKS (1-844-932-6657)

3. FREE supplemental text: **Business Writing Guidebook** (currently in working draft form). This text is a book that I have written for you; it is posted in Canvas in the Welcome Module and on the Syllabus tab. I suggest that you print it and spiral bind it at store like Office Depot. The binding cost is typically less than five dollars. I hope that you will use the Guidebook for many years.
4. You will need access to a video recording device. Smartphones are acceptable if quality is high. Please do not use Apple recording products like QuickTime unless you know how to convert the file to Microsoft format.
5. Use your UNCG email account. Check it daily, M-F.
6. Check Canvas and the website for any adverse weather conditions affecting opening/closing adjustments.
7. By enrolling in this online course, you agree to the course timeline, deadlines, and responsibilities. You are to manage your time accordingly – everyone has their own responsibilities to manage. Please do not offer “working many hours” as an excuse for lower participation. By enrolling in the course, you are responsible to the material and assignments and to your teammates. Don’t let them down. In the working world, if you let down the business, you most often get fired.
8. **Online coursework requires more self-discipline. Working on a team requires more sophisticated time management too.**
9. A list of campus resources is noted in the Canvas Module on the Syllabus tab, for your convenience.



Course Standards

1. The University of North Carolina at Greensboro respects and welcomes students of all backgrounds and abilities. If you feel you will encounter any barriers to full participation in this course due to the impact of a disability, please contact the Office of Accessibility Resources and Services (OARS). The OARS staff can meet with you to discuss the barriers you are experiencing and explain the eligibility process for establishing academic accommodations. You can learn more about OARS by visiting their website at <https://ods.uncg.edu/> or by calling 336-334-5440 or visiting them in Suite 215, EUC.

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2. **Your health impacts your learning.** Throughout your time in college, you may experience a range of health issues that can cause barriers to your learning. These might include physical ailments, illnesses, strained relationships, anxiety, high levels of stress, alcohol/drug problems, feeling down, or loss of motivation. Student Health Services and The Counseling Center can help with these or other issues you may be experiencing. You can learn about the free, confidential mental health services available on campus by calling 336-334-5874, visiting the website at <https://shs.uncg.edu/> or visiting the Anna M. Gove Student Health Center at 107 Gray Drive. Help is always available.
3. If you have a significant life situation that might impede your performance (like submitting an assignment on time), inform me of such **before an assignment is due** for extension consideration. However, given that most of the work is collaborative, granting an extension is rare.
4. For students who are underperforming or seem to be experiencing a personal difficult situation, most likely, I will report this situation in Starfish. Starfish then notifies you and others on campus.
5. Post all assignments to Canvas. Assignments are not accepted via email. If you are having a technology challenge posting to Canvas, you are welcome to email the item to me to prove you meet the deadline requirements, but you still **MUST** post to Canvas for credit (feedforward and grading).
6. You are responsible to manage through technology challenges. If you have challenges, see the help of the university [helpdesk – 6-tech](#). Notify them earlier rather than later (They are not open on the weekends.) of your difficulty. I may ask to see the confirmation of your request.
7. You are encouraged to seek assistance from the Writing Center and Speaking Center (pre and/or post), especially if English is your second language. Additionally, you can receive extra credit points on your final grade by attending a session.
8. I am active in the course, Monday – Friday, 9am – 5pm.
9. My work email **is not linked to my phone**; therefore, do not expect immediate responses to emails. Standard business email response time is within 24 hours, Monday – Friday.
10. Be sure that you email any requests within enough time for me to respond and then for you to apply my response.
11. If I miss responding within 24 hours, please email again. I can occasionally miss an email.
12. If any reviewing and grading exceptions need to occur, please know that these activities that are outside of the standard processes and/or deadlines are handled as such. Exceptions are not held to the same timetable.
13. I typically use the “Gadugi” font in size 10. The reasons are (1) 20% of the population are dyslexic and this font is easier to read for them, and (2) size 10 allows your brain to read more information at once.

General Canvas Organization

The Modules in Canvas are divided into weekly units. In each unit, there is content to **“Read, Watch and Study.”** To be successful in online courses, you must study the posted items. All content items were carefully selected for your best learning experience. That also means, to advance, you must study the content **BEFORE** you do the assignments. If you skip your study, you will be doing your work from old knowledge and most likely significantly reduce your learning and grades. You are required to include course material in your Discussion Board posts.

My suggestion is that you work ahead on the content study – the **“Read, Watch and Study”** items. By doing this approach, you will have more time to devote to the producing the assignments with your teammates. You can post early to the discussion boards. You’ll need extra time for team meetings, revising & polishing the documents into one cohesive voice.

INNOVATION PROJECT: PROPOSE A CONSUMER SOLUTION

BE INQUISITIVE. GET CREATIVE. PRODUCE AN INNOVATION. IMPRESS A BUSINESS LEADER.

Our goal for this work is to help each other, help our communities, in these tough times. As learners, your goal is to experience another approach to problem solving, put your imagination and creativity and powers observation to work, and to advance in your collaboration skills, but first, a little set up conversation.

For the past 10 months or so, we've been living in a different world. Our behaviors were pushed to change due to the pandemic situation. These behaviors included our consumer needs and purchase decision-making. Our current normal is that we significantly reduced our face-to-face meetings and replaced them virtual meetings. We spend more time at home with family and perhaps a small circle of friends. Our economic shifts include an increased demand in home improvement goods and a decrease in dining out. Clothing demand has shifted too; as less clothing shopping is happening, retail stores are forced to close, and some are closing permanently. Many simultaneous pressures are happening, which even includes our mental states likes an increase in loneliness. Please take a few moments to [read what Bill Gates \(Links to an external site.\)](#) (click on the blue) has to say; he lists the seven dramatic ways our world is now changed.

But as is our natural human drive to live a good life, where there is a need, we work to solve it. So, in comes our project. Truly, let's work together to make this world a better place.

In this MKT309 innovation team project, student teams will **(1) choose a need that is important to you (as a team) or perhaps an area that interests you, and then, after through research, you'll (2) develop an innovation** to solve that need *(but only after you have fully researched the problem)*. And finally offer that information in a polished report and PowerPoint video presentation.

