



COMM-117: ORGANIZATIONAL COMMUNICATION

Effective Term

Fall 2024

BOT Approval Date

12/14/2023

Discipline

COMM - Communication Studies

Course Number

117

Course Title

Organizational Communication

Short Title

Organizational Communication

Credit Status (CB 04)

D - Credit - Degree applicable

Units**Lecture Units**

3.00

Total Units

3.00

Hours**Lecture Contact Hours**

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education**Distance Education Type**

Both Fully Online and Hybrid Online

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional

c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times.

ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Additional Regular Substantive Interaction

Email - Students may be notified by the instructor individually or collectively. However, it is more likely that email is the predominant way a student reaches out to the instructor; therefore, replies should occur within 48 hours (longer for weekends–72hrs)

Gradebook comments - Instructors can give personal feedback on student work within the gradebook. These might be comments within a grading rubric or a comment within the gradebook, specific to the task at hand.

Catalog Description

This course examines and explores the role of communication within organizations. Concern will be given to theories and application pertaining to communication in the workplace. Areas such as technologies, leadership, teamwork, culture, diversity, global organizations, and ethics will be examined.

Attach Supporting Documents

ProfCommFocus-ADT-Comm117.docx

Codes

TOP Code (CB 03)

1506.00 - Speech Communication

CIP Code

09.0101 - Speech Communication and Rhetoric.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Learning Objectives

Learning Objectives

Learning Objective

1. Assess the historical development of the study of human relations and organizational behavior, including through the lens of race, ethnicity, gender, sexuality, language, and ability.
2. Develop an understanding of communication theories and applications within organizations.

3. Demonstrate competency in relating organizational processes (culture, conflict, power, diversity, technology, etc.) to aforementioned approaches and organizational settings.
4. Evaluate ethical dimensions of organizations.
5. Demonstrate effective leadership skills including motivation, employee development and managing change within the workplace.
6. Evaluate and identify potential organizational communication problems and apply appropriate problem-solving techniques. This can range from mildly ineffective downward communication strategies or more insidious communication abuses of power.
7. Identify, describe, and demonstrate strategies for working successfully with others as a team, particularly focusing on diversity, equity and inclusion (gender, age, ethnicity etc) within organizations.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. The student will identify effective leadership skills including motivation, employee development and managing change within the workplace.
2. The student will identify, describe, and demonstrate strategies for working successfully with others as a team.
3. The student will explain the role of gender and minority issues within the workplace.
4. The student will locate, select and apply various organizational communication theories to a variety of situations.
5. The student will identify and appropriately respond to organizational cultures.

Program Learning Outcomes

Learning Outcome

1. Construct and responsibly present different types of speeches both individually and group, demonstrating effective communication practices (e.g., active listening, self-presentation).
2. Explore, compare and evaluate the basic communication theories of small group, public, organizational and mass communication, the ways in which technology affects communication, as well as the rhetorical foundations of the field of Communication studies.
3. Locate, read, and critically evaluate research (traditional and electronic), comparing and contrasting research methodologies used in the discipline.
4. Recognize and discuss the ways in which communication, both verbal and nonverbal, affects lives in various social contexts (e.g., intrapersonal, interpersonal, intercultural, group, organizational, mass, and mediated communication among others).

Institutional Learning Outcomes

Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.

Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.

Information and Technology Literacy: The student will access, interpret, evaluate, and apply relevant information sources and digital media effectively, and in an ethical and legal manner.

Social Awareness: The student will recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives and appreciate similarities and differences among cultures.

Content

Course Lecture Content

1. Introduction to classical theory within organizations.
 - a. Henri Foyols' theory of classical management.
 - b. Max Weber's theory of bureaucracy.
 - c. Frederick Taylor's theory of scientific management.
 - d. Communication in classical approaches.
2. Classical approaches in organizations today.
 - a. Theory Z.
 - b. Introduction to human relations within organizations.
 - c. The Hawthorne studies.

