



## **BUED 2710**

**Division:** Business and Technology

**Department:** Business Education

**Course:** BUED 2710

**Title:** Professional Business Leadership / Phi Beta Lambda IV

**Catalog Description:**

This is the fourth course in a series of four. This course will provide students with the opportunity to gain the competitive edge through career development, self-improvement, and volunteer programs. PBL members build their resumes, meet business leaders in the community and beyond, experience the rewards of community service, and enjoy travel and special activities. PBL brings business and education together in a positive working relationship through innovative leadership development programs.

**General Education Requirements:** N/A

**Semesters Offered:** TBA

**Credit/Time Requirement:** Credit: 1; Lecture: 1; Lab: 1

**Clock/Hour Requirements:** 0

**Offered for Non-Credit:** No

**Justification:**

This course is intended to help fill business education requirements of offering a business organization to students to develop leadership skills, community awareness, citizenship, and promote business contacts. Specific justification is outlined in the following section.

**Student Learning Outcomes:**

At the completion of the course, students will have accomplished the following objectives:

- To promote competent, responsible, and effective business leadership by actively serving in Chapter leadership positions, conducting, and participating on committees. Some of the committee groups envisioned are: partnership with business, annual report, community service, membership, field trips/speakers, activities/fund raising, decision making, and others.
- To understand the American business enterprise by completing projects that would further students knowledge of the process of constructing a plan for a desired goal, determining methods of funding and accounting of the project, interacting with leaders of the community, and researching into ways of successfully accomplishing project goals using business procedures.
- To establish career goals by experiencing a wide scope of business choices through guest speakers, field trips, involvement in PBL projects, and choosing to prepare and participate in PBL competitions.
- To encourage scholarship by reviewing with students the importance of quality and efficient utilization of time not only on Chapter projects, but to prepare themselves for scholarship opportunities provided within the PBL network.
- To promote sound financial management by periodically reviewing the Chapter's financial accounts, having Chapter officers work closely with the advisor in maintaining accurate and positive balance in Chapter accounts, and by students experiencing the necessity of financial planning and accountability

of Chapter projects.

- To develop character and self-confidence by being the leaders and active participants of the Chapter, whereby, the advisor's role is that of a facilitator to the organization; and to experience the gratification of competition in a variety of business skill events.
- To facilitate the transition from school to work through contacts made in the professional organizations and of having the advantage of recognizing through practical applications the skills needed for business-related careers.
- To provide an avenue that will allow active involvement in the respective divisions of PBL at local, state, regional, and national levels. This involvement would provide an opportunity for travel to state, regional, and national leadership conferences where special sessions instruct in various phases of PBL.
- To provide opportunities for business decision making in individual and team efforts.

### **Content:**

Topics vary semester to semester, although the basic objectives are the same each semester. Units of instruction and planned experiences may include but are not limited to:

- Attendance at Utah State Fall Leadership Conference, Utah State Spring Leadership Conference, and other applicable conferences
- Time management
- Guest speakers about their chosen careers from a wide cross-section of businesses
- Resume and letter of application preparation
- Free enterprise
- Leadership concepts including discussion, lecture, and activities
- Parliamentary procedure
- Fund raising and money management
- Organization development, agendas, minutes, reports
- Competitive event preparation selection, student, and event preparation
- Review of several publications designed to provide members with resources and information on chapter management, education, competition, and career development
- Participation in state projects including business and community involvement and leadership activities
- One general chapter meeting weekly and one weekly project-related activity during the scheduled class, with additional time spent as necessary on various committees and projects

### **General Education Outcomes:**

2) Write clearly, informatively, and persuasively.

Students gain experience by writing letters, resumes, and reports for state competition. They also must keep track of records and apply for individual member recognition. There are three levels. Members may complete more than one level per year and must report and log their progress. Through completion of the three levels of this program, individuals will have created an interview portfolio which will include a career summary, a detailed resume, samples of work from a shadow or internship program, and a description and evidence of an implemented business/service/leadership project.

3) Speak effectively in a variety of contexts.

Members promote the chapter and its activities and ensure that the public is informed of chapter activities and outstanding student achievements. They also give periodic progress reports on committee assignments. They practice their speaking skills in various competitive state events such as Job Interview, Mr./Ms. Business Executive, and presentations of their chapter projects.

- 4) Retrieve, evaluate, interpret, and deliver information through a variety of traditional and electronic media. Students gain experience of electronic media as they are required to sign up for the PBL List and to communicate to each other through e-mail. They also keep an updated local web page and visit the state and national web sites. They check on job availability on the internet. For the fund raisers and projects, they do several flyers for their publicity.

### **Key Performance Indicators:**

Each student will be evaluated on the following approximate percentages--

- Participation on one committee--25%
- Participation on one fundraiser--25%
- Attendance--50%
- Failure to pay annual local, state, and national dues will result in a failing grade. (F)

Assessment of student performance - in class:

- Attendance - Students will be allowed to miss one general and one committee meeting each semester without penalty; thereafter, grades will be lowered one step for an absence at either meeting.
- Competency and initiative of students in their elected and appointed leadership roles.
- Confidence and self-assurance will be displayed in their work and their individual selves as the quality of their work increases and their participation grows through volunteering for leadership roles and participating in competitive events.
- Willingness to participate in the organization's projects such as partnership with business and community service will demonstrate students interest, appreciation, value, and understanding of service to others, the home and the community.
- Voluntary participation in fund raising and organization sponsored activities assesses students interests and commitments to the organization and the school and will help to promote the free enterprise system.
- Meeting business people and making contacts with business professionals will help students facilitate the transfer from school to work and will assist students in the establishment of occupational goals.
- Voluntary participation at the leadership conferences and participation in competitive events demonstrates student self-confidence, knowledge of subject matter, leadership, and pride in their school and self.

Assessment of student performance - following the class by:

- Expanding the networking capabilities of PBL students by maintaining a current directory of Snow College PBL alumnus and periodically involving those individuals by way of focus/direction surveys and as guest speakers.
- Collecting and summarizing data from students as to the degree the PBL recognition factor and structure influenced/helped them to enter the business work force.

### **Representative Text and/or Supplies:**

*PBL Business Leader*, a newsletter published three times during the school year, (given to each person who

pays their membership dues).

**Optional:**

*FBLA-PBL Handbook*, a national guideline updated annually.

*Chapter Planning Packet*, PBL national publication, updated annually.

*Robert's Rules Of Order*, current Edition, Robert, Evans, and Cleary, Scott Foresman a division of Harper Collings Publishers.

**Optimum Class Size: 32**

**Maximum Class Size: 32**

**Signatures:**

I hereby submit this course syllabus:

---

, ,

I hereby find this course consistent with the goals and resources of the Business Education Department:

---

, , , Chair

I hereby find this course consistent with the goals and resources of the Business and Technology Division:

---

Doug Dyreng, MS, Associate Professor, Dean

I have discussed the need for library resources related to this class with the person submitting the syllabus:

---

Lynn Anderson, MLIS, Technical Services Librarian (Main Campus)

---

Michelle Olsen, MLS, Campus Librarian (Richfield Campus)