Student teams are to research a consumer need and to then develop a **novel and effective consumer product innovation that help peoples do an activity while observing COVID-19 healthy and safety guidelines**. The activity may be physical, mental, emotional or relational. The innovation is to be an **original product in a particular space or location** (some areas of interest are listed below). Your proposed solution is to betters lives. The proposed innovative solution is not to be a slight variation of a current product, such as an improved face mask. Instead it is to be a NOVEL product that is appealing, easy to use, and reasonable in price.

To illustrate selecting a consumer product need, consider the public health needs for studying, working, or shopping, etc. Choose a problem that has no clear solution. Discuss and choose with your teammates what audience, more specifically, what business or business leader is your audience to sell this product to.

For example,

- **Studying** - the difficulties of young children or college students studying online for hours at home without a teacher or perhaps stable internet. Perhaps the problem you want to delve into to handling learner distraction.

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- **Working** – the challenge of office employees working alone at home. Does he/she has the space for quiet uninterrupted focus? Does he/she have the supplies he/she needs? Does he/she have a space for a desk? Is the worker having Zoom fatigue?
- **Shopping** – the difficulty of knowing and observing the distinct safety requirements at different stores. So many stores are closing permanently because they did not adapt quick enough to offer their products or services in a different way. Just a couple of weeks ago, I went to one of my favorite stores only to find it closed physically but still with online offerings. How can stores offer products differently?

While these are the main three areas, if your teams has another preferred avenue of direction, just email me and we'll talk the idea through.

Student teams will complete three final deliverables - a final team prototype, a persuasive report and video PowerPoint to a business or business leader of your choice. In the journey, you will conduct significant secondary and primary research and use the design thinking approach to problem-solving

While we will not be offering the solution idea to a business, you will be crafting a report and video PowerPoint presentation to that audience. Student teams may opt to actually offer a business the report (maintaining social distancing requirements). In doing so, please inform your instructor. Perhaps the organization will set up a virtual or phone meeting with you to discuss your proposed solution further.

A list of the associated assignments is below. The details are in the assignments itself.

1. PM1
2. Research Notes Worksheet
3. PM2
4. PM3.
5. BP.D, BP.F and BR

THIS COURSE IS DIFFERENT!

You are asked to think and work in unfamiliar ways. It's time to stretch to the next level.

" If we want success, we must get comfortable bring uncomfortable." Averstu.com

1. This course is about learning AND application. You do not have any exams. The core assignments are writing or speaking products in one course project. All other assignments step you through the learnings.

This course is carefully sequenced; therefore, it is NOT self-paced. It is not a course to read the book and then take a multiple-choice test. It is a rigorous real-world team-based engaging course that will set you up for success in more sophisticated thinking and quality producing.

2. In this course, you'll be learning HOW to think, not just WHAT to think. To be successful in this course, you need to think with both sides of your brain – use both your reason and your creativity. You are to work with your emotions, the emotions of others, intuition, and insights. You need to think holistically; this course is not about doing individual assignments and then moving on to the next topic. It is less about memorization, and more about performance.
3. After study, you will be asked and held accountable to writing only in business style. Business writing style is different than academic style writing. Success as an academic writer does not automatically equate to success as a business writer. They are different. We will explore these differences.

I hear from students that they are taught in this class to write completely opposite of their entire academic life experiences, and there is some truth in that. However, I want you to think of this new style of writing as learning a new tool. It's like a hammer and a screwdriver, each have a different purpose and are used in differing ways; both are important and valuable in their context.

4. Another difference is that, most likely, you will have more feedforward (feedback) from me than you usually receive in other writing coursework. I venture to say that in your academic past most feedback that you received focused on what you said and less on style - how you say it. In this course, "how" is of high value too. Some of you will learn that your writing is not as good as you thought; others will find it better than they thought. The good news is that I expect that you'll be delighted at how much better your writing is at the end of the course.

Depending on the assignment, you will receive differing amounts of annotations from me. The most feedforward information is typically given on PM2 and PM3 and BP1 as this information is to be re-worked for presenting in the business leader report or presentation.

Think of the feedforward as a problem-solving action; it is not "criticism." It has the purpose of helping you "see" a needed adaptation. It comes to you from growth mindset and positivity, not negativity. It comes to you from love.

Additionally, please think of the annotations as items of help not as "fix this to please the teacher." The feedforward is for you to learn to make better decisions – to progress in your thinking, not just to add a missing comma. It's for you to come to an understanding of your consistent misses so that you can learn to write better now and for your business career. For instance, for me, I know I struggle with writing the right version of "you" and "your." Seems that no matter which one I need to use, the

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wrong one lands on the page. I know this about me. And, because I am aware of this challenge, in the polishing stage, I review every “you” and “your” to ensure that I used the right word at the right time. All of us have writing or speaking behavior patterns that need “fixing;” my job in the feedforward is to help you **see your own patterns so that you can enact your power** to update them before they are delivered to others.

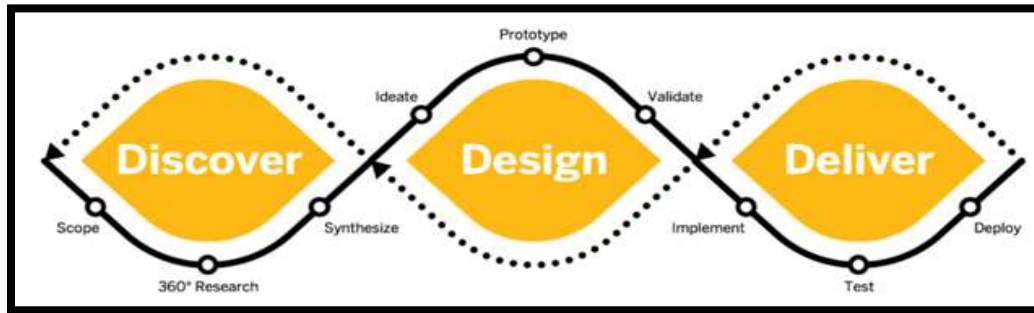
5. The heaviest amount of work and the most rigorous work is more towards the middle of term.
6. To be successful in this course, you need to stretch your thinking into innovation. Innovation is one-step further than creativity. Innovation includes an aspect that has never been done before. I expect that you have heard the Albert Einstein’s quote, “*Imagination is more powerful than knowledge.*” Did you know that Einstein would use his imagination to “see” the problem? It was one of his ways to ensure he understood the problem; he stayed longer in understanding the problem (and did not jump to an obvious solution). You must fully understand a problem before you attempt to solve it. Another way to think of this is like it’s going to the doctor and complaining of your arm hurting and the doctor only gives you a pain killer medication instead of delving into what is causing the pain. In this scenario the doctor was working the symptom and not the problem.