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- d. Theories related to human relations.
 - e. Maslow's Hierarchy of Needs.
 - f. Herzberg's Motivation-Hygiene theory.
 - g. McGregor's Theory X and Theory Y.
 - h. Human relations approach in organizations today.
 - i. Introduction to the systems approach to organizations.
 - j. Cultural Theories (e.g., Schein's Organizational Culture Model)
3. Review of theories.
 - a. Cybernetics systems theory.
 - b. Karl Weick's theory of organizing.
 - c. New systems approach.
 - d. Integrating systems approach to today's organizations.
 4. Decision making in organizations.
 - a. Rational models.
 - b. Small group decision making.
 - c. Group think.
 - d. Strategic ambiguity
 - e. Participation in decision making.
 5. Interpersonal skills.
 - a. Conflict styles.
 - b. Bargaining and negotiation.
 - c. Conflict resolution.
 - d. Role of power.
 - e. Third party intervention
 - f. Listening.
 6. Leadership roles.
 - a. Models of leadership: Autocratic, Democratic, and Laissez-Faire.
 - b. Situational leadership.
 - c. Blake and Mouton's managerial grid
 - d. Service leadership.
 - e. Leadership competencies
 - f. Diversity in organizations.
 7. The changing role of women and minorities.
 - a. Cross-cultural dimensions (Hofstede).
 - b. Work place discrimination.
 - c. Intercultural competencies.
 - d. Globalization.
 8. Teams and networks.
 - a. Types of teams.
 - b. Communicative dimensions of teamwork.
 - c. Roles and norms in groups.
 - d. Group dynamics.
 - e. Interorganizational networks.
 - f. Network analysis
 9. The influence of technology.
 - a. Types of technology in organizations.
 - b. Theories related to communication media usage.

- c. Secrecy and privacy.
 - d. Effects of technology.
10. Integrity in the workplace.
- a. Ethical, non-discriminatory, communication practices.
 - b. Employment law.
 - c. Conscious integrity.

Methods of Instruction

Method

Critique

Integration

Analysis and evaluation of "strategic ambiguity" in organizational materials relating to organizational identity may include references to a mission statement that connects to such issues as organizational values, ethics, power structure, and diversity (gender, LGBTQ +, age, ethnicity etc). This critique can be done in the classroom, with the instructor modeling the analysis, or as a group discussion task, or an assignment.

This allows one to demonstrate competency in relating to organizational processes and touches on the ethics of such organizational strategies.

For example: "Choose an organization of interest to you. It may be a large or small business, a government agency, or a nonprofit organization. Try to find as much of its public relations information as possible. Include obvious items like its webpage but try to locate other items like annual reports or publications. Carefully read all of this public relations information looking for examples of strategic ambiguity. Pay particular attention to instances where it discusses its goals or its responses to some event but also look at what it says about employment opportunities and so forth."

DE Adaptations for MOI

Analysis and evaluation of "strategic ambiguity" in organizational materials relating to organizational identity. This often includes references to a mission statement that connects to such issues as organizational values, ethics, power structure, and diversity (gender, LGBTQ+, age, ethnicity etc). – The instructor will illustrate this process through a recorded example of a "sample" analysis, or this can be assigned online as a discussion or an assignment. These resolutions are uploaded either by using the CMS, web conference system, or by email.

Method

Discussion

Integration

Small group discussion focused on collaboratively completing a worksheet on organizational theories (classical, human relations, human resources and teamwork) and their unique attributes (context, management concern, direction and style of communication, power structure, diversity, management style, and metaphor).

Clearly this enables an understanding of communication theories and their applications within organizations.

DE Adaptations for MOI

Small group discussions created through the CMS, will be used to encourage students to interact, exchange ideas, and demonstrate comprehension of course material in a safe learning environment. The worksheet described above works well in the group function of the CMS. Through the CMS, discussions will be used to encourage students to interact, exchange ideas, and demonstrate comprehension of course material in a safe learning environment.

Method

Group Projects

Integration

Students will work in groups both in the classroom, out of the classroom, and in the lab in order to gain a better understanding of the dynamics of teams in organizations and improve their ability to problem solve. This allows students to identify, describe, and

demonstrate strategies for working successfully with others as a team, including the diversity of race, ethnicity, gender, sexuality, language, and ability. In group projects, students might analyze scenarios, explore corporate culture, or assess the varied onboarding processes (and the like).

Group projects are effective means to enable students to learn how to work successfully as a team, embracing and adapting to all of the likely DEI variables involved.

DE Adaptations for MOI

Students can work collaboratively in group discussion boards. This allows students to identify, describe, and demonstrate strategies for working successfully with others as a team. Students might evaluate case studies which encourage critical thinking and problem solving. Studies will furthermore explore causation in order to find underlying principles. These assignments will be delivered through text (pdf or rtf), slideware, or podcasts.

Method

Lab Activities

Integration

The Communication center will be utilized as a method of instruction so that the instructor can use the resources to instruct students. Students may be split into the CommCenter break out rooms for collaboration, experiential activities, or computer use. Students might compare and explore company websites looking for examples of script analysis, metaphor analysis or ethnographic approaches. A library of video clips will be available for students to use for a variety of purposes, including discussion, analysis, and other assignments as necessary. These clips illustrate leadership styles, organizational communication flaws, and the like. The CommCenter allows students more access to both research (ie: computers) and break-out rooms which enhance student-to-student interaction. Additionally, the CommCenter has cameras allowing to record their own interactions (whether group discussion or practice presentations) to allow for insightful analysis.

