



Lloyd Greif Center
for Entrepreneurial Studies

USC Marshall
School of Business

BAEP 423 – Small Business Management

Syllabus – Spring 2018 – M – 5:00PM – 8:20

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Office Hours: Generally, 11:00 AM – 12:00 and as needed, please always email for appointment

Course Description

BAEP 423 surveys the challenges and provides skills required to launch and operate a successful small business. Some businesses are growth focused others may be lifestyle focused. They may be non-profit enterprises or “benefit corporations” designed with a mission beyond simple profitability. The objective of this course is to design businesses that are personally fulfilling as well as financially fruitful – an objective that must be individually defined. Students will develop a realistic perspective of the strategic, financial and marketing skills they must master and the resources they must secure to realize their entrepreneurial aspirations.

Learning Objectives

1. Plan an entrepreneurial career that matches your life goals
2. Learn to identify opportunity and vet concepts
3. Learn to manage risk
4. Understand the basics of strategy, marketing and sales
5. Appreciate how legal structures and taxes impact your business
6. Learn the fundamentals of operations and accounting
7. Understand the overriding importance of strategic finance
8. Employees, family, management and leadership
9. Understand the tradeoffs in exit strategies
10. Excitement, adventure and really wild things

Required Materials

I’ve assigned two books for this course. One is a draft of my textbook in progress. The good news is it is free to you. The bad news is that it’s a draft.

1. Autry, Greg and Huang, Laura, 2016. *The New Entrepreneurial Dynamic*. This text is referred to as “NED” in this syllabus. You will receive a PDF copy of the draft for this book.
2. Komisar, Randy, 2001. *The Monk and Riddle: The Art of Creating a Life While Making a Living*. HBS.

Cases and Additional Readings will be posted on Blackboard. Relevant news stories or publications by the instructor will be added as they appear. Required readings may be found in this syllabus, in the course calendar and/or via a Blackboard announcement. You are responsible for reading them all. When in doubt, email me.

A few additional books that I fondly recommend are:

1. Mullins, John & Komisar, Randy, 2009. *Getting to Plan B*. HBS
2. Blank, Steven & Dorf, Bob, 2012. *The Startup Owner's Manual*. K&S Ranch Press.
3. Strunk and White, any edition. *The Elements of Style*
4. Reynolds, 2103. *Presentation Zen*. Pearson.

Course Notes:

By taking this course, you are agreeing to complete all of your work in a timely fashion without excuse. You will proactively participate in class. You also agree and understand that you will spend time out of class, in the real world doing research and collecting data for your ideas and concepts including talking to business owners and consumer that you don't know.

Communications

Course communication will take place through announcements in class, emails, and Blackboard (<http://blackboard.usc.edu/>) and an app called GroupMe. Critical communications and assignments will always be on Blackboard. It is imperative that you have a fully operational email address connected to Blackboard that you check regularly.

If you wish to reach me, email (gautry@marshall.usc.edu) is my preferred method of communication and GroupMe is second, but feel free to text or call me on my cell phone (714.366.8920) if the matter is urgent. Please, always send separate emails with clear subject lines.

I endeavor to be available to students as often as possible. Office hours can fill up, so please schedule an appointment to connect in person or virtually. I'm happy to join you or your company for coffee, lunch or dinner as my schedule permits.

I get a lot of email and it is critical for me to sort it efficiently and correctly so that your questions get answered and you receive due credit. Please help me by always sending separate emails, with clear subject lines. If I don't respond in a reasonable time, I won't be offended if you "ping" me again. Feel free to send a second email after a day or two or text me.

Laptops Down and Phones Off!

The professor, guest speakers and your fellow students deserve your full attention. For a couple of hours each week, you and I will both resist playing Kerbal Space Program, checking email and posting to Instagram. Notes are rarely required during my lectures. Engagement is ALWAYS required. Phones will be on silent and put away. If you violate this policy, be prepared to be called out on it.