Your project proposed solution MUST have a component of innovation – something new-to-the world. It can be a physical aspect or a process enhancement, or more. Your team can fail the project if your proposed solution does not have an element of innovation. However, please don’t feel intimidated by the innovation requirement; the “cool” twist will come to you. Just stay open, in growth mindset, connected with your team, and mindful of your insights. Embrace your fun and authentic creativity. It is there!

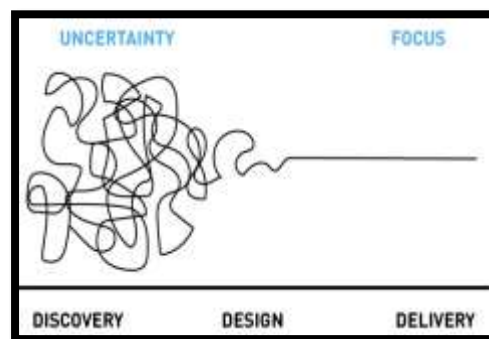
7. For the entire course, you will experience and be held accountable to this new way of problem solving. In the past you were taught to first write a hypothesis and then do research or an experiment to hopefully prove your hypothesis true. That is not our approach in design thinking. In design thinking, you **first delay judgement, embrace ambiguity, and craft questions and gather information** (without making any solution decisions or predictions). Said another way, in the early stages, you focus on the problem only. The premise is to take plenty of time to clarify the need for the intended stakeholders.

The **Wallet Exercise** is a fun and quick exercise to experience all the stages of the design thinking problem-solving approach in one moment. It will help you put the upcoming design thinking activities in context.

The diagram below labels the three-design thinking problem-solving stages **Discover, Design, and Deliver**. While there are many models of the design thinking process in the world, this is the one we will use in this course. I want to point out that while the diagram shows a linear process it is not linear. Movement through the phases can be messy, as you are likely to circle back many times to refine your decisions before proceeding again.



- Discover – What is the problem (need) to solve?** Our job in the Discover stage is to gain clarity of the need (not make any decision to a potential solution), the situation and the target audience. As in the diagram above, the first activity is to clarify the need (scope), then to fully research it, and then to analyze and understand the information collected (synthesize). It is normal that you will have more unanswered questions and feel more uncertainty in this stage.
 - Design – What might be some possible solutions?** Our job in the Design stage is to list many creative and innovative choices through listing both good and bad ideas and then culling down to desirable, feasible and viable possibilities. The sub-processes are to ideate, to produce 3D prototypes, & make adaptation to the collective prototype through iteration.
 - Deliver – Let’s test to learn how well this works. “What works?”** Our job in the Deliver stage is to test and refine. The three sub-processes associated are implementation, testing and then deployment. As you work the process, you will continue to refine the proposed solution. This stage reminds me of my job in information technology; we would present a newly-created program or a community-decided business practice and have a room full of testers practice the associated processes. It was in this practice-type event that we learned what worked and what didn’t work. Very informative!
8. To be successful in this course, you are asked to embrace ambiguity and uncertainty and to delay judgement, which is often counter to your previous school experiences in research and decision-making. In most of your previous research work, you decide a hypothesis and research with a hope that it works out as you hypothesized. Design thinking problem solving is different – it loves the unknown and holds onto that till deep into the decision-making process. The reason to hold onto ambiguity is to allow ample time to have clarity of the problem. (No jumping to obvious solutions.)
- While I give you some models and pre-drafts to help reduce your feelings of uncertainty and ambiguity, each project assigned each term is different. Therefore, there is no material I give you shows you exactly what to produce. Do not use a previous model/case study from a previous class as a perfect guide. It won’t be.
 - Notice in the diagram to the right that it is typically not until the end of the process (at the end of term) when you feel more certainty.



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9. You are expected to manage your personal procrastination. It is not okay to negatively impact your team. As a team member, you need to subjugate your tendency to work too close to the deadline for the team and work earlier rather than later. Using the adrenaline to produce your submissions rarely results in high quality work. Which means it typically results in low grades. Don't hurt others. Individual grades will be adjusted from the team grade (up or down) depending on contribution.
10. You are the decision-maker for the proposed solution not the instructor. The instructor does not and cannot dictate your proposed solution. Instead of only restating information to prove you learned it, in this course, you will enjoy your own decision-making, creativity, and freedom of decision-making with your teammates.
11. Understanding who your audience is, is a primary decision in crafting your communications. You may have one audience for one message, or you may have multiple audiences (which is more complicated). In this course, you need to be highly aware of who your audience is (or audiences are), as that changes the messaging decisions.

To be more specific, for this course, you have five primary audiences - the professor has three different roles (teacher, coach, and boss – a project manager), the business-leader (or the like) and your peers. Some of your assignments are written to the project manager as the audience, and some assignments are framed to a business leader. And, sometimes your peers are the main audience. Stay mindful of your audience.

Below you will find information about the three main audiences in this course:

- **Professor** – A professor offers information for new knowledge and/or skill development, and you are to demonstrate that information/skill in the instructed way. Her responsibilities are to design the course in topics, assignments, and delivery. For this course, in general, think of the professor as your audience for the Engagement assignments.
- **Project Manager** – A project manager is a leader who has the responsibility to the sequence actions of others and hold them accountable to those activities. This person sets the flow and schedule. The PM assignments are written to the boss.
- **Business Leader** – In each term, this course has a “real” business leader that has a “real” business need. You will craft two professional works to that person or organization of your choice – a business report and a presentation with video. The business leader is the audience in the BP and the BR assignments.

12. **A Different Way to Research.** Here's a preview to the difference in design project research from traditional academic research work.

Design project research is an investigative approach². Natalia Ilyin, author of *Writing for the Design Mind* and Professor of Design at Cornish College of the Arts, explains it this way. She says,

“Design research is investigative. It’s an inquiry into a topic: what it is, what its parts or workings are, its effect on design or on culture. In contrast, academic research starts with defining the topic and tells the reader previously discovered information. It moves to a hypothesis and works to

² Ilyin, Natalia, (2019). *Writing for the Design Mind*. Bloomsbury Publishing Great Britain, London, UK. .

prove that premise true. Research for an innovative design is not research to prove something always true. Design outcomes depend on who the designer is, what the problem is, and from whom the solution is being created.

