

BUS MHR 2292: Business Skills & Environment**Spring, 2017**

Course Coordinator: Ty Shepfer, Senior Lecturer & Director of the Honors Cohort Program
352 Fisher Hall
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614-292-4395

Lecturers: Marc Ankerman Jeff Rodek Tony Wells David E. Freel Ty Shepfer

OFFICE APPOINTMENTS:

You are expected to work through issues with your Recitation Leader (Graduate Teaching Assistant) before setting up an appointment with Professor Shepfer. Professor Shepfer is available to discuss any issues of concern to you on an individual or group basis. His regularly scheduled office hours are below:

- Wednesday from 6:30 – 7:30 am @ Buckeye Donuts on High Street,
- Thursday from 2:30 – 3:30 pm @ Fisher Hall 352

If you would like to meet with one of the other Lecturers, send them an email to request an appointment.

RECITATION LEADER CONTACT INFORMATION:

Name:	Email:
Katie DeFusco	defusco.3@osu.edu
Tada Yamamoto	yamamoto.30@osu.edu
Derek Lancashire	lancashire.2@osu.edu
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Darnell Griffin	griffin.692@osu.edu

GENERAL COURSE INFORMATION

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

COURSE DESCRIPTION:

BUS-MHR 2292 is the introductory course required of all undergraduate students in The Fisher College of Business. The course format is a weekly lecture, and a weekly recitation section. This course introduces students to the role of business in the lives of individuals, consumers, employees, and citizens. It introduces the concept of ethical leadership and emphasizes both oral and written communication skills for the business environment. You will be exposed to several different top faculty at Fisher throughout the semester who will deliver lectures on their respective areas of expertise.

COURSE OBJECTIVES:

The objective of this course are to create a dynamic classroom experience where peer-to-peer learning is encouraged. Readings, assignments, projects and activities will be provided to allow each student to:

1. Recognize and appreciate various types of businesses, their purposes, how they serve their stakeholders, and how they compete in a global economy.
2. Identify how individuals are measured and rewarded in a business and how to exceed expectations to best learn and grow in an organization.
3. Develop skills and strategies needed to attain career goals and develop correspondence appropriate to the job search.
4. Demonstrate an understanding of the emerging businesses focused on social entrepreneurship and corporate social responsibility.
5. Recognize and understand the intangible value of ethics and integrity to leadership from both a US and global perspective.
6. Identify your ethical perspective and the perspectives of others, and the importance of alternative ethical perspectives and values to decision-making.
7. Demonstrate oral communication skills through individual and group presentation settings.
8. Practice the principles of written business communication and to plan, edit, and revise written work consistent with professional standards.
9. Write various business correspondences for targeted audiences including internal and external to the business organization.
10. Select and use appropriate writing formats and graphic aids to effectively and efficiently communicate a message.

REQUIRED MATERIALS:

There are two items that must be purchased for this class:

1. A course packet is utilized for the required reading materials. Note that this is the same course packet that was used during spring semester '16 and autumn '16 so finding a used copy or borrowing the packet from a friend would be your most affordable option.
 - a. A hard copy can be purchased at Barnes & Noble or SBX under ISBN: 9781259965425
OR
 - b. direct purchase of a hard copy of the book is also available at: <http://shop.mheducation.com/mhshop/productDetails?isbn=1259965422> **(Cost is \$65)**
OR
 - c. an EBook can be purchased at: <https://create.mheducation.com/shop/> (enter ISBN: 9781308722825) **(Cost is \$65)**
 2. The Ethical Lens Inventory (ELI) is a mandatory assessment that you must purchase through www.ethicsgame.com. Each recitation will have a unique class code – do not start or purchase the ELI before instructed to do so because the links must be enabled. **(Cost is \$15.00)**
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CLASSROOM ENVIRONMENT:

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

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

If you would like to use your laptop during lecture, you must sit in the first 5 rows of the class.

GRADE APPEAL POLICY:

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

- **Step 1:** Submit a clear written explanation of your reasoning *within one week after the return of your assignment or test* to your Recitation Leader. The written document need not be long, but must clearly identify the problem or issue of concern. Any grade appeals must be conducted in writing. Your Recitation Leader will carefully consider all such appeals and they reserve the right to re-grade all portions of an assignment or test. *There will be no grading appeals after the one-week deadline has passed.*
- **Step 2:** The Recitation Leader will review and respond to the appeal
- **Step 3:** If you are still not satisfied with the outcome, submit your appeal to the Course Coordinator, Ty Shepfer, who will review it and make a final decision. The grade given to you by Professor Shepfer will be the grade that you receive for the assignment regardless if it is the same, higher or lower.

