

Meet Your Instructor

To-Do Date: Sep 2 at 11:59pm

Greg Koepel



I've been an executive business leader specializing in leadership, human resources, organizational development, and organizational communications. My professional experience spans 40 years. I have a BS in Business Administration and an MA in Management. I have been accepted into UW-Stout's doctorate of education (Ed.D) in Career and Technical Education Leadership and I'll be starting that program this September. I have moved from the company leadership setting to teaching. I look forward to sharing my experience and know how along with the course content. I also look forward to learning from you. What can you teach me? A lot! Your questions, comments and feedback will help me refine my teaching and help me improve. I thank you in advance for that.

My wife and I live in downtown Stevens Point and our daughter and son in law and our two grand-kids live in Columbus Ohio.

While in class and beyond I encourage you to **make a Point!**

Please follow this link to my LinkedIn page to learn more. Be sure to click on "see more" in each section to view the full content: [Link \(https://www.linkedin.com/in/gregkoepel/\)](https://www.linkedin.com/in/gregkoepel/)

Syllabus - Course Basics

Instructor Information

Instructor: Greg Koepel

E-mail: gkoepel@uwsp.edu (<mailto:gkoepel@uwsp.edu>)

Phone: (715) 252-7192

Office hours: 9:00 - 10:00 Monday and Wednesday mornings via Zoom Please feel welcome to call or email me at your convenience between 8 and 5 daily.

Course Information

Course Description: Theory of management. Explore different ways managers function in profit as well as not-for-profit business and industry organizations. Examine management behaviors from functional and organizational perspectives. Use current and library resources. Study language, philosophy, historical development and psychology of management. Does not count toward Business Major.

Credits: 3

Prerequisite: None

Meeting time: This is an online - asynchronous class. We will not meet as a class however there will be some assignments that will require you to work as part of a team and likely meet with classmates on Zoom. Teams will typically be 5 people.

Textbook & Course Materials

Required E Text:

Exploring Management, Sixth Edition, by JOHN R. SCHERMERHORN, JR., Ohio University and DANIEL G. BACHRACH, University of Alabama, Copyright © 2018, 2016, 2014, 2012, 2010, 2007 John Wiley & Sons, Inc. All rights reserved.

ISBN 97 811-1-939-5867

There are several sections within this *Start Here* Module that provide you guidance and insight on how to obtain and use your e text from Wiley Plus.

Modular Format

I've set up the course as modules corresponding to each week of the semester. I did that to provide you with some "pacing" to help keep you on track so you can get through the content timely. You are welcome to work at a quicker pace than I have set up with the weekly modules. However you could

be constrained by whether or not the chapter *Insights* lecture is available prior to the assigned week and if your teammates share your desire to work ahead. Please be respectful of others desire to follow the schedule.

Each week you'll read the assigned chapter(s), watch an *Insights from Greg* video, complete a Question & Answer exercise called *Adaptive Practice (AP)* will help prepare you for the quiz), take a Quiz covering the content of each chapter (including the videos and *Insights*), and complete a *Case* team assignment. The Cases will come from one of several categories: *Choices, Ethics Check, Facts to Consider, Hot topic, or a Quick Case*. All assignments are due each week by 11:59 pm Saturday night.

The text and associated materials in each chapter module of the course will be the primary driver of your learning. In other words you'll need to read the text, watch the videos, and do the exercises and assessments within the text in order to make the most of this course. Some modules will include additional resources I've selected to help make or reinforce a point.

The pacing for the course is one chapter and related materials per week - each chapter is about 20 pages of written content and some short videos including my *Insights*. There are 3 modules (weeks) that cover 2 chapters. There will be no *Case* team assignment as part of those modules - again there are only 3 modules set up to cover two chapters. One of those double chapter weeks is the last week of class however, the chapters are the shortest chapters of the text.

Smiley Pro Events

In addition to the content in the modules you'll attend 2 Pro Events during the semester. You can choose which Pro Events you'd like to attend - there's great value in each of them. If you'd like my input to help you select an event to attend - please give me a call or drop in during office hours.

Get Your Questions Answered

Please use the Q & A chat space to ask general questions about the course.

Syllabus - Course Administration

Important Note: This syllabus, along with course assignments and due dates, are subject to change. It is your responsibility to check Canvas for corrections or updates to the syllabus. Any changes will be clearly noted in a course announcement or through email.