There are differing levels of research, which are premised on three different purposes.

Level One – The purpose of the Level One research is for you get to clarity around the problem and audience needs to better define the direction – you need to be sure you are understanding the problem and environment not just the symptom.

This information will be written to the Project Manager (your instructor) in **PM1**. The purpose of PM1 is for the team to get clarity and create team unity around their chosen direction and to inform the boss on that decision, and for the boss to confirm the direction as well.

Level Two – The purpose of Level Two is to get the know the need, and you are to research the need so that you are solving the correct problem and understand it's influences and impacts (not a symptom). This document is written to the project manager to inform on the information the team has gathered (at this point, there is NO proposed solution only information. Delay your judgement and ideation till later).

Stay open-minded so that insights pop in. Record your insights. (Do not allow your brain to start narrowing for a solution yet; it's too early.) The research starts with the **Research Notes Worksheet/ Annotated Bibliography** assignment and continues to the **PM2** assignment.

- Primary research is a first-hand experience, such as phone or virtual interviews, surveys, etc. **No face-to-face observations or activities are to be enacted. None.** We must honor what is happening in our current world situation – stay to social distancing requirements.
- Secondary research is gleaning information from others. You will be impressing them by the quality of the information, as the UNCG databases are typically not available to the business professionals unless they pay a great fee. I also recommend Google Scholar and the bibliographies in Wikipedia (not Wikipedia itself) for a list of potential quality data/information to review.

Level Three – The purpose of Level Three is to delve into viability, feasibility and desirability of an innovation. This document is written to the project manager. This phase is creative, inventive and headed toward an innovation.

After research, you are to turn your attention to possible solutions, and select one team proposed solution for each team member to 3D prototype. After the individual prototypes are created, the team will choose or create a new team potential solution to bring forward to the business or business leader. Then it's in the iteration of testing that you will refine your solution.

One little side note here: Let's say the team chose a prototype that your boss or the testing survey informed you had significant misses. That is okay; and good in fact. Testing has to occur on a product (or process) to ensure its safety and accuracy. You must confirm its viability, desirability and feasibility, else when the product goes to market, it will fail and fail quickly. Do the testing, be okay with the failure – for at this stage, the failure is simply information that helps you be successful.

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FEEDFORWARD & GRADING

Keep your thinking to **growth mindset**.
GRADES ARE NON-NEGOTIABLE and recorded in the Canvas Gradebook.

"Accountability is hard to deliver and even harder to receive and can make all the difference in someone's career."³

I expect that you are familiar with the word "feedback." Well, the information I offer you is "feedforward."⁴ The feedforward is to help you be successful; my intention is never to criticize to make you feel negative emotion. It is simply to educate you on something that you demonstrate that you don't know. While a negative emotion reaction is normal to a perceived threat, please tell your brain (over and over if need be) that the information is offered to help not hurt. My intention is to help you polish your message and maintain your authenticity.

"Before we feel comfortable with an idea or behavior we have to own it, we have to develop our own hard writing for the idea. Getting to this point requires we go through a stage of mild discomfort, uncertainty, and often even frustration and fear."⁵

Feedforward is a component of problem-solving. Here's how. It's delivering information to the receiver that they do not know in order to produce higher quality items. The receiver must "see" the information as helping him/her think better, not as fixing a symptom. The feedforward information is to help you eliminate a problem not fix a symptom.

When you review your work (revising & polishing), use a critical eye and with detached non-defensive energy. If you are defensive, your **defensive energy does not allow you to improve**. As humans, we often defend our position because changing it scares us into the unfamiliar. Other times we don't want to change simply because the change moves us into being wrong and that the feeling of being wrong is just too emotionally uncomfortable to bare (so we avoid it).

If you are unable to manage your emotional reactions to the feedforward information, and you feeling negative emotions, I encourage you to contact me and ask for a time to talk through the situation. Let's work to move you more into a growth mindset. Learning is so much easier and longer lasting if you approach it positively.

Here is an excerpt from my book, the DGarrett Guidebook *Business Writing for leaders and aspiring leaders*. The original story is from Jonah Lehrer in his book *How We Decide*.

*Approach your work like Bill Robertie, the only world's simultaneous champion in three games - chess, backgammon, and poker. He says that the **most effective way to get better is to focus on [reducing] your mistakes**. Therefore, ask yourself "What could be better?" after every event and every action of every event.*

For all assignments, you are graded on **what you say (content) AND how you say it (delivery)**.

³ Ken Stoll, District Manager at The Home Depot.

⁴ The term was coined by Marshall Goldsmith, a renowned business coach to Fortune 500 CEOs.

⁵ Rock, D. (2006) *Quiet Leadership*. HarperCollins. New York: HY

Feedforward is delivered in two ways.

I offer you feedforward in two ways. Please don't be offended by the negative information; it is really positive. It's there to help! In the submitted assignments, you may have...

- **Comments.** The message will most likely be a request, a priority, and/or a high-level narrative. The high-level narrative is to help you put the minutia of the annotations in context.
- **Annotations.** Here are your "gold nuggets" of feedforward. Specificity is in the annotations. In the "View feedback" tab – click and open the document to read the annotations. The annotations offer you FAR more information for success on your subsequent assignments. Here is the link: Here are the step-by-step directions to view annotations in Canvas Crocodoc -> <http://guides.instructure.com/m/4212/l/352349-how-do-i-view-assignment-Feedback-comments-from-my-instructor-using-crocodoc-annotations>.

It is up to you to find all instances of a miss (and more) and correct them in future assignments. Your job is to understand the patterns of the annotations – on how your performance fits your thinking and adjust forward. It is not to simply "fix" the item that I point out. Furthermore, just because a section has no annotations does not mean it has no errors.

It is not possible or advantageous for me to point out every error that I see. I point out the most obvious first and round by round, we progress through the layers of items to correct. The feedforward information process is like peeling an onion – we do it one layer at a time.

I work to get your feedforward back to you as quickly as I can. However, please know that I work to be fair by varying the order of reviewing my different sections (classes) of submissions, which means sometimes you might get your instructor response first and other times your section could be last.

Some assignments have less feedforward/feedback than others. The work at the end of term has less since there is no opportunity for you to correct the work and resubmit.