Lab activities often entail group activities which enhance students' ability to work together as a team. The content of the group task (assignment) would like connect to other objectives as well.

DE Adaptations for MOI

Group discussion boards allow for group discussion and collaboration. A library of video clips will be available for students to use for a variety of purposes, including discussion, analysis, and other assignments as necessary. Additionally the videos clips will be either closed captioned or a transcript will be available. These clips illustrate leadership styles, organizational communication flaws, and the like. Additionally, tutoring will be provided online through Smarthinking and CCCConfer.org web (or other video conferencing tools) conferencing system. The lab currently envisioned, will also be able to provide tutoring and other services for students of the Communication discipline.

Method

Lecture

Integration

Lecture will consist of presentation of supporting visual materials (overhead slides or multimedia) as well as discussion of concepts relating to organizational communication. Lecture will explore course content, from theories to communication channels, to issues of power & resistance, to sexism/racism/ageism. Lectures include opportunities for personal application ("As we discuss Communication during organizational exits" consider the experiences of others, or yourself--what connections do you see?") and other course connections "In 10 minutes, I'll place you in groups to discuss how this week's content of Network Analysis relates to the Socialization techniques discussed last week."

DE Adaptations for MOI

Lectures can be delivered synchronously through accessible video conferencing software or asynchronously as captioned videos. Students will interact with the content and instructor by leaving comments or questions on videos posted to the CMS, or with each other through a linked discussion or help page.

Method

Papers and Reports

Integration

Writing assignments will apply course concepts and theories to organizational contexts; this might occur in an Organizational Interview assignment that entails an interview with a supervisor/manager, a written discussion of the interview description and correlation to management theory.

DE Adaptations for MOI

Essays will be assigned so that students critically consider and apply concepts learned in the course. Written feedback will be returned to the student via email or CMS.

Methods of Evaluation**Method**

Exams/Tests

Integration

Objective exams will be used so as to assess knowledge in the areas of theory, concepts, models, and other material relevant to the course. These T/F and MC assessments test accuracy in recalling content and analysis in scenario based questions. Adding essay questions allows for more student input as they respond to the prompt, often answering the questions in diverse ways.

DE Adaptations for MOE

A minimum of two quizzes and a final exam will be provided in the CMS. The exam questions will be objective (true/false, multiple choice, matching) and essay. These assessments will cover material from the textbook and lectures. Student grasp of course content will be assessed by their critical thinking, problem solving, and knowledge comprehension.

Method

Group Projects

Integration

Collaborative assignments will allow group members to understand and evaluate concepts discussed. These tasks will allow students to engage in individual and group critical thinking. Oral reports will be provided by particular group members so as to provide a summary of group findings. Case study analysis of various organizational situations (such as sexual harassment, discrimination, and ethical dilemmas) will be used so as to understand causes and ethical ramifications. Students will critically consider and propose solutions and submit this information in a brief paper and slideware presentations. Rubrics will be used to clarify evaluation and point distribution on both the content requirements of the group project, but the delivery requirements as well. These rubrics are available to students prior to the due dates.

DE Adaptations for MOE

Through the group function of the CMS, students will be assigned small groups to create video presentations, voice threads of speeches, or slideware presentations to screencasts. These tasks will allow students to engage in individual and group critical thinking. Rubrics will be used to clarify evaluation and point distribution. These rubrics are available to students prior to the due dates.

Method

Oral Presentation

Integration

Students will be evaluated on how well they are able to organize, present, explain, and provide insight into a specific area of communication in an organization. Delivery assessments explore a student's use of effective eye contact, illustrative use of gestures and physical movement and vocal dynamics. Rubrics will be used for clarification of expectations and point distribution.

DE Adaptations for MOE

Oral presentations will be video recorded through use of a web cam, voice thread, or screen capture program and uploaded into the CMS. Rubrics will be used for clarification of expectations and point distribution.

Method

Papers

Integration

Essays will be used to assess the student's ability to collect data and information about an area and develop, explain, analyze, evaluate, and provide solutions for a chosen topic. For example, a paper exploring how resistance is enacted within the corporate structure can be a powerful tool for insights.