Course Management Using Canvas

We'll manage this course together through the course management system Canvas. Be sure to use the tools and resources within Canvas to help you become comfortable operating in this learning management system.

Course Schedule and Topic Outline

Refer to the Canvas course home page - *Principles of Management* - for pertinent information. Activity and assignment details will reside within each week's corresponding Module. As assignments come due, they will appear in your Assignments list.

I've set up the course to provide you with some "pacing" to guide you to successful completion of the course. The course is set up with "modules" for each week of the semester. Within the module you'll find your text and supporting materials. I encourage you to absorb it all. In addition to the text, each module contains an *Insights from Greg* video, an *Adaptive Practice* assignment (*AP* will help prepare you for the exam), a *Chapter Quiz* (which will include the videos and *Insights*), and a *Case* team assignment. The Cases will come from one of several categories: *Choices*, *Ethics Check*, *Facts to Consider*, *Hot topic*, or a *Quick Case*.

3 modules have two chapters - watch for these on your schedule to ensure you complete the required reading. There are no *Case* assignments during the weeks that you have a double chapter assignment. There are 2 chapters assigned for the last week of the course however these are the shortest 2 chapters in the text.

You will be assigned to a team - typically 5 people - and most weeks you'll work as a team to provide answers to the *Case* questions.

You are welcome to work ahead and complete the course at a quicker pace than the weekly schedule I've set up. However you could be constrained by whether or not the weekly "insights video has been posted yet and your team may not desire to complete cases ahead of the schedule. Please respect the desires teammates who prefer to submit cases as scheduled.

Got Questions - Get Answers

Please use the *Q&A Chat Space* for questions you may have about the course. Also start being a supportive and responsive manager by answering others questions. The *Q&A Chat Space* is a separate module.

Viewing Grades in Canvas

Points you receive for graded activities will be posted to Grades. Click on the Grades link to view your points. I will update the online grades each time a grading session has been completed, typically weekly. You will see a visual indication of new grades posted on your Canvas home page under the link to this course.

How to Contact Me:

My email address is: [gkoepel@uwsp.edu \(mailto:gkoepel@uwsp.edu\)](mailto:gkoepel@uwsp.edu) My phone number is (715) 252-7192.

Syllabus - How You Earn Your Grade

You will meet the outcomes listed in "Course Outcomes" through a combination of the following activities in this course:

Participate - Engage with the Content

There's an old joke in business – getting background for a story the reporter asks the business leader, how many people work here?" The business leader responds, "about half." Being in the course physically and mentally on-time, prepared, engaged, and participating is a key component of your overall grade. Taking a course online and largely (except for a few group exercises) asynchronously presents some unique learning challenges. The onus for learning is on you not the prof. As Emmi is fond of saying, "guess what?" The responsibility for you to learn the content and concepts has always been with you, regardless of being in an in person class or taking the course asynchronously online. Simply said you need to "show up." There are many famous business quotes about showing up, many times the same quote is variously attributed to different people. You've probably heard this or something like it before – "80% of success is just showing up." Good advice. Being disciplined to show up each week with enough time and energy to devote to learning the content and you'll do well. You are welcome to work ahead if you like.

My email address is: [gkoepel@uwsp.edu \(mailto:gkoepel@uwsp.edu\)](mailto:gkoepel@uwsp.edu) My phone number is (715)252-7192.

Assignments

- Introduction to Canvas with the Integrated Text (Wiley+): 50 points.
- *Adaptive Practice* - 50 points per chapter (50 X 18): 900 points.
- *Chapter Quiz* - 60 points per chapter (60 X 18): 1,080 points.
- *Case team assignment* 50 points per case (50 X 11): 550 points.
- *Smiley Pro Events* - 50 points per event (50X 2): 100 points.

Total: 2,680 points.

Rubrics

- *Adaptive Practice* - you'll receive points for simply completing the *Adaptive Practice*, your points will increase as both your confidence level increases and you answer more questions correctly.
- *Case*:
 - Be sure to answer the questions and the end of the case. There's also *Additional Fuel* listed with each case to help you further your analysis and discussion.
 - Make reference to specific content from the chapter(s).
 - Provide a synopsis of the discussions that led you to the conclusions (just like *Hamilton* - put me in the room where it happened). Describe the lists you made, considerations,

points/counterpoints, plans of attack, etc. Again as a synopsis rather than a full-blown chronicle of events.