STUDENTS WITH DISABILITIES:

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let your Recitation Leader know immediately so that they can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with your Recitation Leader as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

- **SLDS contact information:** slds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

STANDARDS OF INTEGRITY & CONDUCT:

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

http://studentaffairs.osu.edu/resource_csc.asp and <http://oaa.osu.edu/coam/faq.html#academicmisconductstatement>

It is also expected that each student will behave in a manner that is consistent with the Fisher Honor Statement, which reads as follows:

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

While most students have high standards and behave honorably, like every academic institution we sometimes encounter cases of academic misconduct. It is the obligation of students and faculty to report suspected cases of academic and student misconduct. Students can report suspected violations of academic integrity or student misconduct to faculty or to a program's leadership. All reported cases of academic misconduct are actively pursued and confidentiality is maintained.

If a Professor or Recitation Leader suspects that a student has committed academic misconduct in this course, he or she is obligated by University Rules to report suspicions to the Committee on Academic Misconduct (COAM). If COAM determines that you have violated the University's Code of Student Conduct, the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

COURSE REQUIREMENTS:

Assignment/Activity	Number of Points
1. Class contribution as evaluated by your peers	30
2. Class contribution/attendance as evaluated by your instructor	50
3. Pop quizzes (10 points each)	60
4. QUIC modules completion	10
5. Resume completion	10
6. LinkedIn profile completion	15
7. Individual oral presentation	60
8. Midterm examination	100
9. Ethical lens inventory completion	30
10. Group presentation & handout	100
11. Individual written assignment	60
12. In class group exercise/presentation	35
13. Final Exam	100
TOTAL	660

1. Class contribution as evaluated by your peers (30 points)

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

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

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

- Frequency: You regularly attend and contribute to class discussion
- Quality: You contribute quality comments and advance the discussion forward
- Respect: You take seriously what your peers say and when you disagree, you do so respectfully
- Listening: You listen attentively to other students and to the instructor

Students will be called upon if needed but voluntary participation is what will be most important for your grade. It is up to you to ask for feedback on your class contribution. Below are two general examples to give you an idea on what you might be able to expect for your grade in this category:

- Show up to all classes and significantly contribute in almost all class discussions and projects – A (93% or greater)
- Show up to all classes but don't contribute in any class discussions – D (~66%)

As a general rule, please follow the 4 P's*:

1. **Preparation** – complete all required out of class work prior to coming to class
2. **Presence** – If the student is not present, she or he cannot learn and, more important, cannot add her or his unique thoughts and insight to the group discussion.
3. **Promptness** – Students who enter the classroom late disrupt the discussion and deprecate the decorum of the process.
4. **Participation** – Each student's learning is best facilitated by regular participation. More important, the student has the responsibility to share his or her understanding and judgement with the class to advance the group's collective skills and knowledge.

* *From Harvard Business Review's "A Guide to Case Analysis."*

3. Pop quizzes (60 points total, 10 points each)

There will be 6 unannounced pop quizzes that will take place during lecture or recitation. For students enrolled in the online lecture, all quizzes will take place during recitation. Each quiz will be based on the content and associated articles from the prior lecture. No quiz will be dropped. For quizzes that are missed due to an excused absence, the average of the remaining quizzes will determine your score or as determined by your recitation leader.

4. QUIC modules completion (10 points)

You will be required to complete the QUIC modules as assigned by the Office of Career Management. Additional details will be provided on the course website.

5. Resume completion (10 points)

You will be required to turn in a hard copy of your resume. Additional details will be provided on the course website.

6. LinkedIn profile completion (15 points)

You will be required to complete a LinkedIn profile. Additional details will be provided on the course website.

7. Individual oral presentation (60 points)

Students will have the opportunity to choose a company that you might want to work for some day. You will be responsible for developing a 3 minute presentation that contains a SWOT analysis of the organization. Additional details will be provided on the course website.

8. Midterm exam (100 points)

All material covered in the class and the readings are "fair game" for the midterm. The midterm will contain multiple choice questions.

9. Ethical lens inventory (ELI) completion (30 points)

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

ALL students in *ALL* sections are required to have the ELI completed by **Thursday, February 23 at 5:00 pm.**

10. Group presentation & handout (100 points)

Your group will select, research and orally present an example of ethical leadership and decision making or the failure of such. Each team member will be required to present as part of this presentation. A more detailed scoring rubric with expectations of content will be provided on the course website.