Clickers

We will be using dedicated Turning Point Clickers during class. They are numbered and you will be using the same one each day to enable tracking of your lecture participation and to grade quizzes. It is your responsibility (as it always has been with paper) to not look at your neighbor's answer and to conceal your answers from roving eyes. If you pick up a second clicker to answer for a friend, that will be viewed as a case of serious academic dishonesty. If you observe any inappropriate sharing during the quiz, notify me anonymously and I'll review the data. If I note a statistically unusual correlation of answers between neighbors, I may reassign seating. The clickers are my personal property and I greatly appreciate your returning them daily.

Guests Speakers

Several interesting guest speakers will be featured giving you the opportunity to learn from the success and failure of others. Do not be late or leave early when we have a guest speaker. Be prepared to ask intelligent and challenging questions. Failure to show respect to a guest speaker is the best way to receive a mark down in your class participation score. Google these folks and find out something interesting about them.

You should always be prepared to ask the speakers a good question. If the room gets quiet, I will cold call students. Please write a professional thank you letter to at least one of our guest speakers. I will post an email or mailing address on Blackboard.

GRADING POLICIES

Participation

Your level of in-class participation will be evaluated based on both the quality (relevance and insightfulness) and frequency of your participation. Particular attention will be paid to participation with our guest speakers. Participation grades are by no means a “given.” If it is your habit to show up regularly to class, sit quietly and take notes and answer when called upon, expect to get a zero in participation. Participation requires that you contribute to class conversations and ask relevant questions at appropriate times. If you have had problems with participation in the past, let me strongly suggest you sit in the front row and come to class with questions. Challenge the instructor (constructive disagreement is encouraged) and (politely) the guest speakers with questions that are relevant and not simply obvious.

The evaluation of in-class participation quality is based on the following:

- Relevance – Does the comment or question meaningfully bear on the subject at hand? Irrelevant or inappropriate comments can detract from the learning experience.
- Responsiveness – Does the comment or question connect to what someone else has said?
- Analysis – Is the reasoning employed consistent and logical? Has data from course materials, personal experience, or general knowledge been employed to support the assertions/findings?
- Value – Does the contribution further the understanding of the issues at hand?

Clarity – Is the comment concise and understandable?

Anonymous rankings of your fellow group members will be provided to the instructor as a tool to discourage freerides in the group projects and reward the group project heroes. I will consider these in setting the participation grade. A blackboard assignment with a clear rubric for the peer evals will be posted.

Quizzes

I will conduct random quizzes on the readings. You should be prepared to be quizzed on any of the assigned reading. Clickers will be used to quiz you on the readings. Quizzes will typically be @ 10 questions. The total score of all quizzes will be summed at the end of the class and equal to 15% of your grade. There will usually be no prior notification of the quizzes. You should anticipate being quizzed on your readings every day. *There are no quiz makeups* – however, if you miss *one quiz*, I will substitute the mean of your other quiz scores. *If you plan on skipping a significant number of classes this semester this may be an issue for you.*

In-Class Worksheets

There will be four in-class worksheets. These will be either distributed as hardcopies in class or posted on Blackboard. Each one will be explained in more detail when it is assigned.

1. Equity spilt worksheet
2. Valuation Worksheet 1
3. Valuation Worksheet 2
4. Exit Strategy Worksheet

Case Write Ups

You must read all three cases and be prepared to discuss them. You may be quizzed and / or cold called on case facts. Obvious failure to have done the assigned reading will result in point deductions from your participation and case assignments. *A write up is required for just one.* You may not submit more than one write up. *Choose just one of the cases* and produce a short write-up analyzing the lessons of the case, offering your suggestion for the resolution of the prime questions in the case and a detailed explanation of how you reached that conclusion. Your write up should demonstrate mastery of the concepts we have covered in class. Some additional specific questions may be included in the blackboard assignment. *Case Write ups are due before class on the day of the case discussion.*

Midterm Exam

The midterm exam will be comprised of three sections:

Multiple Choice: 30-50 questions covering a variety of topics from the course readings, lectures, guest speakers and anything else that might be assigned.