- The more people that participate in presenting the *Case* the better - up to a point. If there's not much substance to what you're presenting, trying to squeeze everyone into a talking part will be like cooking up a thin gruel - that's not very satisfying. Don't invent stuff just so someone can talk. You should be able to create at least 12 to 15 minutes of content for each case (likely more). That's 2-3 minutes of "air time" per person. Use the *Additional Fuel* that comes with each case to help ensure a robust case analysis and discussion
- Submit your case as a video presentation. Best practice is to record your group presentation on Zoom.

Grading

Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

A = 93 and higher

A- = 90 to 92.9

B+ = 87 to 89.9

B = 83 to 86.9

B- = 80 to 82.9

C+ = 77 to 79.9

C = 73 to 76.9

C- = 70 to 72.9

D+ = 67 to 69.9

D = 63 to 66.9

D- = 60 to 62.9

F = below 60

Assignment Submission and Timely Completion

All assignments for this course will be submitted electronically through Canvas unless otherwise instructed. Assignments must be submitted by the given deadline or special permission must be requested from instructor before the due date. Extensions will not be given beyond the next assignment except under extreme circumstances. All assignments and quizzes have a submission deadline of Saturday at 11:59 pm of the week the assignment or quiz is due.

Late Work Policy: Be sure to pay close attention to deadlines—there will be no make-up assignments or quizzes, or late work accepted without a serious and compelling reason and instructor approval.

Syllabus - Important Stuff About Our BUS 320 Class Values, Our "Learning" Culture and Academic Honesty.

Let's Create a Culture of Learning

As a student in this course (and at this university) you are expected to maintain a high degree of professionalism, commitment to active learning and participation in this class, and also integrity in your behavior around campus and beyond. Same for me.

When I attended Executive Education at the Harvard Business School they provided me with guidance and expectations for how to behave to create a learning culture. Here's my adaptation of what they recommended: If each of us makes an honest effort to ensure we treat each other with respect and dignity we will enjoy the maximum benefit from working and learning together.

Each of us deserves **respect**.

As my granddaughter is fond of saying, "guess what?" The "what" is that these guidelines are also the stuff of good interpersonal relations that great managers practice! So consider it a win - win. Being conscious of, and actively working towards, following these guidelines as a member of this class provides you "exercise" for the management muscles that power effective relationships at work.

I expect that you will demonstrate respect for each of your classmates worth, dignity, and capacity to contribute. Let's have open discussions where we maintain or enhance the esteem of the other. Let's learn from one another. Let's reflect on our thinking and adjust our paradigms to reflect an attitude of respectful dialogue.

Finally, when people open up and share their experiences, thoughts, rationale, etc. please be circumspect with the information and treat it with the confidentiality it deserves.

We will operate on a first name basis.

Class Participation

To further our learning culture, I'm sharing these "best practices" which Dr. Elizabeth Martin shared with me.

The classroom environment is a unique opportunity for students to share ideas, voice opinions and discuss course content. As each student is entitled to contribute in class, specific expectations are necessary to ensure a thriving classroom environment. Expectations include: no loud shouting, arriving to group/team meetings late or under the influence of any alcohol or drugs, profane

language, verbal or physical threats, intimidation of any kind, or any other behavior that may be disruptive to other students or me. If any of this behavior is exhibited, you may be asked to leave the class. Any continued disruptive behavior may result in a referral to the Dean of Students Office.

Reading your text and timely completing assigned practice and exercises is what will drive most of your learning. Therefore, it is important that you organize and prepare yourself to "learn". Since this class is entirely online save some team exercises - best practice is to set yourself in a quiet workspace, schedule your class/reading/study, etc. time regularly and commit to the length of time it requires you to gain the understanding of the key concepts of each chapter.

Most cases do not have "right" answers. Consequently, being "right" or "wrong" should not be your concern when contributing to a discussion of group assignment. Your point of view is important and if there is a later consensus that differs from your viewpoint, that in no way diminishes the value of your earlier comments. At this point in your career getting comfortable offering your "voice" to the discussion is a key skill for you to develop. In other words don't be a bystander be a participant.