Assignment Groups & Expectations

As much as possible, the main writing and speaking assignments are due on Mondays at 11:59pm, and the discussion board posts are due on Thursday nights.

The table below shows the grouping of tasks and their percentage of your final course grade. In overview, grading categories are presentation attractiveness, content quality and writing quality.

Deliverables	% of Final Grade
Engagement - DB, Quizzes, Team Accountability...	26%
Business Writing - PM1, PM2, PM3, BR – Team/Individual	56%
Business Speaking – BP1, BP2 - Team/Individual	18%
Total	100%
Extra Credit – Up to 1 point added to final calculation	

- To be fair, there will be a team grade on team assignments; however, grades will be adjusted up or down based on individual performance. If a team member's contribution shows above or below the team grade, his/her grade will be/may be adjusted to accurately reflect his/her contribution. This adjustment by me is not negotiable, and the adjustment may be posted later than the team grade.

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- Do not list a team member's name on the work unless they contributed. Listing a name of a person who did not participate is an honor code violation. I will review the names listed on every assignment as compared to contribution.
- Attending team meetings does not qualify as contribution to an assignment.

Given that we are living in a pandemic situation, please give teammates a bit extra patience and compassion. You don't know what they are working through. Okay?

Engagement

This group's activity is the equivalent to face-to-face class meetings. It includes activities such as quizzes, exercises, discussion board postings, team accountability postings, etc.

Discussion Board (DB) – **In each DB**, you are **to post at least twice** – one main post and one response to a classmate. The assignment has 40 total points – 30 points for the main post and 10 total points available for the peer post. As best I can in making the schedule fit the course learning, DB's will be due on Thursday night.

Important too, DBs will be your place of **practice for advancing in your writing skills**. In each of the DBs, you will have a writing challenge. Write with the highest of quality in content and conversational, not casual, style. Be sure to stay on topic, write in a structure. The message is to be easily understood by the reader. Clarity is your goal. For example, in the first one, you are to work on paragraphing. In paragraphing, you are first be sure to (1) use smaller rather than larger paragraphs (not put all the information in one paragraph), and to have a (2) fitting topic sentence as the first sentence in the paragraph with all the information in the paragraph only on that topic.

Consider these items to compose high quality posts:

- This conversation area is for collaborative learning. I suggest you think of DB as topical unit quizzes.
- **MUST include support from the course material in APA format.**
- **NO social-media-type writing style. NO just dumping thoughts onto the page!**
- Include real life stories/examples that illustrate your point.
- Be sure your tone is positive and not negative.

Never...

- Use poor grammar, like using "i" for "I." (This infraction can result in a grade reduction.)
- **Do not write toxic negative emotion;** this is not the place for that. If you need to express that emotion, do so outside of a DB, preferably to the instructor. Do not contaminate your team with toxic emotion (that is not what good leaders and followers do.)
- Indent your paragraphs.
- Use slang or overly casual vocabulary.

Business Writing

I remind you that success as an academic writer does not automatically shift into being a successful business writing; the styles are different. You must adapt to the business style.

The "PM#" documents are written to the project manager. The "BP1 & BP2" and the "BR" documents are written to the business leader or business.

Delivered to you for FREE is the ***Business Writing Guidebook***. The book was created as a collection of solutions to student needs that was not in any other business communication textbook. There are many approaches, worksheet, checklists, templates, pre-drafts and example documents that are nowhere else. I urge you to take advantage of this information and the shortcuts. The book was created for you. It is currently in draft form. And, at this time, it is FREE to students.

In this course, you will study what collaborative writing is, what business writing is and isn't, and the **Three-phrase Writing Process – Plan, Write & Revise, & Polish**. No more just dumping words on the page. No more skipping the revising and polishing stages.

To ease your workload, I already created your pre-draft documents for your group assignments.

Be sure to –

You are expected to know and use excellent grammar. If you need to polish your grammar, please see the Writing Center for help. If you do seek help from the Writing Center, you can receive extra credit. They work virtually.

- Post in Microsoft Word or pdf only.
- Click here (<https://uc.uncg.edu/web-and-emedial>) for the link to the UNCG software offerings.
- Start with the pre-drafts I supplied in the course.
- Stay with standard margins. Do not change them or use large fonts to give the illusion of more fitting work. I prefer smaller rather than larger font sizes.
- All submissions are to be single-spaced, including headings. It is possible to receive a failing grade for not single-spacing.
- All DBs, PM2 and PM3 and BR & BP assignments are REQUIRED to have footnoting. If this information is missing, it may be an honor code violation and handled accordingly.
- Do not indent in the DBs or in any writing assignment.

Assignment Feedforward Plan for the Writing Assignments

You will receive differing degrees of feedforward information. This amount of feedforward is based on the purpose of the assignment and whether you are re-doing the information for presentation. If a submission is far short of following directions (in other words, the quality is extremely low demonstrating little effort), there will be less feedforward.

The **Reflection: My Superpower Is...** assignment is your first writing assignment. In addition to learning about yourself and synthesizing that information into a document, the goal here is for you to receive feedforward information that helps you know your own writing patterns.

For the **PM1**, you will receive mostly conceptual annotations. However, know that you are still graded on writing quality. The focus of this writing is on clarity.

For **PM2 and PM3 and BP.D**, you will receive the most feedforward information, as you are revising this writing resubmission in BR and BP2. Not advancing your submissions will reduce in a lower grade.

You will have grade only **BR and BP.F** for they are submitted at the end-of-term and no corrections can be made. Your grades for the business report and PowerPoint will decrease if the annotations from earlier submissions are not applied.

Business Speaking

This group's activity includes your best-draft and final submissions for the speaking products: PowerPoints, scriptwriting, video, etc. Additional speaking experiences are discussion board posts, primary research interviews, group meetings, and more.

In this course, you will have two team PowerPoint/script/video presentations to complete. To help you, a template will be delivered to you as your starting point. You will have assignments that have a team portion and individual responsibilities as well. You are graded on the quality of the PowerPoint, the quality of the script, and the quality of the video.

You are expected **to re-do your videos over and over** till you have a high quality performance. Recording once and submitting may result in a low video score. Don't let you team down by submitting a poor quality video.

If you submit an "A" or "A-" quality work on the "best-draft," **you are rewarded with not having to do the final submission**. I will simply record the same grade in the final assignment, and you then gain that time back.