Essay: Choose from one or three possible essay topics.

Financial Sheet: A simple exercise in categorizing expenses and

The exam will be conducted in class on your laptop or other device. You are responsible for ensuring you are ready to access Blackboard, edit and upload Word documents (you can use Google Docs or Pages, just save in .doc). Computer or connection problems on your system will not be an acceptable excuse.

Individual Opportunity Identification Slide Stack

Objective – The purpose of this individual assignment is for you to gain experience searching for entrepreneurial opportunities, and to learn to formulate, evaluate and present business concepts in a concise manner. Feedback from this Opportunity Identification assignment will be used to help the groups choose the startup concept for the Video and Pitch assignment.

Content of the Assignment – In this assignment, you are to identify an entrepreneurial opportunity and develop a business concept for it. The concept can be an independent new venture, a social or non-profit venture, or a new corporate venture. The assignment should be done on a new opportunity, not mature business; early-stage ventures in the process of being launched are appropriate.

The assignment should address the following:

- Who is the customer and what is their problem/pain point that you have identified?
- What is the product/service offered and the benefits it provides? How will you reach the customer, i.e., what is the distribution channel?
- Why and how did you personally recognize this opportunity?
- What environmental factors led to this opportunity coming into existence? (e.g., industry/demographic/technological developments)
- What early evidence can you generate to show that this is an attractive opportunity? You will need to get out there and do some research in the real world. E.g., interviews with industry experts, potential customers, suppliers, distribution partners, observation of competitors or consumers in the wild.
- What are the next steps to pursue this venture? What are the critical uncertainties in the opportunity and how can you research/test them?

Deliverable – A short (@5 slide) power point or PDF stack

Grading rubric for the individual opportunity identification assignment

| | Points |
|--|--------|
| (1) Target customer & problem clearly identified and presented | 10 |
| (2) Description of the product / service & distribution channel | 15 |
| (3) Analysis of why and how <u>you</u> personally recognized this opportunity | 10 |
| (4) Why now? Why an attractive opportunity? Analysis of environmental factors that created this opportunity. It's likely longevity. Fieldwork. | 25 |
| (5) Plans to validate and further pursue the venture | 25 |
| (6) Presentation, writing and over-all quality | 15 |
| Total points | 100 |

Team Assignments

The team assignment contains are two deliverables:

1. A crowdfunding style video of 3-8 minutes in length. (cover everything but do NOT bore us)
 - a. What is the basic concept? Who is the customer and why will they pay?
 - b. How will you deliver? What team do you need (this is who you *really need*, not the team you have necessarily)?
 - c. How much money do you need and what is it for?
 - d. You will stand and take questions following the showing of your video.
2. One Pager – An investment grade one pager (2 sided) PDF covering the fundamentals of this business. Samples of one pagers will be provided.

The Videos will be rated anonymously by your classmates using clickers and I'll consider that in grading.

Grading rubric for the team One Pager:

| | Points |
|--|--------|
| (1) Explanation of the problem, market, solution and business model. | 40 |
| (2) Identification of financial, physical, intellectual & human resources required to execute. | 30 |
| (3) Overall quality and completeness of the document. | 30 |
| Total points | 100 |

TOTAL CLASS GRADE PERCENTAGES

| Component | Weight |
|-------------------------------|--------|
| Quizzes | 10% |
| Participation | 10% |
| In-Class Assigns (individual) | 10% |
| Opportunity ID (individual) | 10% |
| Case Write Up (individual) | 10% |
| One Pager (company) | 10% |
| Video Project (company) | 15% |
| Midterm | 25% |
| Total | 100% |

Final grades represent how you perform in the class relative to other students. Your grade will not be based on a mandated target, but on your performance. Historically, the average grade for this class is about a 3.3. Only the top few students will earn an A or A-.