Besides being an active contributor, you should also strive to listen or read carefully the comments of your classmates. If you disagree with what someone has said, speak up and explain how and why your viewpoint differs.

A link to the university's attendance guidelines can be found at: <https://www.uwsp.edu/regrec/Pages/Attendance-Policy.aspx> (<https://www.uwsp.edu/regrec/Pages/Attendance-Policy.aspx>) .

Please, Keep Me Informed

If you find that you have any trouble keeping up with assignments or other aspects of the course, please let me know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional and effective manager. Make sure that you are proactive in informing me when difficulties arise during the semester so that I can help you find a solution.

Instructor Response Times

- My goal is to respond to your email within 24 hours.
- If you have a general course question (not confidential or personal in nature), please post it to the Course Q&A Discussion Forum found on the course homepage. I will post answers to all general questions there so that all students can view them. I encourage you to answer each other's questions too.

Academic Honesty

Cheating in any form, including plagiarism, will not be tolerated. **Any academic misconduct will result in a failing grade for the course.**

While completing your team assignments, you are to make your best effort at contributing towards the team's success.

UW System policy (UWS 14) states that students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students suspected of academic misconduct will be asked to meet with the instructor to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in UWS 14. A direct link to this policy can be found here: https://docs.legis.wisconsin.gov/code/admin_code/uws/14 (https://docs.legis.wisconsin.gov/code/admin_code/uws/14) .

UW-Stevens Point implements the rules defined in UWS 14 through our own "Academic Misconduct Campus Procedures." UWS 14.03

(<https://www.uwsp.edu/dos/Documents/UWS%2014-1.pdf>

(<https://www.uwsp.edu/dos/Documents/UWS%2014-1.pdf>))

defines academic misconduct as follows.

Academic misconduct is an act in which a student:

- seeks to claim credit for the work or efforts of another without authorization or citation;
- uses unauthorized materials or fabricated data in any academic exercise;
- forges or falsifies academic documents or records;
- intentionally impedes or damages the academic work of others;
- engages in conduct aimed at making false representation of a student's academic performance;
- or
- assists other students in any of these acts.

Examples include but are not limited to: cutting and pasting text from the Web without quotation marks or proper citation; paraphrasing from the Web without crediting the source; using notes or a programmable calculator in an exam when such use is not allowed; using another person's ideas, words, or research and presenting it as one's own by not properly crediting the originator; stealing examinations or course materials; changing or creating data in a lab experiment; altering a transcript; signing another person's name to an attendance sheet; hiding a book knowing that another student needs it to prepare an assignment; collaboration that is contrary to the stated rules of the course, or tampering with a lab experiment or computer program of another student.

Academic integrity is critical to maintaining fair and knowledge-based learning at UW-Stevens Point. Academic dishonesty is a serious violation: it undermines the bonds of trust and honesty between members of our academic community, degrades the value of your degree and defrauds those who may eventually depend upon your knowledge and integrity. Examples of academic misconduct include, but are not limited to: cheating on an examination (copying from another student's paper, referring to materials on the exam other than those explicitly permitted, continuing to work on an exam after the time has expired, turning in an exam for re-grading after making changes to the

exam), copying the homework of someone else, submitting for credit work done by someone else, stealing examinations or course materials, tampering with the grade records or with another student's work, or knowingly and intentionally assisting another student in any of the above.

Reporting Misconduct

If you see incidents of misconduct, you should tell me about them, in which case I will take appropriate action and protect your identity. The School of Business & Economics will inform the Dean of Students as required and additional sanctions may be applied. You could also choose to contact the Dean of Students (Dr. Troy Seppelt, email tseppelt@uwsp.edu (<mailto:tseppelt@uwsp.edu>)) and your identity will be kept confidential.

Confidentiality

Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the class unless permission has been granted to share them.

It is important for students to understand that faculty are required to report any incidents of maltreatment, discrimination, self-harm, or sexual violence they become aware of, even if those incidents occurred in the past, off campus, or are disclosed as part of a class assignment. This does not mean an investigation will occur if the student does not want that, but it does allow the university to provide resources to help the student continue to be successful.