Uploading this PowerPoint to Canvas and/or YouTube often has challenges. You'll need to start early in order to meet the Canvas deadline. Have a conversation with your teammates early in term to learn who has the most skill and knowledge about creating videos, embedding videos, compressing graphics and files, and posting to YouTube.

Be sure to –

- **Start with the delivered template.** Do not use a PowerPoint default unless it closely fits the audience and the need.
- You are to have a video on each slide with a total run time of no less than seven minutes and no more than ten minutes.
- Every team member must contribute at least one video of substance.
- Dress professionally, not business casual or casual.
- Get started early in order to prevent any technology issues that might delay your posting on time.
- Do NOT use QuickTime unless you know how to convert the file from Apple to PC.
- If you use Google Drive, be sure you convert the files into PowerPoint. If I cannot view a video, it reduces the team and the individual's grade; the result could be a zero grade.
- **Never** have notes (paper) in your hands while presenting. You will do much better without the distraction, and it's far better for the audience to not be distracted by what is in your hands. Business professionals speak extemporaneously.
- Compress the file to reduce its size before attempting to post to Canvas.
- Please do NOT zip-save any files.
- Write your script in the Notes portion of each slide.
- Not to add an agenda slide – your title slide script is to include the agenda information.

For the BP.D will have some annotations or comments from me to help you improve your BP.F final submission. You will not have feedforward on end-of-term submissions.

Extra Credit Opportunities (Individual)

Extra credit is only offered to all students. Do not ask for additional opportunities. The list of all opportunities is listed in the Canvas Extra Credit Assignment. Complete activities for a total of one full point added to your final grade.

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The Grading Scale & Overview

Grades are the sole decision of the instructor and are not negotiable. Learners do not score work.

I remind you that plagiarism is a serious infraction, and if one person in the group violates the honor code, the whole work is suspect and the whole team could receive a zero grade (and more).

Determining a grading involves three main aspects – (1) attractiveness, (2) the content quality, and the (3) writing quality, which is why grading is subjective. I consider the aspects where you did one aspect well and another not so well to calculate a score.

You cannot compare your score on one assignment to a previous assignment nor another student’s work. The grade is a stand-alone reflection of the quality of that assignment.

<u>A</u>	<u>B</u>	<u>C</u>	<u>D/F</u>
Exceeds Expectations	Meets Expectations	Needs Improvement	Below Expectations
Expands assignment into excellence, adds creativity. Highest of quality.	Completes all that is required with quality	Completes the work with areas for improvement	Did not meet the assignment requirements. Poor quality performance.

+ (plus)	Null	(minus)
Exceeds expectations	Meets expectations, contains a few un- impactful errors	Needs improvements and contains a few impactful errors

	A	B	C	D	F
Plus	*	89 – 87	79 – 77	69 – 67	59 and below
Null	100 – 94	86 – 84	76 – 74	66 – 64	
minus	93 – 90	83 – 80	73 – 70	63 – 60	

How to interpret a score. The framework to help you measure your performance.

While grading is subjective, (we are not doing multiple choice testing), there is a system for structured approach to scoring. Each assignment is graded on its own performance; however, I do look back at earlier works to ensure that you are applying the feedforward. Here the framework for the system.

Everyone starts with the assumption of a “B” in performance. A “B” score means that you understood the assignment, followed directions well, and did **GOOD** work in both attractiveness, content quality and writing quality.

If then the score is an “A,” you did better than good – you demonstrated **EXCELLENCE** and in some way exceeded expectations. You were successful in attractiveness, content quality and writing quality.

If you scored a “C,” then there is a miss of understanding the assignment or is reduced quality, yet the quality is **OKAY**. The document needs improvement in attractiveness, content quality and writing quality, in some kind of combination.

If a “D” or “F” is the score, then the assignment expectations and requirements were not met.

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The same is true for the "+," "null," and "-." The "+" represents the few misses; the "null" represents slight unimpactful misses, and the "-" represents a higher number of errors but not enough to move to a lower alpha score.

For instance, a "B-" score means that you understood the assignment and meet the requirements and did overall good work in attractiveness, content quality and writing quality. And, you had a multitude of misses along the way, yet they were not detrimental enough to move your alphabetic grade to the lower score.

There are exceptions to this grading, like a document that is not single-spaced, can receive a failing grade just for that miss alone.

Other Grading Items

- During term, my recommendation is that you focus on each assignment's grade rather than the Canvas final calculation. Until most of your scores are posted, any calculation to the actuality of your final calculation is questionable.
- It is your responsibility to review and ask any questions within one week of a grade's posting, until the last day of class. After the last day, final grades are calculated.
- You may post up to two days late for some assignments; however, there is a severe penalty. Late assignments are graded starting at a "F" – a score of 50 out of 100. Furthermore, an individual cannot post a portion of a team assignment late. If you post late, you may receive less feedforward (depending on timing, and do not expect a quick turnaround. Submitting outside of protocol is submitting outside of the flow of the system).
- No late coursework is accepted after the last day of the course.
- Do NOT ask for a grade reconsideration, especially at the end of course. No begs – for any reason. For example, do not ask for an "A" grade because you want to maintain your "A" GPA or because you are close to failing the course and are scrambling to find a loophole for a higher grade.
- Please do not ask me to report on what you end-of-term grade might calculate to. Your grade calculation is 100% based on your performance and only you determine that.
- Do NOT ask for make-up work or re-dos. Re-dos are already in the course.
- An "A" on your writing submissions at the beginning of the course is not the same as the expected quality at the end of the course. You are to have learned to be a better communicator.
- Effort has **NO** consideration in grading. Just like business - business is about the product value not about the effort put into creating it. I'll put it this way, when you go to the store to buy a product and pick it up off the shelf, you are not thinking about the effort in development of the product, the design work involved, the supply chain work involved, etc., your concern is, "Will the product do what it says it will do?" Therefore, as the course is a business class we will be in this thinking.
- If there are two submissions (two assignments) ready for grading at the same time, I'll grade the one that gives you the most helpful feedforward first.

TEAM COLLABORATION, FAIRNESS & RESPECT

A successful learning experience is connected to your team interaction.

Significant care will be given by me in making the team assignments, as our goal is for every team to be highly successful. I'll make my grouping decisions based on the first assignments submissions in the course. However, if at any time during term, a student demonstrates poor teaming behaviors or skills (in my opinion) that interferes with another student's learning, I may then place that student in a team of one or with another underperformer.

