

BUAD 301 – Technology Entrepreneurship - 14640R

Syllabus – Spring 2020 – Monday, Wednesday – 4:00 - 5:50PM, JFF 416

Professor: Greg Autry

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Office Hours: 2:30PM – 3:30 Monday and Wednesday and as scheduled with students. *Email or text me in advance to confirm. I endeavor to be very available, but I may be with other students or meeting elsewhere. Just showing up is not an assurance I'll be available.*

Course Description

BUAD 301 provides an overview of business fundamentals aimed at engineers and scientists desiring to commercialize technology. If you are interested in continuing with further studies in the Greif Entrepreneurship Program, this course serves as a pre-requisite to BAEP 452 Feasibility Analysis. Topics will include developing, testing and adapting business concepts; financing the technology enterprise; marketing and distribution; organizational issues; global business; and legal considerations affecting technology-based ventures. Students will also develop a realistic perspective of the further skills they must master and come to understand the internal passion they must find in order to realize their entrepreneurial aspirations.

Learning Objectives

1. Plan an entrepreneurial career that matches your life goals
2. Identify opportunity and vet concepts
3. Manage risk
4. Explain basics of strategy, marketing and sales
5. Describe how legal structures and taxes impact your business
6. Describe the fundamentals of operations and accounting
7. Explain the overriding importance of strategic finance
8. Assess the relationship between employees, family, management and leadership
9. Describe the tradeoffs in exit strategies
10. Experience excitement, adventure and really wild things

Required Materials

I've assigned two books for this course.

1. Autry, Greg, 2019. *The New Entrepreneurial Dynamic*. This text is referred to as "NED" in this syllabus. You will receive free PDF copies of the draft chapters for this book I am writing.
2. Mullins, John and Komisar, Randy, 2009. **Getting to Plan B**: Breaking Through to a Better Business Model. HBS. Available at the bookstore and Amazon.com: <http://www.amazon.com/Getting-Plan-Breaking-Through-Business/dp/1422126692> This text is referred to in the calendar as "PB".
3. **Course Reader:** You must purchase an online course reader from Harvard Business School

Publishing at: <https://hbsp.harvard.edu/import/692383> This reader contains case studies, an article and a simulation we will be using. The cost is \$27.00.

4. **Investopedia:** <https://www.investopedia.com/> - Create a user account at Investopedia and subscribe to their free “term of the day” service (and anything else you want). Use the dictionary and other resources to understand common financial terms.

Relevant news stories and insightful publications by the instructor or others will be added to Blackboard (BB) 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 (not required) to accompany this course are:

1. Komisar, Randy, 2001. *The Monk and the Riddle*. 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/>) (referred to as BB in calendar) and an app called GroupMe. Critical communications and assignments will always be on Blackboard. It is imperative that you have a fully operational an 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 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 mean 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 question. 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:

- Attendance and Volunteering – Are you there and do you put your hand up?
- 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 team members will be provided to the instructor as a tool to discourage freerides in the team projects and reward the team project hero's. I will consider these in setting the participation grade.

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.*

Assignments

There will be three assignments. 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. If you miss one assignment, I will substitute the average of your other assignment grades.

1. Equity split worksheet – 50 points
2. Valuation Worksheet – 50 points
3. Film Assignment (see below) – 100 Points

Film Assignment

A one to two paragraph review of a films we will watch with a focus on the entrepreneurial content. A bullet point list of significant course concept (e.g. barriers to entry, capturing value under the demand curve, team diversity . . .) and a brief paragraph of how each applies to the film.

	Points
(1) Review	20
(2) Number of course concepts (correctly) identified in film	40
(3) Explanation of concepts and application to film,	30
(4) Writing quality	10
Total points	100

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 two to three page 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.*

Exam

The 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.

Bullet Point List: Choose from one or three possible topics and demonstrate mastery of course concepts.

Financial Sheet: A simple exercise in validating the financial model of a business. Estimating revenues and startup costs, allocating fixed and variable costs.

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.

Team Assignments

The team assignment contains are two deliverables:

1. **Crowdfunding style video** of 3-7 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.

Grading rubric for the team video

	Points
(5) Explanation of the market opportunity, customers and needs	30
(6) Your business model, team and how it will deliver for investors	70
(7) Production quality and engagement value of the video	50
Total points	150

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

2. **One Pager** – An investment grade one pager (2 sided) PDF covering the fundamentals of this business. Samples of one pagers will be provided.

Grading rubric for the team One Pager:

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

TOTAL CLASS GRADE PERCENTAGES

Component	Weight
Quizzes (individual)	20%
Participation (individual)	10%
Assignments (individual)	20%
Case Write Up (individual)	10%
Midterm (individual)	15%
One Pager (team)	10%
Video Project (team)	15%
Total	100%

Grading Notes: While I'm not harsh, I rarely give a 100% on an assignment. Participation is NOT a given for just showing up. I expect you to regularly participate in conversations and challenge each other and the professor with smart, relevant comments. *If you are quiet, sit in the back row, don't volunteer to share and don't have answers that demonstrate you're paying attention to readings or lectures you will get a low participation grade.* Test your team dynamic early. Identify slackers and fix the problem early. Do not come to me at the end of the course explaining your project failure is because other team members let you down.