11. Individual Written Assignment (60 points)

Students will be required to write a one page paper (not including attachments) that analyzes an organization's Corporate Social Responsibility report. Additional details will be provided on the course website.

12. In-class group presentation/exercise (35 points)

Details of this exercise will not be provided until the day of the class when this takes place.

13. Final Exam (100 points)

All material covered in the class and the readings are "fair game" for the final as it will be comprehensive.

LATE ASSIGNMENTS:

Assignments are due at the beginning of class either in hard copy form and/or electronically through the course website. Any assignment that is turned in late (after class has started) will be reduced in half. Any assignment that is not turned in 24 hours after the due date will not be accepted and will count as zero.

GRADING SCALE

Final grades are calculated based on point values. There are a total of 700 points. The BSBA program recommends a mean GPA of 2.9 – 3.2 for this, and all other business core classes. The actual grade assigned will be based on what you earn and there will be no rounding up of grades. All sections of 2292 follow the same grading policy and we work hard to maintain consistency across all sections.

Grading Scale			
Points	Grade	Points	Grade
614 - 660	A	508 - 527	C+
594 - 613	A-	482 - 507	C
574 - 593	B+	462 - 481	C-
548 - 573	B	442 - 461	D+
528 - 547	B-	396 - 441	D
		Below 396	E

EXTRA CREDIT

Students will be given 5 points of extra credit if they choose to participate in Fisher Impact Day, which is a day of service sponsored by the College. Details will be provided when they become available.

LECTURE & RECITATION SCHEDULE:

- Face to face lectures are held on Friday's in Schoenbaum 105 at 8:00 am and 11:30 am. Half of the class is enrolled in the virtual lecture and they will receive a link to the lecture video on Friday afternoon via Canvas. It should be watched prior to your recitation the following week. Ensure you check your schedule to ensure which lecture you are in, so that you attend the correct one. Attendance to both lecture and recitation is mandatory.
- Readings should be completed prior to lecture
- The schedule is subject to change

Week #1

RECITATION: Monday, January 9	<ul style="list-style-type: none"> • Class introductions • Syllabus overview • Student questionnaire completion • Introduction of first presentation 	Recitation Leader
LECTURE: Friday, January 13	Course introduction, team selection, Tuckman's Model, business writing and communication skills Readings/Videos: <ul style="list-style-type: none"> • Planning Writing and Revising, Module 4. Locker and Kaczmarek, 6th edition. McGraw Hill. Out of Business Communication Building Critical Skills. 2014. Pages 79-92 in the course packet. • How to Grab Your Audience's Attention by Nick Morgan. Pages 72-73 in the course packet. • Lessons in Public Speaking from Recent Presidents. Pages 76-78 in the course packet. • Watch two online videos (T3 and IGP by Professor Marc Ankerman), located on Canvas under the week #2 module 	Marc Ankerman

Week #2

RECITATION: Monday, January 16	OFF – Martin Luther King Day	
LECTURE: Friday, January 20	SWOT analysis and conducting business research Readings: <ul style="list-style-type: none"> • SWOT analysis article posted to Canvas under the week #2 module 	Ty Shepfer

Week #3

RECITATION: Monday, January 23	<ul style="list-style-type: none"> • Team assignments and team activity • SWOT analysis group activity (Facebook, Snapchat) – bring your lap top 	Recitation Leader
LECTURE: Friday, January 27	Value chain & capitalism Readings: <ul style="list-style-type: none"> • “Market Segmentation, Target Market Selection, and Positioning” Pages 37-41 in the course packet. • “Why Capitalism has an Image Problem”, <i>WSJ</i>, July 28/29, 2012. See link to article in the course packet. 	Jeff Rodek