You must meet with your team, virtually. I suggest using Zoom, etc. Communicating only by text is far short of the requirements to success! I have seen teams fail who choose to text only. You will need to have conversations together to share knowledge and to make team decisions. Plan for a minimum of one team meeting a week.

This is a "no excuses" zone to time management. By enrolling in the course, you are agreeing to meet with your team (and often) and do collaborative work. You must fully participate. While I am empathic to your personal challenges, you still must do what is required in the course. Please don't say to your teammates that you have a heavy personal workload, and it is interfering with your performance. That is not okay. If you do have extenuating circumstances, you are expected to inform me and your teammates.

When you put your name on a document, you are testifying to your credibility, your benchmark of quality, to your authenticity and accuracy. You are putting your reputation on the line. *I recently read an Executive Summary that shows one person wrote it for the whole team. Big mistake. It also shows that the team not only did not revise or polish it, but that it also was not even reviewed. There were so many glaring mistakes of content and of writing style. If your name is on a document (just as in business), your credibility and reputation are on the line.*

To Increase Fairness and Team Effectiveness...

1. In our first week, we do study time to procrastination, in hopes that those who favor waiting till too close to the deadline to work, will improve their behavior. It is my experience that students who wait till the day before of day of to work on the project assignments most often fail the assignment and negatively impact their teammates in stress and in team scoring. Please don't negatively contribute to your team.
2. Careful questions are asked in some early assignments to help craft the teams.
3. Completing a project approach document for clarity of the project approach.
4. Four times, each student is to confidentially post to the *Team Reflection & Accountability* assignment on group performance. I will be reading these to help determine performance and may adjust scores based on this information. If I suspect or believe that one student is underperforming (bullying, free riding, etc.), I may will reduce his/her grade. Please write well and honestly; I'll can tell dishonesty easily when three people tell the same story, and one writes something very differently. I also have analytics that inform me to your activity in Canvas.
5. On the team assignments, there is first a team grade, then individual's may be scored higher or lower than the team score given his/her individual contribution.

Special Note: Accept that effort does not quality. Some people can complete an assignment quickly and do it well; others spend significant time on the work and produce low quality work. Business demands high quality; think about it this way, when you go to the store and purchase a product, you

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don't think, ask, or consider how much effort went into its design and production. Production effort is not a consideration. Said in an academic way, grading decisions are on quality, not effort.

The Difficult Teammate Situation

If you are in a difficult team experience in this course, while my heart feels for you, you will not be changed to another team or excused from fully participating. And, while you'll not be removed from the team, your responsibility is to let me know what is happening. Do that in your confidential **Team Accountability** postings. However, **at any point, the instructor can remove a difficult person or a significantly underperforming person from a group and require that person to do the entire project alone or with another underperformer.** You can be removed for being an "A bully," "a right-fighter," a "free-rider," a toxic negative energy contributor, a procrastinator, and other reasons as well. Doing all this work alone or with another underperformer will be a difficult task.

I find there are two team decision points in the process that cause the most team relationship and performance issues. I'll write about them here in hopes that this awareness can help you manage these spots.

Decision Point One: Early in the project, about PM1 stage, teams will be working to define their approach to the project. It's at this point a dominate-type personality will push his/her already decided direction and solution onto the team and with the push being so strong the team follows this lead to their detriment. You cannot decide the solution before you clarify and research the problem. Don't allow this to happen. If you are this personality, one who creates certainty too early, please hold back.

Decision Point Two: At PM3, you are deciding the proposed solution and then the prototype and then the final prototype to present to the business client. Often, a personality will love his/her idea so much that this person pushes their way. Again, don't. This work is about team not following a dominate person. Your proposed idea is to be an outcome of your research and it's to be a combination of ideas. It is not to be one person's work because he/she was the loudest or the pushiest or the one whose ego overwhelmed others. Be a team.

I find that the top three problematic team member behaviors are the "free rider" and the "procrastinator," and the "A bully." This person might be reported in Starfish as well.

Problem Behavior One: **The "free rider"** is the group member who is a no show, who does not contribute at all or very little. Why be that person? It's not okay to take advantage of those who work hard and/or have a high personal standard. In business, the underperformer gets fired. In our course, the underperformer's grades will be reduced. Please don't let this be your behavior.

If a person in your group is underperforming, please communicate that in the Team Accountability postings.

Problem Behavior Two: **The procrastinator hurts others.** The procrastinator typically is not thinking of others, only self. When others are depending on you and you let them down, there is not only relationship stress but project stress. This is also true in business; it is not okay, in anyway, to reduce the team's performance due inexcusable delay. If you are a procrastinator and choose to continue that behavior, I expect that you will have difficulty in this course and in your

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team relationships. It is my observation that this person fails the course. Instead, you need to honor yourself and your team members by timely contribution.

If a person in your group is underperforming, please communicate that in the Team Accountability postings.

Problem Behavior Three: **The “A bully” demands “things” his/her way.** That person often says, “I’ll do whatever it takes to have an “A.” He/she will push others aside and do the project for everyone else interfering with learning. If you know this to be you, your job will be to use your growth mindset and mindfulness and honor the strengths of others more. Your learning is also in asking questions rather than telling. It is my observation that the “pushy” team member does damage to the team at the beginning of term, and it takes the team a while to recover. Please don’t push your way. Listen and contribute with respect to all.

Some “A” bullies are nice in the way they push; they just move ahead and do a majority of the work – working to show how nice they are by overcontributing. This person again is forcing his/her way in order to ensure a “good grade.” It’s not okay to force your way.

If a person in your group is bullying or overly pushy and interfering with another classmates learning, please communicate that in the Team Accountability postings.

To help manage any difficult team experience, keep to your mindfulness, growth mindset and recognition of the strengths of others. Don’t let any negative emotion lead you into fixed mindset. That only damages your ability to learn, your positivity, your ability to produce high quality work.

Some additional comments to teaming:

- My recommendation is for the team to set team deadlines for work to be submitted to the consolidation and then review. You must allow time for team review, revising and polishing.
- **If a team member does not respond to your communications, your responsibility is to keep communicating to him/her and move on to get the work done.** Don’t let this person negatively impact your emotions or your learning. Just do NOT include his/her name in the work. (Use your growth mindset, mindfulness and character strengths to help you manage.)