Three items are considered when assigning final grades:

1. Your average weighted score as a percentage of the available points for all assignments (the points you receive divided by the number of points possible).
2. The overall average percentage score within the class.
3. Your ranking among all students in the class.

I will not make grade adjustments at the course end because you are “very close” to a grade threshold. I understand the arbitrary nature of the A-F letter grade system and sympathize with the experience of being within a tenth or hundredth of a point below an A-, but the grading scale will hold. Please do not plan on emailing me after grades are assigned and explaining why you need to get a different grade. If you have some hard target for a scholarship or whatever, let me know in advance and I will endeavor to help you to achieve the level of performance required to get you there and alert you if you aren't making it. In the end, your grade will depend entirely on your efforts.

LLOYD GREIF CENTER FOR ENTREPRENEURIAL STUDIES' CONFIDENTIALITY POLICY

Throughout the classes and events of the Lloyd Greif Center for Entrepreneurial Studies ("the Greif Center"), students will be exposed to proprietary information from other students, guest lecturers, and faculty. It is the policy of the Greif Center that all such information be treated as confidential.

By enrolling in and taking part in the Greif Center's classes and activities, students agree not to disclose this information to any third parties without specific written permission from students, guest lecturers or faculty, as applicable. Students further agree not to use any such proprietary information for their own personal commercial advantage or for the commercial advantage of any third party.

In addition, students agree that any legal or consulting advice provided without direct fee and in an academic setting will not be relied upon without the enlisted opinion of an outside attorney or consultant without affiliation to the Greif Center.

Any breach of this policy may subject a student to academic integrity proceedings as described in the University of Southern California Student Handbook SCampus and to any remedies that may be available at law.

The Lloyd Greif Center for Entrepreneurial Studies, the Marshall School of Business, and the University of Southern California disclaim any responsibility for the protection of intellectual property of students, guest lecturers, faculty or staff who are involved in our classes or events.

Receipt of this policy and registration in our classes is evidence that you understand this policy and will abide by it.

ADDITIONAL INFORMATION

PLEASE NOTE: Unless indicated, content below is a compilation of information available at www.usc.edu/curriculum along with updated USC policy statements. An explanation follows each point as necessary. Marshall policies integrate USC policies but may be more strict than University policies.

Add/Drop Process

Most Marshall classes are open enrollment (R-clearance) through the Add deadline. If there is an open seat, students can add the class using Web Registration. If the class is full, students will need to continue checking the *Schedule of Classes* (classes.usc.edu) to see if a space becomes available. Students who do not attend the first two class sessions (for classes that meet twice per week) or the first class meeting (for classes that meet once per week) may be dropped from the course if they do not notify the instructor prior to their absence.

USC Statements on Academic Conduct and Support Systems

Academic Conduct:

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, "Behavior Violating University Standards" <https://policy.usc.edu/scampus-part-b/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. <https://engemannshc.usc.edu/counseling/>

National Suicide Prevention Lifeline - 1-800-273-8255

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. <http://www.suicidepreventionlifeline.org>

Relationship & Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. <https://engemannshc.usc.edu/rsvp/>

Sexual Assault Resource Center

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: <http://sarc.usc.edu/>

Office of Equity and Diversity (OED)/Title IX compliance – (213) 740-5086

Works with faculty, staff, visitors, applicants, and students around issues of protected class.

<https://equity.usc.edu/>

Bias Assessment Response and Support

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. <https://studentaffairs.usc.edu/bias-assessment-response-support/>

The Office of Disability Services and Programs

Provides certification for students with disabilities and helps arrange relevant accommodations.

dsp.usc.edu

Student Support & Advocacy – (213) 821-4710

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. <https://studentaffairs.usc.edu/ssa/>

Diversity at USC – <https://diversity.usc.edu/>

Tab for Events, Programs and Training, Task Force (including representatives for each school), Chronology, Participate, Resources for Students

USC Emergency Information

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. emergency.usc.edu

USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime.