Week #4

RECITATION: Monday, January 30	<ul style="list-style-type: none"> • Why capitalism has an image problem - debate • <i>Essential business skills spotlight</i>: the art of presenting (T3 and IGP models) 	Recitation Leader
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LECTURE: Friday, February 3	Growing a business, performing well & the pay gap <i>Readings:</i> <ul style="list-style-type: none"> • “How to Write a Great Business Plan”, HBR, <i>William Sahlman</i>, July 1997. Pages 43-54 in the course packet. • “5 Steps to a Performance Evaluation System”. See link to article in the course packet. • “What Your Leader Expects from You”, pages 1-5, <i>Bossidy</i>, HBR, <i>April 2007</i>, Pages 59-69 in the course packet. 	Jeff Rodek
<h2 style="text-align: center;">Week #5</h2>		
RECITATION: Monday, February 6	<ul style="list-style-type: none"> • Individual Presentations (Team #1, #2, #3, #4) • <i>Essential business skills spotlight:</i> performance evaluations and the importance of constructive feedback 	Recitation Leader
LECTURE: Friday, February 10	Types of businesses, vision and mission statements, titles/functions <i>Readings:</i> <ul style="list-style-type: none"> • “Organizing the Enterprise: Which Form is Best for You?” Oct 30, 2004. Pages 3-20 in the course packet. • “Can You Say What Your Strategy Is?” Collins, etc. HBR, April, 2008. Pages 21-31 in the course packet. 	Ty Shepfer
<h2 style="text-align: center;">Week #6</h2>		
RECITATION: Monday, February 13	<ul style="list-style-type: none"> • Individual Presentations (Team #5, #6, #7, #8) • Midterm preparation 	Recitation Leader
LECTURE: Friday, February 17	Leadership Integrity <i>Readings:</i> <ul style="list-style-type: none"> • “Value Shift,” Paine, Lynn Sharp. 2004 in Business Ethics: Decision Making for Personal Integrity and Social Responsibility, by Hartman, Laura P.; DesJardins, Joe. McGraw-Hill, 2010. Pages 94-99 in the course packet. • “What the Best Business Leaders do Best.” Rucci, Anthony J. <u>In the 21st Century Executive: Innovative Practices for Building Leadership at the Top</u>, by Silzer, Rob; Pfeiffer Wiley. John Wiley and Sons, Inc. 2000. Pages 100-120 in the course packet. 	David Freel
<h2 style="text-align: center;">Week #7</h2>		
RECITATION: Monday, February 20	<ul style="list-style-type: none"> • Resumes Due (bring a hard copy to class) • Presentation by the Office of Career Management • <i>Essential business skills spotlight:</i> interviewing, networking and acing the resume 	Recitation Leader
LECTURE: Friday, February 24	Our ethical lens (perspective) DUE: ALL students in ALL sections must have the ethical lens inventory completed by 5:00 pm on Thursday, February 23. <i>Readings:</i> <ul style="list-style-type: none"> • None required 	David Freel

Week #8

RECITATION: Monday, February 27	<ul style="list-style-type: none"> • LinkedIn profile due • Quick modules due • Mid-term Examination 	Recitation Leader
LECTURE: Friday, March 3	Ethical decision making Readings: <ul style="list-style-type: none"> • “Ethics: A Basic Framework.” Paine, Lynn Sharp. 10/12/2006, revised 5/15/2007. Harvard Business School Publishing. Pages 123-128 in the course packet. • “An Action Framework for Giving Voice to Values.” Gentile, Mary C. In Giving a Voice to Values, 2010. Babson College, Giving Voice to Values, 2012. Pages 167-168 in the course packet. • “Starting Assumptions for Giving Voice to Values.” Gentile, Mary C. in Giving Voice to Values Curriculum, Babson College. Pages 131-133 in the course packet. 	David Freel

Week #9

RECITATION: Monday, March 6	<ul style="list-style-type: none"> • Our ethical lens (perspective) • Hydro Quebec case study • <i>Essential business skills spotlight</i>: email etiquette 	Recitation Leader
LECTURE: Friday, March 10	Challenges to doing the “right” thing Readings: <ul style="list-style-type: none"> • “An Ethical Hero or a Failed Businessman?” In Business Ethics: Decision Making for Personal Integrity and Social Responsibility, by Hartman, Laura P.; DesJardins, Joe. McGraw-Hill 2010. Pages 140-146 in the course packet. • “Bend the Rules: Problem Solving Strategies for Quiet Leaders.” Badaracco, Joseph L., Jr. 2/11/2002, Harvard Business School Press. Pages 147-164 in the course packet. 	David Freel

Week #10

RECITATION: Monday, March 13	OFF – spring break	
LECTURE: Friday, March 17	OFF – spring break	

Week #11

RECITATION: Monday, March 20	<ul style="list-style-type: none"> • 9/11 case • <i>Essential business skills spotlight</i>: the use of PowerPoint • Group presentation/handout check-in and work shop 	Recitation Leader
LECTURE: Friday, March 24	Corporate social responsibility & shared value principals Readings: <ul style="list-style-type: none"> • “Creating Shared Value,” Porter. 2011. Pages 171-187 in the course packet. • “The Hidden Cost of Cause Marketing,” Elkenberry 2009. Stanford Social Innovation Review. See link to article in the course packet. 	Tony Wells