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 grade 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 Statement on Academic Conduct and Support Systems

Academic Conduct:

Students are expected to make themselves aware of and abide by the University community's standards of behavior as articulated in the [Student Conduct Code](#). 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>.

Support Systems:

Counseling and Mental Health - (213) 740-9355 – 24/7 on call
studenthealth.usc.edu/counseling

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call
suicidepreventionlifeline.org

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention and Services (RSVP) - (213) 740-9355(WELL), press "0" after hours – 24/7 on call

studenthealth.usc.edu/sexual-assault

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Campus Support & Intervention (CSI) - (213) 740-0411

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

A team of professionals here to assist students, faculty, and staff in navigating complex issues. Whether you are here seeking support for yourself or someone else, we are available to help you problem solve, understand options, and connect with resources. Please note that we are not an emergency resource and are not available 24/7.

Office of Equity and Diversity (OED)- (213) 740-5086 | Title IX – (213) 821-8298

equity.usc.edu, titleix.usc.edu

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following *protected characteristics*: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations. The university also prohibits sexual assault, non-consensual sexual contact, sexual misconduct, intimate partner violence, stalking, malicious dissuasion, retaliation, and violation of interim measures.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298

usc-advocate.symplicity.com/care_report

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity | Title IX for appropriate investigation, supportive measures, and response.

The Office of Disability Services and Programs - (213) 740-0776

dsp.usc.edu

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Support and Advocacy - (213) 821-4710

[uscsa.usc.edu](#)

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101

[diversity.usc.edu](#)

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

[dps.usc.edu](#), [emergency.usc.edu](#)

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call

[dps.usc.edu](#)

Non-emergency assistance or information.

Students with Disabilities

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

This class is dynamic! These dates and items are ***subject to change***. Guest speakers will be added and days moved to accommodate them. Pay careful attention to Blackboard announcements and updates to this syllabus.

	Topics / Activities	Readings	Deliverables Due
Week 1 M:1/13/20	Introduction & Course Overview	Syllabus Foreign Policy: Space Research Can Save the Planet – Again https://foreignpolicy.com/2019/07/20/space-research-can-save-the-planet-again-climate-change-environment/	
W:1/15/20		NED Preface (Komisar) PB: Preface, Intro & 1	Connect with me on LinkedIn or upload your resume to blackboard
Week 2 M:1/20/20	MLK Holiday: No Class Meeting	NED: 1 Entrepreneur NED: 7 Teams CR: Assembling the Startup Team.	
W:1/22/20	Experiential Learning Center		ELC
Week 3 M:1/27/20	The Business Model	NED: 2 Dynamic	Valuation Sheet 1 (Assignment 1)
W:1/29/20	Guest: Ryan Olliges 121C		
Week 4 M:2/3/20	Strategy!	NED 3: Strategy	
W:2/5/20	Online Experiential Exercise	Online Experiential Exercise	
Week 5 M:2/10/20	Opportunity & Feasibility	NED: 5 Opportunity NED: 6 Feasibility	
W:2/12/20		CR: Jim Poss BB: Case Method	Case Brief 1
Week 6 M:2/17/20	Presidents Day Holiday: No Class Meeting		
W:2/19/20		NED: 8 Funding NED: 9 Launching	
Week 7 M:2/24/20	Accounting Guest: Adrian Stern	NED: 14 Accounting NED: 15 Cashflow	
W:2/26/20	Discuss Projects		Team Project Idea (ungraded)
Week 8 M:3/2/20	Marketing, Ads, Selling	NED: 10 Brands NED: 11 Marketing & Ads	
W:3/4/20	Exam Review		

Week 9 M:3/9/20	Exam P1	Exam	
W:3/11/20	Exam P2	Exam	
M: 3/16/20 W: 3/18/20	Spring Break: No Class Meetings		
Week 10 M:3/23/20	Film Assignment		Film Assignment (Assignment 2)
W: 3/25/20	Guest TBD		
Week 11 M:3/30/20	Case Day	CR: <i>Terrapower</i>	Case Brief 2
W: 4/1/20	Guest: TBD	PB: 2, 3	Video Storyboard
Week 12 M:4/6/20	Case Day Guest: Karina Drees	CR: <i>Mojave</i>	Case Brief 3
W: 4/8/20		PB: 4,5	
Week 13 M:4/13/20	Discuss Projects	PB: 6,7	
W: 4/15/20		NED: 16 BB: Space Research Can Save the Planet - Again	
Week 14 M:4/20/20	Exits		Valuation Sheet (Assignment 3)
W: 4/22/20	Guest: Fred Ross	PB: 8,9	
Week 15 M:4/27/20	Video Presentations		Videos
W: 4/29/20	Video Presentations		Videos
Final Deliverable			One Pagers

Appendix I

USC Marshall

School of Business

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.

Appendix II Participation & Peer Eval Info

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. I will consider feedback I get from the team in making that assessment.

Sample Peer Input/Evaluation Matrix. Use this to prepare your rating for your team members.

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

Name of team 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.					