Specifically, consider this: "Given the national Black Lives Matter social movement, how is this theme incorporated within organizational resistance efforts? Research, analyze and assess varied ways employees use the tactics of resistance (both decaf and regular), within the organization to make their voice heard. Don't forget to include how their resistance was received within the organization power structure." Rubrics will be used for clarification of expectations and point distribution.

DE Adaptations for MOE

Writing assignments such as essays and journals will be submitted through the assignment editor in the CMS. Plagiarism detection software will be used to prevent plagiarism. Rubrics will be used for clarification of expectations and point distribution.

Assignments**Assignment Type**

Other

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

Group projects: Given the case study of the "performance appraisal meeting" what changes should the nursing department at the hospital make to enhance the role of development process for nurses? What strategy would you use for instituting a new training program?

Group presentation: Within a group of 3-5 members, prepare a presentation of a concept related to communication in organizations. Each presentation should be between 15-20 minutes in length. Each group member should present a sub-topic related to the concept presented. Group members are to divide up assignments equally and logically. It would be best to have each group member take on a separate sub-topic. The group is required to turn in an outline of the presentation which includes a bibliography of sources using APA or MLA guidelines. Use of visual aids is expected and will be evaluated on how well they develop understanding of the topic. Additionally, the group will be evaluated on organization, delivery, understanding, insight, and development of the chosen topic.

How assignment will be adapted in online format

Groups will be formed online and students given online space (discussion boards, files etc) to collaborate and create the required elements. A video presentation between group members can be recorded and submitted for the presentation. The paper is submitted within the CMS.

Assignment Type

Reading

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Students are asked to take personal assessments regarding their listening skills, conflict styles, leadership style, cultural norms etc. Below is one example:

"There are several online tools to assess your own personal preference in terms of conflict styles, but I like the one at The United States Institute for PeaceLinks (website link) I want you to go to their website and take the online Conflict styles assessment. NOTE: while many of the labels/categories are the same as in your textbook, they have a category called "problem-solver"...it's the same as Collaborating. Make sure you take the time to read the results, including the strengths/weakness (in the interpreting your scores section). Below, tell me what you think."

How assignment will be adapted in online format

Virtually all the assessments are easily transferred to the online format by using a quiz or survey format.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Literature review paper: Craft a paper which provides an integrative review that focuses on a specific organizational communication process and leads to research questions or hypotheses. The area chosen should relate to one of the organizational processes considered in the textbook and provide a thorough literature search to identify all relevant theories and research within that area. The paper should be 8-12 pages in length and follow standard APA or MLA guidelines and writing styles. The paper should use at least 12 references and be properly cited within the paper. Proper use of spelling, syntax, and grammar should also be considered when writing the paper.

Application paper: For this assignment design a program for applying an issue within their area of expertise to a specific organizational setting. Creativity should be used to provide an innovative way which would appeal to people within an organization. As this is done, make sure that the way in which application is used is true to the research and theory within organizational communication. Some examples of organizational applications might include: Management training programs Organizational web pages Employee handbooks Information videos for organizations Interviewing guidelines Plans for organizational restructuring Additionally each paper should follow proper APA or MLA guidelines and use correct spelling, syntax, and grammar for the paper. Each paper should contain at least 5 sources for the paper.

Case analysis paper: The goal of this exercise is to choose a case from the text for a detailed case analysis. A case should be chosen that corresponds to a topic that the student finds interesting and relates to organizational communication. The paper should be based on the discussion questions included at the end of the case. The paper should demonstrate an understanding of the concepts and fully define and explain relevant terms and arguments. Application of relevant concepts to the case should be done to illustrate the theoretical concept or argument. The paper should be written in APA or MLA format and use proper use of spelling, syntax, and grammar. The paper should be 4-6 pages in length and have a separate bibliography of references.

How assignment will be adapted in online format

These written papers are easily uploaded in an online format.

Assignment Type

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

"Given the national Black Lives Matter social movement, how is this theme incorporated within organizational resistance efforts? Research, analyze and assess varied ways employees use the tactics of resistance (both decaf and regular), within the organization

to make their voice heard. Don't forget to include how their resistance was received within the organization power structure. Paper must be 3-4 pages; 4 sources and in proper APA/MLA format."

How assignment will be adapted in online format

This assignment easily transfers to the online environment via a simple upload.