Sample Coursework Permission

I may wish to use a sample of your work or some of the feedback you provide on the course in future teaching or research activities. Examples: showing students an example of a well-done assignment; analyzing student responses on a particular question; discussing teaching techniques at a conference. If your coursework or feedback is used, your identity will be concealed. If you prefer not to have your work included in any future projects, please send me an e-mail indicating that you are opting out of this course feature. Otherwise, your participation in the class will be taken as consent to have portions of your coursework or feedback used for teaching or research purposes.

Please Do not Copy to Distribute

Lecture materials and recordings for Bus 320 are protected intellectual property at UW-Stevens Point. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1]

Students may not copy or share lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or

commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

Syllabus - Learning Outcomes (aka "Take Away's")

This course provides you with a foundational understanding of what management is and what managers do. This course is well suited for those not majoring in business yet still want to understand some fundamental business management and organizational issues related to managing. The primary functions of management are planning, organizing, leading, and controlling. Our content offers an exploration of each of these functions that both managers and organizations perform.

Learning outcomes are organized by module and chapter. Using the language of business training, a learning outcome is called a "take away." When a manager invests in your further development by sending you to a training class they want to know what you're going to "take away" from the class and apply back on the team.

So what can you expect to *take away* from this course? The *Take Away's* for each module are:

YOUR CHAPTER 1 TAKEAWAY

1. Understand what it means to be a manager.
2. Know what managers do and what skills they use.
3. Recognize timely and important career issues.

YOUR CHAPTER 2 TAKEAWAY

1. Understand lessons from classical management approaches.
2. Identify insights from behavioral management approaches.
3. Recognize foundations of modern management thinking.

YOUR CHAPTER 3 TAKEAWAY

1. Understand how ethics and ethical behavior play out in the workplace.
2. Know how to maintain high standards of ethical conduct.
3. Identify when organizations are and are not acting in socially responsible ways.

YOUR CHAPTER 4 TAKEAWAY

1. Recognize how managers use information to solve problems.
2. Identify five steps in the decision-making process.
3. Understand current issues in managerial decision making.

YOUR CHAPTER 5 TAKEAWAY

1. Understand how and why managers use the planning process.
2. Identify the types of plans used by managers.
3. Describe useful planning tools and techniques.

YOUR CHAPTER 6 TAKEAWAY

1. Understand how and why managers use the control process.
2. Identify types of controls used by managers.
3. Describe useful control tools and techniques.

YOUR CHAPTER 7 TAKEAWAY

1. Identify the types of strategies used by organizations.
2. Understand how managers formulate and implement strategies.

YOUR CHAPTER 8 TAKEAWAY

1. Understand organizing as a managerial responsibility.
2. Identify common types of organization structures.
3. Recognize current trends in organizational design.

YOUR CHAPTER 9 TAKEAWAY

1. Understand the nature of organizational culture.
2. Recognize how organizations support and achieve innovation.
3. Describe how managers lead the processes of organizational change.

YOUR CHAPTER 10 TAKEAWAY

1. Understand the purpose and legal context of human resource management.
2. Identify essential human resource management practices.
3. Recognize current issues in human resource management.

YOUR CHAPTER 11 TAKEAWAY

1. Understand the foundations of effective leadership.
2. Identify insights of the contingency leadership theories.
3. Discuss current issues and directions in leadership development.

YOUR CHAPTER 12 TAKEAWAY

1. Understand how perceptions influence individual behavior.
2. Understand how personalities influence individual behavior.
3. Understand how attitudes, emotions, and moods influence individual behavior.

YOUR CHAPTER 13 TAKEAWAY

1. Describe how human needs influence motivation to work.

2. Identify how thoughts and decisions affect motivation to work.
3. Understand how reinforcement influences motivation to work.

YOUR CHAPTER 14 TAKEAWAY

1. Understand the importance of teams and teamwork.
2. Identify the building blocks of successful teamwork.
3. Understand how managers create and lead high-performance teams.

YOUR CHAPTER 15 TAKEAWAY

1. Understand the nature of communication and when it is effective.
2. Identify the major barriers to effective communication.
3. Discuss ways to improve communication with people at work.

YOUR CHAPTER 16 TAKEAWAY

1. Understand what we need to know about diversity in the workplace.
2. Understand what we need to know about diversity among global cultures.

YOUR CHAPTER 17 TAKEAWAY

1. Discuss ways that globalization affects international business.
2. Understand what global corporations are and how they work.

