BUCE 603
Communicating, Branding, and Career Networking
Spring 2017
Mon 6-8:45 PM, Sect 050 Feb. 6, Feb 20, Mar 6, Mar 20
Mon 6-8:45 PM, Sect 051 Apr 10, 17, 24, May 8

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Course Overview & Goals
Learning to communicate, network, and build a professional leadership brand is useful in any role and in any type of organization, and is essential to long-term success. This 1-credit course (12 contact hours total), is part of the required MBA program workshop series, taught in conjunction with BUCE 601 on Emotional Intelligence and Critical Thinking (also 1 credit). There are no pre-requisites, apart from formal admission into the MBA program. This course is designed to be delivered as a series of 4 3-hour workshops offered throughout a full semester of the MBA program.

At the conclusion of this course, students should be able to:
- Develop a professional brand and effectively communicate this to others, verbally, in writing, and through social media.
- Communicate personal skills and competencies to others in a succinct and informative way.
- Develop the art of storytelling in order to motivate and lead others.
- Effectively communicate verbally and in writing.
- Build professional networks and leverage social media.

These course goals address the following AACSB assurance of learning objectives:
- Written and oral communication (able to communicate effectively orally and in writing)
- Information technology (able to use current technologies in business and management contexts)
**Course Requirements**
The following are the requirements for the course. Throughout the remainder of this syllabus, there are instructions for each of these deliverables.

Module 1: Building a Professional Brand & Strategic Storytelling  
   Article Homework Posting (50 points)  
   Professional narrative (150 points)
Module 2: Business Writing  
   Article Homework Posting (50 points)  
   Resume and Cover Letter (150 points)
Module 3: Oral Communications and Presentations  
   Article Homework Posting (50 points)  
   Elevator Pitch of Professional Brand (100 points)  
   Narrated Presentation of Your Professional Story (100)
Module 4: Career Tools & Social Media  
   Article Homework Posting (50 points)  
   LinkedIn Page including Professional Photo (100 points)  
   Attendance, Participation, & Contribution (200 points)

**Grade Distribution**
Students must receive a 80% or greater in order to pass this course.

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<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>(93-100%)</td>
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<td>A-</td>
<td>(90-92%)</td>
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<tr>
<td>B</td>
<td>(83-86%)</td>
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<td>B-</td>
<td>(80-82%)</td>
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<td>C</td>
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<td>C+</td>
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<td>D</td>
<td>(67-69%)</td>
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<tr>
<td>F</td>
<td>(60-66%)</td>
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<tr>
<td>F-</td>
<td>(57-59%)</td>
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Decimals .6 and higher are rounded up to the next whole number.

**Course Website & Technology**
Please make sure you are using your UD email account for outside of class correspondence. Canvas, our course management system, is the primary mechanism through which course documents are shared. You can access Canvas by visiting [www.udel.edu/canvas](http://www.udel.edu/canvas) and selecting this course under “Courses” on the top-left of the screen.

- Canvas is where you will find the most up-to-date course syllabus. Please login regularly as new documents and tools needed for this course will be posted there.
- An app is also available for Android and iOS devices. Simply download the “Canvas by Instructure” app from the Apple App Store or Google Play and use [www.udel.instructure.com](http://www.udel.instructure.com) for the Canvas URL, after which you will be prompted for your UDelNet ID and password. For further support, please visit [www.guides.instructure.com](http://www.guides.instructure.com).

**Attendance, Participation, Contribution & Electronic Devices**
Attendance and participation in class is mandatory and necessary in order to do well in this class.

- If a student comes to every class all semester, but never contributes to the class or team discussions, then that student should not expect to receive 100% of the participation points for the semester. Simply showing up is not good enough. A large portion of learning comes from critically thinking and participating in discussions with others. Active participation from everyone in the classroom also makes learning more fun and interesting.
- Because this is a 1-credit course, we only have a few class meetings. Missing any of our class
meetings must be for an emergency only. Otherwise, missing any of our class meetings must be for an emergency only. Otherwise, missing 1 class meeting will result in the loss of 50% of the attendance/participation points; missing 2 will result in the loss of all attendance/participation points; missing 3 or all 4 of class meetings will result in failing the entire course. If there is a true emergency, please email your instructor documentation of some sort (e.g. tow truck receipt).

