



# THE OHIO STATE UNIVERSITY

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## FISHER COLLEGE OF BUSINESS

**Course:** BUS MHR 2292: Business Environment & Skills

**Professor:** Ty Shepfer, Senior Lecturer & Director, Honors Cohort  
352 Fisher Hall  
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614-292-4395

**Office hours:** By appointment only

### **GENERAL COURSE INFORMATION:**

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BUS-MHR 2292 utilizes Canvas to post important information such as the syllabus, grades, announcements, articles, etc.: <https://carmen.osu.edu/>

### **COURSE DESCRIPTION:**

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BUS-MHR 2292 is the introductory business course required of all undergraduate students in The Fisher College of Business. The course format is a weekly lecture and recitation section. This course introduces students to the role of business in the lives of individuals, consumers, employees, and citizens with an emphasis on foundational business principles, ethics, corporate social responsibility, leadership, teamwork, and the practice and development of communication skills, both written and verbal.

### **TEACHING PHILOSOPHY:**

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My philosophy of instruction rests on establishing high expectations while fostering an environment that is conducive to peer-to-peer learning. It is my desire to encourage students to formulate questions rather than answers and to learn to critically think for themselves. Therefore, my goal as teacher is not to tell students what to think, but to instead provide them with the tools to be critical thinkers. My primary pedagogical role is to help students learn how to search for and construct a complete answer as we work through the question-and-answer process. My goal is to stimulate an active learning environment where there is an appreciation for the art of questioning and a comfort with the idea that being wrong is part of the learning process. I am open to feedback about the course and will regularly ask for it. Just as I give students open and honest feedback, I will expect the same from them as this is the only way to continuously improve. After all, “a great teacher is someone who can learn *from* their students, who can learn *with* them, and learns *for* them.”

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## **COURSE OBJECTIVES:**

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1. To understand and appreciate various types of businesses, their purposes, and how they serve their stakeholders.
2. To develop self-awareness around your personal strengths, weaknesses and leadership skills.
3. To develop skills and strategies needed to attain career goals and develop correspondence appropriate to the job search.
4. To understand the emerging businesses focused on social entrepreneurship.
5. To recognize and understand the intangible value of ethics and integrity to leadership, including the identification of your ethical perspective and the value of decision-making frameworks.
6. To demonstrate and strengthen oral communication skills through multiple presentation formats at both the individual and group level, including using digital technology to achieve communication objectives.
7. To understand and practice the principles of written business communication while planning, editing, revising, and proofreading work that is consistent with professional standards.
8. To write various business correspondence for targeted audiences including by using appropriate writing formats and graphic aids to effectively and efficiently communicate.

## **REQUIRED MATERIALS:**

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The vast majority of reading material will be provided electronically through the course website. Two items must be purchased for this class:

1. A course packet through the Harvard Business School available through this link: click here (cost \$12.75):  
<http://cb.hbsp.harvard.edu/cbmp/access/79713342>
2. The Ethical Lens Inventory (ELI) is an assessment that you must purchase through [www.ethicsgame.com](http://www.ethicsgame.com). Each recitation will have a unique class code, which will be provided on Canvas. Additional details will be provided during class. (Cost: \$15.00)

## **CLASSROOM ENVIRONMENT:**

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This course will be a mix of lectures, classroom discussions, student presentations and team/individual exercises. Classroom dialogue is a critical component to the learning experience and your participation will be a significant portion of your grade. Students are expected to have read the course material prior to coming to class and be prepared to discuss the readings. It is expected that your interactions will be well informed, constructive and respectful.

Laptops, cell phones or any other electronic devices will not be permitted during class time unless otherwise stated. Please silence your phones during class. Classes will begin on time and it is expected for all students to be in their seats when class begins. If you cannot be on time, be early.

## **GRADE APPEAL POLICY:**

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Grades on assessments, presentations and assignments are intended to reflect the overall quality of performance of the student(s). If you think your grade on an assessment or assignment does not reflect the quality of your performance you must:

Step 1: Submit a clear written explanation of your reasoning within one week after the return of your assignment or assessment. The written document need not be long, but must clearly identify the problem or issue of concern. Any grade appeal must be conducted in writing. I will carefully review the appeal and respond back to you. There will be no grading appeals after the one-week deadline has passed.

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## STUDENTS WITH DISABILITIES:

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Any student who feels s/he may need an accommodation based on the impact of a disability should contact their recitation leader privately to discuss specific needs. Prior to that, the student should contact the Office for Disability Services at 614-292-3307 in room 150 Pomerene Hall to ensure the disability is documented.