Course Materials

Textbooks

Daniel P. Modaff and Jennifer A. Butler (2022) Organizational Communication Foundations, Challenges, and Misunderstandings ISBN: 1793515905

Mumby, Dennis K. (2019). Organizational Communication: A critical approach Sage. ISBN: 1483317064

Brewer, C. Edward (2018). Organizational communication: Today's professional life in context Oxford University Press. ISBN: 9780190200411

Eric Eisenberg, H.L. Goodall, Jr., Angela Trethewey (2017). Organizational Communication: Balancing Creativity and Constraint Bedford/St. Martin's. ISBN: 9781319052348

Miller, Katherine (2015). Organizational Communication: Approaches and Processes Thomson-Wadsworth. ISBN: 9781285164205

Class Size Information

Class Size

40

Class Size Category

A - Lecture/discussion 40

Diversity and Inclusion

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

Any successful organization incorporates diversity, equity and inclusion into their policies and practices. Within the content of this COR, you can see this included in the content sections on integrity in the workplace, the changing role of women and minorities, diverse leadership roles, and even theories (eg: cognitive diversity hypothesis, social identity theory).

For example: "Muting the Voices of the Mistreated" is essential to any discussion of corporate Power and Resistance. Exploring how students can reverse these negative trends and be empowered to create equitable, ethical organizational cultures is critical.

Assignments touch on areas such as sexual harassment, discrimination and ethical dilemmas. This is particularly true in the areas of case studies, when the issues of DEI are explored in specific applications. DEI is also infused into the learning objectives and course assignments. The group assignments allow students the opportunity to engage with other students.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

One of the most effective tools in teaching OrgComm is through the use of case studies. These case studies can be microcosms of diversity and highlight varied ways of effective organizational strategies entirely based on the specific characteristics of the people involved in that particular case study. The case study paper assignment noted above is one such example. The paper exploring BLM themes with organizational resistance allows students the freedom to explore, assess and creatively propose solutions to important topics. The course content explores issues of gender and ethnic stereotyping and tools for more effective engagement. Role playing is an profound tool to increase empathy and engagement. The course can be taught with varied styles from the Socratic, flipped classroom, "talking head", group approaches and more. The varied teaching modalities allow for more student engagement, with a sensitivity to varied learning styles.

Interactions

Explain how the course will incorporate student-to-student interaction.

1. Student to student interaction is often done with group discussions centered on the day's content. For example, listening to classmates explore their own anticipatory role socialization gives insights into how different influences (family, peers, media) affect our view of "work". It is important to create opportunities for students to share personal experiences with corporate culture and small groups are effective tools for this purpose. In an online environment, the discussion board allows for much of this.
2. Scenarios are wonderful tools for discussions, as students compare such things as sexual harassment, ethical dilemmas, and discrimination policies.
3. The use of the CommCenter (lab) allows for student-to-student feedback as they collaborate and practice together.

4. Additionally, the "infamous" group project allows for some aspect of OrgComm to be explored while applying strategies of group/team communication. Students must collaborate and problem solve on an organizational ethical dilemma, working through their unique individual preferences to create a cohesive group project.

Explain how the course will incorporate instructor-to-student interaction.

1. Certainly there will be instructor-to-student interaction in the form of feedback on student work, whether written or oral. This may take the form of comments within assignment rubric or on the assignment itself. For example, the task of comparing two similar organizational entities (like Walmart and Target) to compare corporate cultures, resulting in a storyboard presentation, will be assessed by a rubric that includes the storyboard visual, the data collection and analysis, and the equality of the organizations chosen.
2. The use of the "Discussion Leader" assignment, will require the instructor and student leader to engage one-on-one in preparation for their week of leadership in leading their classmates in discussion of the current organizational chapter topic.
3. Group Projects require instructor/student engagement prior to presenting. This allows the instructor to redirect or troubleshoot if necessary and give direction to content areas that may relate to the group topic.
3. Additionally, having the instructor roam the room during student groups, encouraging new thoughts/ideas for consideration, is a great opportunity for instructor-to-student engagement.

Explain how the course will incorporate student-to-content interaction.

1. On a basic level, quizzes will assess student-to-content interaction.
2. But the goal is to increase content engagement much further than that. One such technique is assigning students to lead discussions on a given organizational chapter content. This allows the student to do a deep dive into that content and to practice leadership skills as they encourage their classmates to further depth of thinking with challenging and thought-provoking questions.

Explain how the course will incorporate student-to-self interaction (metacognitive).

1. Self assessments are often a critical part of most communication courses and this one is no different.
2. Examples: If one takes a conflict assessment survey and affirms that they tend to avoid conflict, then how might that person successfully navigate tension/conflict at work? What about fear of speaking—how does one successfully master that presentation in front of the management team? Asking students to reflect upon their past employment histories and to consider their future ambitions often guides students into a place of realization of the skills they want and need to attain in order to be successful.

Key: 970