Provides overall safety to USC community. dps.usc.edu

Students with Disabilities

Explanation - The University of Southern California determines through the office of Disability Services and Programs if/that academic accommodations are necessary to support a student with a disability. It is the academic department and faculty members' responsibility to ensure academic accommodations are provided. It is the student's responsibility to submit accommodation requests in a timely manner as well as follow DSP's policies and procedures. DSP personnel are available for consultation should questions and more complicated accommodation needs arise.

Students must register with Disability Services and Programs (DSP) for each academic term that accommodations are desired. Guidelines for the DSP accommodation process can be found at

www.usc.edu/disability

USC is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. If you have a disability which may impact your performance, attendance, or grades in this course and require accommodations, you must first register with the Office of Disability Services and Programs (www.usc.edu/disability). DSP provides certification for students with disabilities and helps arrange the relevant accommodations. Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to your TA) as early in the semester as possible. DSP is located in GFS (Grace Ford Salvatori Hall) 120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. Email: ability@usc.edu.

Emergency Preparedness/Course Continuity

In case of a declared emergency if travel to campus is not feasible, the *USC Emergency Information* web site (<http://emergency.usc.edu/>) will provide safety and other information, including electronic means by which instructors will conduct class using a combination of USC's Blackboard learning management system (blackboard.usc.edu), teleconferencing, and other technologies.

Course Calendar

| | Topics / Activities | Readings | Deliverables Due |
|-----------------------------|--|--|---|
| Week 1 M:1/8/18 | Introduction & Course Overview - Meet the instructor | Syllabus | Your LinkedIn Profile & bio notes |
| | Learn about you Team selection. Equity Split | NED Preface (Komisar) | |
| Week 2 M:1/15/18 | MLK Day Holiday | Read ahead! | |
| | | Read ahead! | |
| Week 3 M:1/22/18 | ELC exercise - JKP 301 | | |
| | | CR: Assembling the Startup Team. NED: 7 Teams | Equity Split Sheet (in-class assignment) |
| Week 4 M:1/29/18 | Why Entrepreneurship? Are you an entrepreneur? | Monk: Preface & 1,2 NED: 1 Entrepreneur | Valuation 1 (in-class assignment) |
| | Dyanamism! | NED: 2 Dynamic | |
| Week 5 M:2/5/18 | Strategy! | NED: 3 Strategy Monk: 3 | Individual Opportunity ID Slides |
| | Case | CR: <i>Jim Poss</i> BB: Case Method | Case Brief 1 |
| Week 6 M:2/12/18 | Opportunity | NED: 5 Opportunity Monk: 4 | |
| | Feasibility | NED: 6 Feasibility | |
| Week 7 M:2/19/18 | President's Day Holiday | | |
| | Meet w. teams during week | No Class Session | Team Project Idea (Outline - @ 3 slides) |
| Week 8 M:2/26/18 | Accounting Guest: TBD | NED: 14 Accounting | Guest Question |
| | More Accounting | NED: 15 Cashflow | |
| Week 9 M:3/5/18 | Finance Guest: TBD | NED: 8 Funding CR: <i>How Venture Capital Works</i> | Guest Question |
| | Mid Term Review | | |
| Week 10 M:3/12/18 | Spring Break | | |
| | Spring Break | | |
| Week 11 M:3/19/18 | Mid Term Exam | | |
| | TBD | Monk 5 | Guest Question |
| Week 12 M:3/26/18 | Case | CR: <i>Terrapower</i> | Case Brief 2 |
| | Project Status Review | Monk: 6 & 7 | Draft Video Script / |