	<ul style="list-style-type: none"> “Is There a Culture of Secrecy Behind Corporate Responsibility,” Business Ethics: Magazine of Corporate Responsibility, 2010. See link to article in the course packet. 	
Week #12		
RECITATION: Monday, March 27	<ul style="list-style-type: none"> Group Presentations/Handouts: Team #7, #8 Corporate Social Responsibility & Shared Value Principals Introduction to written assignment 	Recitation Leader
LECTURE: Friday, March 31	Nonprofits, charitable giving & changing perceptions <i>Readings:</i> <ul style="list-style-type: none"> “Should Nonprofits Seek Profits”, Foster W., Bradach J.. Harvard Business Review, February 2005. Pages 197-206 in the course packet. 	Tony Wells
Week #13		
RECITATION: Monday, April 3	<ul style="list-style-type: none"> Group Presentations/Handouts: Team #5, #6 Changing perceptions 	Recitation Leader
LECTURE: Friday, April 7	Social enterprise – a new hybrid business model <i>Readings:</i> <ul style="list-style-type: none"> “A New Approach to Funding Social Enterprises,” Harvard Business Review, January-February 2012. Pages 189-195 in the course packet. “In Search of the Hybrid Ideal,” Stanford Social Innovation Review, Summer 2012. See link to article in the course packet. 	Tony Wells
Week #14		
RECITATION: Monday, April 10	<ul style="list-style-type: none"> Group Presentations/Handouts: Team #3, #4 Written Assignment due Nonprofits, Charitable Giving & Changing Perceptions 	Recitation Leader
LECTURE: Friday, April 14	How to play to your strengths <i>Readings:</i> <ul style="list-style-type: none"> “How to Play to Your Strengths,” Harvard Business Review by Laura Morgan Roberts. January, 2005. Pages 215-220 of the course packet. 	Ty Shepfer
Week #15		
RECITATION: Monday, April 17	<ul style="list-style-type: none"> Group Presentations/Handouts: Team #1, #2 Strengths exercise 	Recitation Leader
LECTURE: Friday, April 21	Course wrap up and review for final comprehensive exam	Ty Shepfer
Week #16		
RECITATION: Monday, April 24	<ul style="list-style-type: none"> In-class group presentation/exercise – bring your lap top 	Recitation Leader

- *We will have a common final exam time for all sections during finals week. Your recitation leader will provide you with details.*

PEER-TO-PEER STUDENT EVALUATION FORM

Name: _____

Group #: _____

Day/Time of Recitation: _____

Description: This document is confidential and will only be shared with your Instructor. However, you are encouraged to provide feedback to your team members. It will count towards 30 points of your final grade and it will be due during the last recitation meeting unless otherwise stated by your Recitation Leader. Late submissions (within the 24 hour time frame), will result in a 15 point deduction off your personal score. No submission within the 24 hour due date will result in a zero, regardless as to how your peers assessed you.

Instructions: Write down the name of each person in your group, including yourself (failure to do so will result in a 5 point deduction). Rate each person by entering a recommended score out of 30. The three dimensions are listed to assist you with your overall evaluation. The only score that will be considered for your actual grade is the one out of 30 points. The overall average from each person in your group, including yourself will determine your peer to peer score.

Name	Dimension			<u>Recommended score out of 30 :</u>
	<u>I.</u>	<u>II.</u>	<u>III.</u>	
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

- I. **Task Orientation.** The extent to which the person coordinates individual efforts with group members' efforts in order to attain the goals of the group.
 C = Unsatisfactory. Usually exhibits uncooperative behavior.
 B = Competent. Organizes assignments to enable group to achieve average grade.
 A = Excellent. Comes to meetings with prepared notes and schedules; coordinates group discussions.
- II. **Attendance.** The extent to which the person shows up for scheduled meetings unless otherwise excused.
 C = Unsatisfactory. Frequently misses meetings; rarely arrives on time or stays for entire meeting.
 B = Competent. Attends the majority of meetings; meetings missed are excused absences; occasionally arrives late or leave early.
 A = Excellent. Shows up for all scheduled meetings on time and stays for the duration of the meeting.
- III. **Preparation.** The extent to which the person completes assigned work in an efficient and punctual manner, and offers assistance on associated assignments.
 C = Unsatisfactory. Less than 50% of the time the person completes assignments, turns in assignments, or offers help in paper preparation.
 B = Competent. Completes assignments in a reasonable period of time, and offers assistance in paper preparation.
 A = Excellent. Does more than 100% of the assigned portion, works ahead, and completes assignments in an efficient and punctual manner.