## STANDARDS OF INTEGRITY & CONDUCT:

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Each student in this course is expected to be familiar with and abide by the principles and standards set forth in The Ohio State University's code of student conduct and code of academic conduct. You can view these documents or download pdf versions here:

[http://studentaffairs.osu.edu/resource\\_csc.asp](http://studentaffairs.osu.edu/resource_csc.asp) and <http://oaa.osu.edu/coam/faq.html#academicmisconductstatement>. It is also expected that each student will behave in a manner that is consistent with the Fisher Honor Statement, which reads as follows:

*As a member of the Fisher College of Business Community, I am personally committed to the highest standards of behavior. Honesty and integrity are the foundations from which I will measure my actions. I will hold myself accountable to adhere to those standards. As a future leader in the community and business environment, I pledge to live by these principles and celebrate those who share these ideals.*

While most students have high standards and behave honorably, like every academic institution we sometimes encounter cases of academic misconduct. It is the obligation of students and faculty to report suspected cases of academic and student misconduct. Students can report suspected violations of academic integrity or student misconduct to faculty or to a program's leadership. All reported cases of academic misconduct are actively pursued and confidentiality is maintained. If a professor or Graduate Teaching Assistant suspects that a student has committed academic misconduct in this course, he or she is obligated by University Rules to report suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct, the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

## COURSE REQUIREMENTS:

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Assignment / Activity / Assessment:	Number of points:
1. Class contribution as evaluated by your peers	20
2. Class contribution/attendance as evaluated by your instructor	50
3. Learning Assessments (50 points each)	150
4. Leadership assessment survey completion	10
5. QUIC modules completion	10
6. Resume completion	10
7. LinkedIn profile completion	10
8. Individual oral presentation	40
9. Ethical lens inventory completion	10
10. Group presentation & handout	100
11. Individual written assignment	60
12. In class group exercise/presentation	30
<b>TOTAL</b>	<b>500</b>

### **1. Class contribution as evaluated by your peers (20 points)**

This class contains a great deal of group work and team projects, both inside and outside of class. Constructive performance feedback will be emphasized throughout the course. At the end of the semester, each team member will have the opportunity to evaluate one another's performance (see the peer-to-peer evaluation form at the end of the syllabus for more details).

### **2. Class contribution/attendance as evaluated by your instructor (50 points)**

It is expected that you attend the lecture and the recitation every week. Classroom discussions will serve as a critical component to the learning experience and to your professional development. Speaking in front of a classroom of peers or a boardroom of business executives can be difficult and uncomfortable, however, with practice, nervous tendencies will lessen. Each class session will include opportunities to discuss the reading material or current events. There will also be impromptu speaking opportunities. It is expected that your interactions will be well informed, constructive and respectful. Some key items that will be considered by your instructor include:

- Frequency: You regularly attend and contribute to class discussion. You are always on time to class.
- Quality: You contribute quality comments and advance the discussion forward. This is much more important than quantity of comments.
- Respect: You take seriously what your peers say and when you disagree, you do so respectfully
- Listening: You listen attentively to other students and to the instructor

### **3. Learning Assessments (3 learning assessments, 50 points each)**

There will be three multiple choice learning assessments during the semester to assess your comprehension of the assigned reading materials and lecture content. Learning assessments will take place at the beginning of class and arriving late to class will result in a zero. No learning assessment will be dropped.

### **4. Leadership assessment survey completion (20 points)**

This survey will take approximately 30 minutes to complete and will assess your leadership capabilities. The survey can be accessed [here](#).

### **5. QUIC modules completion (10 points)**

You will be required to complete the QUIC modules as assigned by the Office of Career Management. Additional details will be provided in class and on Canvas. If you have already completed the modules prior to this course, you will automatically receive the points and no further action is required.

### **6. Resume completion (10 points)**

You will be required to turn in a hard copy of your resume at two different times during recitation. Additional details are provided in the week-to-week schedule below.

### **7. LinkedIn profile completion (10 points)**

You will be required to complete a LinkedIn profile. Additional details will be provided on Canvas.

### 8. Individual oral presentation (40 points)

Students will have the opportunity to choose a company that they might want to work for someday. You will be responsible for developing a ~2-minute presentation pertaining to that organization. Additional details will be provided on Canvas.