| | | | Notes |
|-----------------------------|--------------------------------|--|-------------------------------------|
| Week 13 M:4/2/18 | Ethics | NED: 4 Ethics | Valuation 2 (in-class assignment) |
| | Guest Speaker: TBD | | Peer Assessment 1 |
| Week 14 M:4/9/18 | Case | CR: <i>XCOR</i> | Case Brief 3 |
| | Guest Speaker: TBD | Monk: 8, 9 | Exit Strategy (in-class assignment) |
| Week 15 M:4/16/18 | Presentations | | Videos |
| | Presentations | | Videos |
| Week 16 M:4/23/18 | Small Business and the B-cycle | Autry-Navarro: Fin. Exec. B-cycles NED: 16 Gov't & Econ | |
| | Capstone Discussion | Overview Monk 10 & Epilog | |
| F:TBD | Not a class meeting | | One Pagers Peer Assessment 2 |



Undergraduate Program Learning Goals

According to the AACSB, the Learning Goals state how the degree programs demonstrate the Marshall mission. Learning Goals should be broad statements, describing the goal of learning as well as the outcome. Accordingly, below the **goal** is what Marshall intends the students should be and the *outcome* further describes students' application and transfer of knowledge. The goals should express expectations that reflect the depth and breadth of student knowledge and skills that are sustainable foundations for life-long learning in support of their professional and personal development.

1. Our graduates will have an understanding of the key business areas and their interplay *to effectively manage different types of modern enterprise.*
2. **Our graduates will have a global mindset** demonstrating an understanding of the interplay of local, regional, and international markets, and economic, social and cultural issues.
3. Our graduates will demonstrate critical thinking skills, decision-making, and problem-solving abilities *to strategically navigate complex demands of business environments.*
4. **Our graduates will demonstrate leadership skills** aspiring to be sensible, future-oriented leaders and innovators.
5. Our graduates will demonstrate ethical reasoning skills, understand social, civic, and professional responsibilities *and aspire to add value to society.*
6. **Our graduates will be effective communicators in speaking and writing** to facilitate information flow in organizational, social, and intercultural contexts.

Learning objectives associated with each learning goal:

According to AACSB, the more places in a curriculum [exist] that support one or more learning goals [and their objectives], the greater the probability of student success.

1. Learning goal: Our graduates will have an understanding of the key business areas and their reciprocity *to effectively manage different types of modern enterprise.*
 - Students will gain factual, conceptual, procedural, and metacognitive knowledge of the following areas: Accounting, finance, marketing, management & organizational behavior, operations and information management, and entrepreneurship.
 - Students will integrate disciplinary knowledge to develop a general management perspective and know how to tailor it to different types of modern enterprise.
 - Students will understand and utilize current technology in all disciplines.

2. Learning goal: **Our graduates will have a global mindset** demonstrating an understanding of the
interplay of local, regional, and international markets, and economic, social and cultural issues.
 - Students will understand the complexities of business in the global economy and society, including its local, regional and global impact.
 - Students will understand the different markets such as product, capital, commodity and factor, labor and global markets.

- Students will apply theories, models, and frameworks to analyze those markets.
- Students will have knowledge of the role of the legal, regulatory, competitor, financial, and consumer environments on business.
- Students will have knowledge of other cultures and their implications for business practice.
- Students will be able to adapt behavior and business practices to diverse business environments and cultures.

3. Learning goal: **Our graduates will demonstrate critical thinking skills, decision-making, and problem-solving abilities** to strategically navigate complex demands of business environments.

- Students will gather, categorize, analyze, interpret, and evaluate relevant qualitative and quantitative information.
- Students will critically question problems, competing priorities and points of view in situations characterized by ambiguity and/or uncertainty.
- Students will apply analytic tools and frameworks of business disciplines to create and defend well-reasoned conclusions and solutions based on relevant criteria and standards.
- Student will develop abstract ideas and design novel conceptual frameworks based on facts and theories.

4. Learning Goal: **Our graduates will demonstrate leadership skills** aspiring to be informed, sensible, future-oriented leaders and innovators.