YOUR CHAPTER 18 TAKEAWAY

1. Understand the nature of entrepreneurship and entrepreneurs.
2. Discuss small business and how to start one.

Each Chapter in the text lists the *Take Away's* specific to that chapter. So you can easily pair outcomes/takeaway's with the content.

Syllabus - Smiley Pro Events (an outside of class assignment)

Smiley Professional Events

Attending two official Pro Events is a requirement of the class. This is the only assignment that is not a part of your weekly course module - so please ensure you can effectively schedule and track this requirement.

Several UWSP departments and programs, including the School of Business & Economics, sponsor **Smiley Professional Events** (or **Pro Events**).

Pro Events connect you to:

- *Campus* (e.g., academic coaching, student clubs);
- *Community* (e.g., Rotary, Business Council): and
- *Careers* (e.g., internships, networking).

As an SBE student, you will be able to choose from a wide variety of speakers, workshops and special events. With over 300 events per year on the Pro Events calendar, you will have significant flexibility in selecting your events. Whatever you choose, Pro Events will help you to make the most out of your time as a student and to prepare for transitioning into a successful career.

Visit the Pro Events web site (proevents.uwsp.edu) for announcements of upcoming events. You can also follow us on social media. Facebook: [UWSP School of Business & Economics](https://www.facebook.com/uwspbe?fref=ts) (<https://www.facebook.com/uwspbe?fref=ts>)

Twitter: [@UWSPBusiness](https://twitter.com/uwspbusiness) (<https://twitter.com/uwspbusiness>)

For this course, you must attend **two** official Pro Events. One event must be before the mid-semester cut-off of **Oct. 23**; a second event must be before the end-of-semester cut-off (**Dec. 11**). If you go to extra events before the mid-semester cut-off, those credits will carry over into the second half of the semester. Attendance at each event will count for 50 points towards your final grade.

As we continue Pro Events during COVID, there will be a variety of ways to earn your credits:

- Attend virtual (Zoom) events in real time; receive attendance credit directly by signing in with your Point card.
- Watch recordings of past events; receive attendance credit after you submit report via Anderson Center Canvas page.
- Attend occasional live events on campus; receive attendance credit directly.

- Attend off-campus live events; take Events Attendance form and obtain signature.

Attendance at Pro Events will be confirmed with automatic emails to you and updated on the Pro Events web site. Please allow a week for confirmation of attendance at events held outside the SBE, such as Career Services events. If you have a question about Pro Events attendance, please email [proevents@uwsp.edu \(mailto:proevents@uwsp.edu\)](mailto:proevents@uwsp.edu).

If you have multiple courses or affiliations with Pro Events requirements, it is your responsibility to make sure you have attended enough events for each course/affiliation. If you have not attended enough events to cover all of your requirements, your attendance will be allocated to your courses in alpha-numeric order followed by any other affiliations.

After the mid-semester cut-off and the end of this semester's events, I will receive reports confirming your attendance. You do not need to do anything else.

Hint: if you are having trouble finding events that fit your schedule, check out the "Create Your Own Event" option (<https://www.uwsp.edu/busecon/Pages/Events/create.aspx> (<https://www.uwsp.edu/busecon/Pages/Events/create.aspx>)). You can meet with an expert from Career Advising, Financial Coaching or Academic Coaching. During "Kickstart Your Career," there's the special "Lunch with a Leader" program that allows you to set up a lunch with a local business expert to learn more about their industry, company and profession. Normally, the Anderson Center pays the cost of lunch for SBE students and their guests; during this COVID era, the lunches will be "virtual" (Zoom).

Syllabus - The School of Business and Economics

School of Business and Economics (SBE) Mission: The UW-Stevens Point School of Business and Economics creates career ready graduates and leaders through applied learning. We serve the businesses, economy, and people of the greater Central Wisconsin region. We specialize in preparing students for success by providing professional development experiences, access to employers, and in-demand skills. The SBE achieves its mission by valuing:

- Talent development
- Lifelong learning
- Career preparation
- On the job experiences
- Community outreach
- Regional partnerships
- Continuous improvement

Accreditation Commitment: SBE is accredited by the Association to Advance Collegiate Schools of Business (AACSB), a designation earned by only 5 percent of world business schools. Accreditation instills a culture of continuously improving our programs through connections with local business leaders, alumni and the community.