### 9. Ethical lens inventory (ELI) completion (10 points)

You will need to access and complete the Ethics Lens Inventory and bring the 2-page summary to class. Please do not complete the ELI before instructed to do so as there is a link that must be enabled. The cost of taking this assessment is \$15.00.

### 10. Group presentation & handout (100 points)

Your pre-assigned group will select, research and orally present an example of ethical leadership and decision making or the failure of such. Each team member will be required to present. A more detailed scoring rubric with expectations of content will be provided on Canvas.

### 11. Individual Written Assignment (60 points)

Students will be required to write a two-page paper (not including attachments) that analyzes an organization's Corporate Social Responsibility Report. Additional details will be provided on Canvas.

### 12. In-class group presentation (30 points)

This exercise will provide all students one final opportunity to work on their presentation skills through a "case competition." Details will not be provided until recitation one week prior to the presentation.

## LATE ASSIGNMENTS:

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Assignments are due at the beginning of class unless otherwise indicated. Any assignment that is turned in late (including one minute late) will be reduced in half. Any assignment that is not turned in within 24 hours after the due date, will not be accepted and will count as zero.

## GRADING SCALE:

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Final grades are calculated based on point values. There is a total of 500 points. The BSBA program recommends a mean GPA of 2.9 – 3.2 for this and all other business core classes. The actual grade assigned will be based on what you earn and there will be no rounding up. All sections of 2292 follow the same grading policy and we work hard to maintain consistency across all sections.

Assignment / Activity / Assessment:	Number of points:
1. Class contribution as evaluated by your peers	20
2. Class contribution/attendance as evaluated by your instructor	50
3. Learning Assessments (50 points each)	150
4. Leadership assessment survey completion	10
5. QUIC modules completion	10
6. Resume completion	10
7. LinkedIn profile completion	10
8. Individual oral presentation	40
9. Ethical lens inventory completion	10
10. Group presentation & handout	100
11. Individual written assignment	60
12. In class group exercise/presentation	30
<b>TOTAL</b>	<b>500</b>

## SCHEDULE

- Readings are expected to be completed prior to class
- The schedule is subject to change. Changes will be communicated in class and on Canvas.

Thursday, May 10 (Recitation)	<p><b>NO CLASS</b> – class will officially start on Monday, May 14 in lecture</p> <ul style="list-style-type: none"> <li>• <b>Required Reading:</b> <ul style="list-style-type: none"> <li>○ McKinsey Global Institute: What the future of work will mean for jobs, skills, and wages by James Manyika. November, 2017. <a href="#">Click here.</a></li> </ul> </li> </ul>
Monday, May 14 (Lecture)	<p><b>COURSE INTRODUCTION, A LOOK AT THE FUTURE OF BUSINESS, LEARNING THROUGH INQUIRY, JUDGING CREDIBILITY OF INFORMATION ONLINE, CONDUCTING RESEARCH</b></p> <ul style="list-style-type: none"> <li>• <b>Required Reading:</b> <ul style="list-style-type: none"> <li>○ McKinsey Global Institute: What the future of work will mean for jobs, skills, and wages by James Manyika. November, 2017. <a href="#">Click here.</a></li> </ul> </li> </ul>
Thursday, May 17 (Recitation)	<p><b>NAVIGATING THE JOB SEARCH, PREPARING FOR INTERVIEWS &amp; THE ART OF THE RESUME</b></p> <ul style="list-style-type: none"> <li>• <b>Guest Speaker:</b> a member from the Office of Career Management will facilitate the class</li> <li>• <b>DUE:</b> 1<sup>st</sup> draft of your resume (must bring one hard copy to class)</li> <li>• <b>Required Readings:</b> <ul style="list-style-type: none"> <li>○ What I learned from going on 50+ interviews (including Google, Microsoft &amp; Twitter) by Austin Belcak. May, 2017. <a href="#">Click here.</a></li> <li>○ A student reflection on the job search (posted to Canvas)</li> </ul> </li> </ul>
Monday, May 21 (Lecture)	<p><b>RECRUITMENT FROM THE INTERVIEWER'S PERSPECTIVE TEAMWORK, TEAM DYNAMICS, DIVERSITY &amp; INCLUSIVENESS</b></p> <ul style="list-style-type: none"> <li>• <b>DUE:</b> 2<sup>nd</sup> draft of your resume (must bring one hard copy to class)</li> <li>• <b>Required Reading:</b> <ul style="list-style-type: none"> <li>○ Green Alchemy Consulting Group and New Recruits by Ty Shepfer. August, 2017. (posted to Canvas)</li> <li>○ Google Spent 2 Years Studying 180 Teams. The Most Successful Shared These 5 Traits by Michael Schneider. July, 2017. <a href="#">Click here.</a></li> <li>○ Workplace Diversity and Inclusion Gets Innovative. Yesterday's Workforce Won't Lead You Into Tomorrow by Novid Parsi. January, 2017. <a href="#">Click here.</a></li> </ul> </li> </ul>
Thursday, May 24 (Recitation)	<p><b>THE FOUNDATIONS OF BUSINESS, ECONOMIC SYSTEMS &amp; CAPITALISM INDIVIDUAL PRESENTATIONS</b></p> <ul style="list-style-type: none"> <li>• <b>DUE:</b> Team #1, #2, #3, #4 individual presentations</li> <li>• <b>DUE:</b> Learning Assessment #1</li> <li>• <b>Required Readings:</b> <ul style="list-style-type: none"> <li>○ Fundamentals of Business textbook: Chapter 1: Foundations of business (posted to Canvas)</li> <li>○ Fundamentals of Business textbook: Chapter 2: Economics and Business (posted to Canvas)</li> </ul> </li> </ul>
Monday, May 28 (Lecture)	<b>NO CLASS – Memorial Day</b>