- Students will recognize the intricacies of individual and organizational group behaviors and demonstrate leadership skills at all levels in organizations, such as team leadership, departmental leadership, executive leadership, and entrepreneurial leadership.
- Students will demonstrate the ability to be creative and innovative thought-leaders.

5. Learning goal: Our graduates will demonstrate ethical reasoning skills, understand social, civic, and professional responsibilities *and aspire to add value to society*.

- Students will understand and abide by professional codes of conduct.
- Students will understand the importance of ethics across cultures.
- Students will know how to apply ethical frameworks to assess appropriate courses of conduct.
- Students will recognize situations and issues that present ethical challenges and will be able to develop solution approaches.
- Students will understand businesses' responsibilities to stakeholders and moral obligations to society at large.

6. Learning goal: **Our graduates will be effective communicators in speaking and writing** to facilitate information flow in organizational, social, and intercultural contexts.

- Students will assess and characterize diverse communication goals and audience needs across cultures and utilize the appropriate oral or written form of communication as well as applicable media and technology.
- Students will understand interpersonal and organizational communication dynamics and implement effective internal and external organizational communication strategies.
- Students will conduct research using a broad range of sources, synthesizing and judging the quality of collected information and support their written or oral claims logically and persuasively.

- Students will write effectively in professional contexts and in all common business formats.
- Students will create and deliver context specific presentations and/or lead meetings individually or collaboratively.

Participation.

One of the primary goals of this course is to help you develop the ability both to clarify your own position on an issue and to be able to articulate and defend it clearly. Sharing your perceptions and ideas with others is crucial for learning and for understanding how the diverse opinions that you are likely to encounter in an organization are debated. You will find yourself presenting and testing new ideas that are not wholly formulated and assisting others in shaping their ideas as well. You should be prepared to take some risks and be supportive of the efforts of others.

Effective class participation consists of analyzing, commenting, questioning, discussing, and building on others' contributions; it is not repeating facts or monopolizing class time. The ability to present one's ideas concisely and persuasively and to respond effectively to the ideas of others is a key business skill. One of the goals of this course is to help you sharpen that ability.

Outstanding Contribution: Your contributions reflect considerable preparation; they are substantive and supported by evidence from the case, readings, and logic. Your comments or questions create a springboard for discussion by making a critical insight. You synthesize and build upon what has already been said in the discussion. The class learns from you when you speak; in your absence, the discussions would suffer.

Good Contribution. You come prepared with substantiated comments. You demonstrate good insight and clear thinking. You are able to make some connection to what has been said in prior discussion. The class notices when you're not part of the discussion.

Minimal Contribution. You participate but are unprepared. You rarely offer interesting insights into the discussion. It appears that you are not listening to what others are saying during discussion.

No Contribution. You say little or nothing in class. If you were not in the class, the discussion would not suffer.

Grades for individual student contributions to team projects are assigned by me, based on my observations of the team's working dynamics, my assessment of the team's project quality, and thoughtful consideration of the information provided through your peer evaluations.

Peer Input/Evaluation Matrix

Complete one form for each of your teammates/group members, *including yourself*.

Name of group member:

| Assess your teammate's contributions on a scale of 1-5 (5 is excellent) | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|
| Attended and was engaged in team meetings from beginning to end | | | | | |
| Asked important questions | | | | | |
| Listened to and acknowledged suggestions from every team mate | | | | | |
| Made valuable suggestions | | | | | |
| Took initiative to lead discussions, organize and complete tasks | | | | | |
| Contributed to organizing the assignment | | | | | |
| Contributed to writing the assignment | | | | | |
| Reliably completed tasks on time in a quality manner | | | | | |
| Demonstrated commitment to the team by quality of effort | | | | | |
| Was cooperative and worked well with others | | | | | |
| I would want to work with this team member again. | | | | | |
| Describe your teammate's (or your) contributions to the assignment: | | | | | |
| How might your teammate (or you) have made more effective contributions to the assignment? | | | | | |