- There are to be NO ELECTRONIC DEVICES used while you are in class. That means NO Laptops, NO MOBILE PHONES, AND NO TABLETS or E-READERS, UNLESS INSTRUCTED BY YOUR PROFESSOR. There may be in-class exercises in which your instructor will tell you that you are allowed to use your electronic devices to assist in the activity. Other than that, if you are seen using an electronic device, you will be asked to put it away. If it becomes a reoccurring problem, you may be asked to leave the class. The reason for this rule is because it is not only distracting for your learning, but it is distracting to your classmates and the professor, and therefore hinders class activities and discussions. Moreover, a number of psychological studies have shown that people are tremendously overconfident (i.e., not nearly as good as they think) in terms of their ability to multitask effectively. Research has also shown that taking notes by hand is more effective for learning than typing notes into an electronic device. In my experience, the students with the lowest course grades tend to also be the ones who (a) don’t come to class or (b) come to class but don’t pay attention and contribute. Deficiencies in professionalism will affect your participation grade. If you would like to request a personal exception to this rule, your instructors are happy to discuss this with you. In circumstances when select students have a need for an electronic device in class, special arrangements can certainly be made.

- Depending on classroom set-up, the professor may ask you to prepare and bring a name plate to each class. This helps the instructor learn your name and individual contribution to class. A name plate can easily be made by writing your first and last name on a piece of paper, with a dark marker and clear handwriting that is big enough for someone to see in the front of the room, and then folding the paper in half so that it stands up on the desk in front of you.

- **UD Capture:** Each of these class sessions is being recorded with the “UD Capture” Program (unless we are in a classroom in the One South Main building, which does not have UD Capture capabilities). Students who missed a class, or students who simply want to review lectures and class activities for exam preparation, may use the UD Capture weblink to access the audio recording that accompanies the material on the screen. The link will be generated during the first week of classes and posted on the course homepage in Canvas.

**Teamwork**

After the drop-add date, the professor will randomly assign students to teams of ~5 people. This will be your team for the entire semester for all in-class activities. Throughout the semester, you will be asked to work with your team to discuss class topics and homework assignments, and engage in various class activities.

- In order to make consistent and meaningful contributions to class activities and discussions, you will need to ensure that you are prepared for class. Working in teams throughout the semester fits very nicely with this competency-based, global leadership course, because you will learn a lot from each other’s similarities and differences and peer mentorship.
• There is no automatic notification to the professor when a student drops or adds a class. IF YOU DROP THIS COURSE AFTER THE OFFICIAL DROP-ADD PERIOD, PLEASE BE CONSIDERATE AND NOTIFY EITHER DR. BULLOUGH OR YOUR TEAM MEMBERS THAT YOU WILL NO LONGER BE IN THIS CLASS OR ON THAT TEAM. That way, the team and professor will have sufficient notice to plan for the change. It is easy enough to email or even text your classmates.

**Homework Assignments**
For each course topic, there are article discussion assignments in Canvas.

• Each student must post answers to all the questions proposed in the assignment by 5:30pm Monday before your scheduled class and bring your answers with you to class. You will then discuss your answers with your team members in class. You will be allowed to get your laptops out for these portions of the class, and then you will be asked to close them during open class discussion periods.

• These deadlines are very strictly adhered to. Each assignment is available for at least two weeks and will expire according to their scheduled deadlines. Students are discouraged from waiting until the last minute to complete each assignment. It is always hard to predict technical difficulties, like losing electricity or losing an internet connection. Late submissions are never accepted. Failure to submit the assignment by the posted due date/time will result in a grade of 0 for that assignment, and there are NO EXCEPTIONS to this rule.

• Homework assignment grades will be determined by the quality of each student’s post and the timeliness of meeting the posting deadlines. You should provide thoughtful answers that relate to and utilize the material in the course. If the question asks for your opinion, then share it. Simple and short answers that do not sufficiently or intelligently answer the question will be graded poorly. However, you also want to be aware of being too long winded and not being able to efficiently communicate your thoughts in a concise statement.

**Course Topics & Requirements**
Below is a more detailed outline of the content to be delivered in BUEC 603. Also included with this content below are the deliverables required from each student. Dr. Amanda Bullough is the professor of record for this course. Dr. Bullough team teaches this course with Dr. Tracey Holden, a faculty member from the Communications department at UD, and Jill Pante, Director of Lerner Career Services (each instructor’s bio is below).

**Module 1: Building a Professional Brand & Strategic Storytelling**
Led by Amanda Bullough: Your professional brand is an idea or image that helps others remember you. Your brand should define you, leave an impression, help establish a relationship, and make others remember you. People remember us better when they associate us with a particular story. Stories add context and help others form images they associate with you. Even if they don’t remember all the details, a story helps people remember you and your professional brand. In this module you will identify the professional brand you want others to remember, and you will craft the story that illustrates it.