<p>Thursday, May 31 (Recitation)</p>	<p style="text-align: center;"><b>ECONOMIC SYSTEMS &amp; BUSINESS IN A GLOBAL ENVIRONMENT INDIVIDUAL PRESENTATIONS</b></p> <ul style="list-style-type: none"> <li>• <b>DUE:</b> Team #5, #6, #7, #8 individual presentations</li> <li>• <b>DUE:</b> LinkedIn profile (must be submitted on Canvas prior to your recitation)</li> <li>• <b>DUE:</b> QUIC modules (modules must be completed prior to your recitation: no submission required – completion will be electronically logged after you are finished)</li> <li>• <b>Required Readings:</b> <ul style="list-style-type: none"> <li>○ Fundamentals of Business textbook: Chapter 4: Business in a Global Environment (posted to Canvas)</li> </ul> </li> </ul>
<p>Monday, June 4 (Lecture)</p>	<p style="text-align: center;"><b>ENTREPRENEURSHIP, LEGAL FORMS OF BUSINESSES, GROWING A BUSINESS &amp; CORPORATE GOVERNANCE</b></p> <ul style="list-style-type: none"> <li>• <b>Required Readings:</b> <ul style="list-style-type: none"> <li>○ Fundamentals of Business textbook: Chapter 5: Forms of Business Ownership (posted to Canvas)</li> <li>○ Fundamentals of Business textbook: Chapter 6: Entrepreneurship &amp; Starting a Business (posted to Canvas)</li> </ul> </li> </ul>
<p>Thursday, June 7 (Recitation)</p>	<p style="text-align: center;"><b>CORPORATE SOCIAL RESPONSIBILITY, CHARITABLE GIVING, &amp; CHANGING PERCEPTIONS</b></p> <ul style="list-style-type: none"> <li>• <b>Required Video:</b> <ul style="list-style-type: none"> <li>○ The Way That We Think About Charity Is Dead Wrong. A Ted Talk by Dan Pallotta. <a href="#">Click here.</a></li> </ul> </li> <li>• <b>Required Reading:</b> <ul style="list-style-type: none"> <li>○ Starbucks Global Responsibility Report (posted to Canvas)</li> </ul> </li> <li>• <b>DUE:</b> in-class group presentation (no preparation is required)</li> <li>• <b>DUE:</b> Leadership Skills Assessment Survey for ALL students (approximately 30 minutes to complete the assessment)</li> </ul>
<p>Monday, June 11 (Lecture)</p>	<p style="text-align: center;"><b>MORALITY, JUSTICE &amp; ETHICS</b></p> <ul style="list-style-type: none"> <li>• <b>DUE:</b> Ethical Lens Inventory must be completed by ALL students, no submission required – completion will be electronically logged after you are finished. Read your results prior to coming to lecture</li> <li>• <b>Required Readings:</b> <ul style="list-style-type: none"> <li>○ Ethics: A Basic Framework by Lynn Sharp Paine. May, 2007. (course packet through Harvard)</li> </ul> </li> </ul>
<p>Thursday, June 14 (Recitation)</p>	<p style="text-align: center;"><b>BUSINESS ETHICS</b></p> <ul style="list-style-type: none"> <li>• <b>Required Readings:</b> <ul style="list-style-type: none"> <li>○ Ethical Breakdowns by Max Bazerman and Ann Tenbrunsel. April, 2011. (course packet through Harvard)</li> </ul> </li> <li>• <b>DUE:</b> CSR Papers submitted to electronically to Canvas</li> <li>• <b>DUE:</b> Leadership Skills Assessment Survey for ALL students' raters (approximately 30 minutes to complete the assessment)</li> </ul>
<p>Monday, June 18 (Lecture)</p>	<p style="text-align: center;"><b>THE PAY GAP, TAXES, &amp; WEALTH AROUND THE WORLD</b></p> <ul style="list-style-type: none"> <li>• <b>Required Documentary:</b></li> </ul>