To help you handle the mental frustration, I say this: ***“The underperformer has his/her personal right to work or not work or work late and not produce high quality work. This person also earns the consequences of his/her actions through earning a low grade. (There will be individual grading within a team submission.) You cannot control or demand or expect another person to do as you wish. Every person is at choice. If they choose to underperform, for whatever reason, that is their choice.”***

- There is potential for a team to lose a team member for differing reasons. Please use your growth mindset and forge ahead quickly. Life is full of challenges and surprises, and research tells us that adaptability is a key in success. Adjust quickly so that you stay on course to your learning and assignment productions. The chart on page four of this document shows you that employers rate flexibility/adaptability in the top ten of desired employee attributes.

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- Every student MUST fully participate in ALL teamwork assignments – no you-do-this-one and I’ll-do-that-one. On a rare occasion, one student will have to contribute less to an assignment due to health issues or family emergencies. That person will need to contribute more to a subsequent assignment. This situation is to be reported to me in the *Team Accountability* postings. It is never okay to “take turns” completing an assignment.

Assignment Reflection & Accountability Postings

Four times in the course, you are to post a well-written communication to me, your instructor, informing on the quantity and quality of each team member’s contribution, including yourself. Be honest; if you underperformed say so. You will be graded on writing quality as well. The grade for this assignment occurs at the end of term.

Be Respectful.

Please take the time to notice the strengths of your teammates and compliment them when they are contributing well to the team. Always build up your team. Never add toxic emotions – in team meetings, in documents, in the discussion boards, etc. Sadly, I recently learned of two students on a team yelling at one another; this is completely unacceptable behavior. If I learn of situations such as this, I may report you in Starfish for inappropriate behavior or evoke the disruption clause and remove the disruptor from the class.

1. Email your instructor if any assignment conflicts with your religious practices at least three days prior to the assignment’s due date.
2. Just as in business, use hierarchy protocols. Talk with me before you talk with the Chair of the department or any other person in leadership. Let’s work together first.
3. Be kind and respectful in your discussion board postings. These conversations are NOT equivalent to social media expression of opinion. You are to stay on topic, contribute quality information that is supported by course content, stay positive, and express yourself respectfully. I’ll be reading and grading all posts.
4. When you offer peer feedforward (typically called feedback) to your teammates, be kind and clear.
5. Do not tell me that the grade is wrong – that you believe it should be scored higher. Learners do not define performance expectations or quality. Grading is a professor’s decision a 100% of the time; it is never the learner’s decision.
6. Before you write an emotionally negative email to me or to another student in the course, please exercise your learning in mindset and mindfulness. Do not say something electronically that you would not say in person. Sending an inappropriately written (which includes emotional expression) email may result in a request for you to re-write your email before I respond to the content, it might also result in a reduction in your Engagement score, and/or you might be reported to the university through Starfish for inappropriate behavior or dropped due to disruptive behavior. **Appropriate emotional expression is part of the communication learning in this course.**

Here are some tips of expected email etiquette:

- Start with a pleasant greeting (Hi Professor Garrett or Dear Professor Garrett)
- Always paragraph. (Do not put all that you have to say in one paragraph.)
- Always write a strategic subject line that closely links to your first sentence
- Always front-end load your purpose. (Direct approach)
- **Always capitalize “I.”**

I wish you a great MKT309 experience.

UNIVERSITY REQUIRED COVID STATEMENT

While the majority of the information is directed to face-to-face class experiences, the information is also included for all courses at the university.

As UNCG returns to face-to-face course offerings in fall 2020, the campus community must recognize and address concerns about physical and emotional safety. As such, all students, faculty, and staff are required to uphold UNCG's culture of care by actively engaging in behaviors that limit the spread of COVID-19. Such actions include, but are not limited to, the following:

- [Wearing a face covering that covers both nose and mouth](#)
- Observing [social distance](#) in the classroom
- Engaging in proper hand washing hygiene when possible
- [Self-monitoring for symptoms of COVID-19](#)
- Staying home if you are ill
- Complying with directions from health care providers or public health officials to quarantine or isolate if ill or exposed to someone who is ill.

Instructors will have seating charts for their classes. These are important for maintaining appropriate social distance during class and facilitating contact tracing should there be a confirmed case of COVID-19. Students must sit in their assigned seat at every class meeting and must not move furniture. Students should not eat or drink during class time.

A limited number of disposable masks will be available in classrooms for students who have forgotten theirs. Face coverings will also be available for purchase in the UNCG Campus Bookstore. Students who do not follow masking and social distancing requirements will be asked to put on a face covering or leave the classroom to retrieve one and only return when they follow these basic requirements to uphold standards of safety and care for the UNCG community. Once students have a face covering, they are permitted to re-enter a class already in progress. Repeated issues may result in conduct action. The course policies regarding attendance and academics remain in effect for partial or full absence from class due to lack of adherence with face covering and social distancing requirements.

For instances where the Office of Accessibility Resources and Services (OARS) has granted accommodations regarding wearing face coverings, students should contact their instructors to develop appropriate alternatives to class participation and/or activities as needed. Instructors or the student may also contact [OARS](#) (336.334.5440) who, in consultation with Student Health Services, will review requests for accommodations.

University COVID019 standard communication for face-to-face course offerings. I add it in our online course, just in case you are taking another course that is meeting in person.

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Health and well-being impact learning and academic success. Throughout your time in the university, you may experience a range of concerns that can cause barriers to your academic success. These might include illnesses, strained relationships, anxiety, high levels of stress, alcohol or drug problems, feeling down, or loss of motivation. Student Health Services and The Counseling Center can help with these or other issues you may experience. You can learn about the free, confidential mental health services available on campus by calling 336-334-5874, visiting the website at <https://shs.uncg.edu/> or visiting the Anna M. Gove Student Health Center at 107 Gray Drive. For undergraduate or graduate students in recovery from alcohol and other drug addiction, The Spartan Recovery Program (SRP) offers recovery support services. You can learn more about recovery and recovery support services by visiting <https://shs.uncg.edu/srp> or reaching out to recovery@uncg.edu

COVID-19 Spartan Shield Video

UNCG Chancellor Frank Gilliam has challenged us to create a Culture of Care at UNCG where we all wear face coverings and social distance, less to protect ourselves but rather more to protect everyone around us. It shows that you care about the well-being of everyone around you. We have created this video featuring your student body presidents to better explain how and why this is so important.

Please watch this video before the first day of classes: <https://youtu.be/Mb58551qxEk>

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