**Module 2: Business Writing**
Led by Jill Panté: Writing professionally is a critical skill, and one that employers too often report is lacking in the people they hire, and among the colleagues with whom they work alongside.
Business students in graduate school tend to have formal resumes written, but these are oftentimes lacking important details and need improvement with formatting, readability search-ability, and visual appeal. Also, too many business students do not submit cover letters with their resumes, or do not know the appropriate style, length, and content to include in a good cover letter. Whether you’re applying for a new job or promotion, or you are corresponding on other matters with a colleague, supervisor, client, or potential new business partner, in this module you will sharpen your cover letter and resume skills. You will also learn about various business documents, rules for various modes of communication (e.g. email), and tools for professional written interaction. To satisfy the requirements for this module, you will create or revise your resume and cover letter, and you will review and critique a professional email.

Module 3: Oral Communications and Presentations
Led by Tracey Quigley Holden: It's important for professionals to understand the art of effective oral communications and presentations. Even in our increasingly digital and electronic world, we still have to speak to other people. Human communication is at the core of all of our interactions. We have to speak with other humans in a variety of situations: professional, personal, and organizational. Being effective in those interactions and presentations is a key skill. In this module we're going to help you develop your oral communication skills. You will give your elevator pitch of your professional brand and create a narrated presentation of your professional story.

Module 4: Career Tools & Social Media
Led by Jill Panté: Career tools and social media (like LinkedIn) go hand in hand. In this module, you will be identifying and creating a career network, learning key job search resources and best practices, practicing interview techniques, learning where to go for Lerner career management offerings, understanding the different types of social media and appropriate and inappropriate uses of each, leveraging social media for career success, and building an effective social media site that reflects your professional brand. In this module, you will create or revise your LinkedIn Page and include professional photo and you will participate in a mock interview.

BUEC 603 Expert Team
Amanda Bullough (bullough@udel.edu)
Dr. Amanda Bullough is Assistant Professor of Management at the University of Delaware. Her research spans entrepreneurship, leadership, organizational behavior, cross-cultural management, and international development. Dr. Bullough teaches topics related to organizational behavior, global leadership and global mindset, entrepreneurship, and multicultural teams to both undergraduate and graduate students. She publishes in premier journals like the Journal of Management, Academy of Management Perspectives, Entrepreneurship Theory and Practice, Leadership Quarterly, and others, and has presented at numerous international business and management conferences. Dr. Bullough has also consulted for high-profile clients like the World Bank, Goldman Sachs, and the Global Business School Network (GBSN). She has traveled and worked in almost 40 countries, like Finland, China, Thailand, Afghanistan, Jordan, Mexico, Algeria, and many others. Dr. Bullough is also President of the Women of the Academy of International Business (WAIB), which is a networking and scholarship group that supports women scholars in international business. Dr. Bullough earned her Ph.D. from Florida International University in Management & International Business, her M.A. in International Studies also from FIU, and her B.S. in Marketing from the University of South Florida.
**Tracey Quigley Holden** *(tqholden@udel.edu)*

Dr. Tracey Quigley Holden earned her PhD in rhetoric and public address from Pennsylvania State University in 2005, writing her dissertation on Vietnam-era military dissent. Dr. Holden’s primary teaching focus is oral communication, public speaking, and business communication. Dr. Holden has published her work in the *International Journal of Business Communication* and *Business Communication Quarterly*. Her pedagogical experience includes teaching intercultural communication to Marine Corps and Navy officers, social movement dissent in San Diego, and summer programs in politics and debate at Stanford and Princeton. Her area of broad scholarly interest is organizational and political communication, especially the American military and the communication of organizational change. Other interests include social movements, civic engagement, leadership, and strategic business communication. Professor Holden joined the Department of Communication in 2010 as an Assistant Professor and Director of the Basic Course. Prior to her doctoral work at Penn State, she received an M.A. from San Diego State University and a B.A. from Texas A&M University.

**Jill Gugino Panté** *(jgugino@udel.edu)*

Jill Gugino Panté currently serves as the Associate Director of the Lerner College Career Services Center at the University of Delaware. She has been at the University of Delaware for 9 years and was at Drexel University for 2 years prior to coming to UD. She has her Bachelor of Science in Criminal Justice from the University of Dayton and her Master In Education in Counseling in Higher Education from the University of Delaware. She served in the Peace Corps in Micronesia from 1999-2001 as a Health Education Volunteer. After her service, she traveled the world and returned to the United States to serve as a leader in an AmeriCorps VISTA program for one year, recruiting and training other volunteers to set up mentoring programs in K-12 schools in Delaware. In addition to managing the Lerner Career Services Center, Ms. Panté also teaches 2 online courses and a summer high school camp covering topics around branding, professional development, the entrepreneurial mindset, interviewing and social media.