	<ul style="list-style-type: none"> <li>○ Inequality for All (see link to view the 1 hour and 30 minute movie in Canvas, which will be made available on Monday, June 11)</li> <li>● <i>DUE: Learning Assessment #2</i></li> </ul>
Thursday, June 21 (Recitation)	<p style="text-align: center;"><b>LEADERSHIP &amp; INCREASING SELF AWARENESS, TEAM ACTIVITY</b></p> <ul style="list-style-type: none"> <li>● Review of individual leadership assessment survey results and next steps</li> <li>● <i>DUE: Team #5, #6, #7, #8 group presentations</i></li> </ul>
Monday, June 25 (Lecture)	<p style="text-align: center;"><b>NON PROFITS, B CORPORATIONS &amp; SOCIAL ENTERPRISES</b></p> <ul style="list-style-type: none"> <li>● <b>Required Reading:</b> <ul style="list-style-type: none"> <li>○ In Search of the Hybrid Ideal. Stanford Social Innovation Review. Julie Batillana. Summer, 2012. <a href="#">Click here.</a></li> </ul> </li> </ul>
Thursday, June 28 (Recitation)	<p style="text-align: center;"><b>POSITIVE PSYCHOLOGY, HOW TO PLAY TO YOUR STRENGTHS &amp; COURSE WRAP UP</b></p> <ul style="list-style-type: none"> <li>● <b>Required Reading:</b> <ul style="list-style-type: none"> <li>○ How to Play to Your Strengths by Laura Morgan Roberts (course packet through Harvard)</li> </ul> </li> <li>● <i>DUE: Learning Assessment #3</i></li> <li>● <i>DUE: Team #1, #2, #3, #4 group presentations</i></li> </ul>



**PEER-TO-PEER STUDENT EVALUATION FORM**

Name: \_\_\_\_\_

Group #: \_\_\_\_\_

Time of Recitation: \_\_\_\_\_

**Description:** This document is confidential and will only be shared with your Instructor. It will count towards 20 points of your final grade. This will be due on Thursday, June 28. Late submissions (within the 24 hour time frame), will result in a 10 point deduction off your personal score.

**Instructions:** Write down the name of each person in your group **including yourself (failure to do so will result in a 5 point deduction)**. Then, rate each person by entering a total score. The three dimensions are listed to assist you with your overall evaluation but the only score that will be considered is the one out of 20 points. The overall average for each person will determine your peer to peer score.

Name	Dimension			<u>Recommended score out of 20 :</u>
	<u>I.</u>	<u>II.</u>	<u>III.</u>	
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

I. **Task Orientation.** The extent to which the person coordinates individual efforts with group members' efforts in order to attain the goals of the group.  
 6 and below = Unsatisfactory. Usually exhibits uncooperative behavior.  
 8 = Competent. Organizes assignments to enable group to achieve average grade.  
 10 = Excellent. Comes to meetings with prepared notes and schedules; coordinates group discussions.

II. **Attendance.** The extent to which the person shows up for scheduled meetings unless otherwise excused.  
 6 and below = Unsatisfactory. Frequently misses meetings; rarely arrives on time or stays for entire meeting.  
 8 = Competent. Attends the majority of meetings; meetings missed are excused absences; occasionally arrives late or leave early.  
 10 = Excellent. Shows up for all scheduled meetings on time and stays for the duration of the meeting.

III. **Preparation.** The extent to which the person completes assigned work in an efficient and punctual manner, and offers assistance on associated assignments.  
 6 and below = Unsatisfactory. Less than 50% of the time the person completes assignments, turns in assignments, or offers help in paper preparation.  
 8 = Competent. Completes assignments in a reasonable period of time, and offers assistance in paper preparation.  
 10 = Excellent. Does more than 100% of the assigned portion, works ahead, and completes assignments in an efficient and punctual manner.