USC Iovine and Young Academy

Arts, Technology and the Business of Innovation

IDSN 525: Business Essentials
Units: 3.0

Course Description

"Business Essentials" is a general management course designed for students in the online Master of Integrated Design, Business and Technology degree program. The course provides students exposure to the various functional disciplines found within a business: (1) building theoretical and analytical fluency through the introduction of core concepts, methods, and frameworks, and (2) initiating a discussion about how those disciplines are integrated and/or interdependent. Developed to provide students with a view of the common leadership and managerial challenges found in firms at various points in the organizational life cycle—from prelaunch through maturity—the course uses a variety of methods to enhance students' flexibility and adaptability in a dynamic business world characterized by uncertainty. The course focuses students' attention on the robust quantitative and qualitative analytic skills proven, over time, to support sound decision-making and managerial action—skills in (1) adopting strategies to support long-lived, competitively strong business organizations; (2) choosing and deploying a marketing mix that will generate awareness, trial, and ongoing purchase of those organizations' products and services; (3) understanding how to best allocate and manage financial and other resources to support ongoing operations; and (4) identifying, evaluating, and selecting new opportunities appropriate to business growth or new venture launch.

Learning Objectives

The high-level goal of this course is to introduce students to an array of basic concepts and tools useful in various organizational settings. Students will:

- Gain a basic understanding of business strategy, accounting, marketing, operations, organizational management, and entrepreneurship
- Understand interdisciplinary and cross-functional interactions within established and emerging firms
- Gain an appreciation for decision-making complexity within organizations and organizational networks
- Apply learned theories and frameworks across a variety of business situations
- Develop critical-thinking skills across an array of business disciplines

Recommended Preparation: IDSN 510: Integrative Practices Residential
No prior business knowledge is required or expected for this class. Those with extensive prior business education are encouraged to complete IDSN-530 Technology Essentials or IDSN-520

Design Essentials in lieu of this course. More in-depth business instruction is available through the ART-590 Directed Research course requirement.

Course Notes
This course will be conducted online, using a combination of synchronous and asynchronous methods.

Technological Proficiency and Hardware/Software Required
Students must provide their own laptop. The laptop specifications take into consideration that students will be creating, streaming, and downloading audio and video; communicating using video conferencing applications; and creating and storing large multimedia files.

	Apple	Windows PC
Laptop (Minimum Standards)	• 2.6 GHz dual-core Intel Core i5 or 2.0 GHz quad-core Intel Core i7 • Minimum 13-inch display • 250 GB hard drive or larger • 8 GB memory; 16 GB memory recommended	• Intel Core i5 or Intel Core i7 • Minimum 14-inch display • 250 GB hard drive or larger • 8 GB memory; 16 GB memory recommended
Warranty	• Manufacturer warranty or extended warranty coverage (AppleCare)	• Manufacturer warranty or extended warranty coverage
Operating System	• Max OSX or higher	• Windows 7, 8, 10, or higher
Peripherals	• HD webcam, speakers, and microphone (most newer laptops have built-in webcam, speakers, and microphone) • Headset • Digital camera (cameras on newer smartphones are acceptable) • External drive for cloud account for backup and storage	
Software	• Adobe Creative Cloud (Photoshop, Dreamweaver, Illustrator, and Acrobat) • Microsoft Office Suite • Sophos Endpoint Security (antivirus) • Browser: Most recent version of Internet Explorer, Firefox, Chrome, or Safari	
Network	• Cable modem, DSL, T1/T3 or higher	

Required Readings and Supplementary Materials
Required reading will be drawn from textbooks, articles, papers, cases, and online publications (e.g., articles, op-ed essays) available through a host of available outlets; in all instances, the

material will be delivered via computer. Students will also be required to view online videos; complete web-based, interactive exercises; and respond to peer and faculty comments (within an online discussion forum or group discussion). Lectures, readings, and viewings will be supplemented with current articles and audio/video content.

Academy Student Attendance Policy

The Academy maintains rigorous academic standards for its students, and on-time attendance at all class meetings is expected. Each student will be allowed two excused absences over the course of the semester for which no explanation is required. Students are admonished to not waste excused absences on noncritical issues, and to use them carefully for illness or other issues that may arise unexpectedly. Except in the case of prolonged illness or other serious issue (see below), no additional absences will be excused. Each unexcused absence will result in the lowering of the final grade by one third of a grade (e.g., an A will be lowered to A-, an A- will be lowered to B+).

Students remain responsible for any missed work from excused or unexcused absences. Immediately following an absence, students should contact the instructor to obtain missed assignments or lecture notes and to confirm new deadlines or due dates. Extensions or other accommodations are at the discretion of the instructor.

Automatically excused absences normally may not be used for quiz, exam, or presentation days. Using an excused absence for a quiz, exam, or presentation, such as in the case of sudden illness or other emergency, is at the discretion of the instructor.

In the case of prolonged illness, family emergencies, or other unforeseen serious issues, the student should contact the instructor to arrange for accommodation. Accommodation may also be made for essential professional or career-related events or opportunities. All accommodations remain at the discretion of the instructor, and appropriate documentation may be required.

Grading Breakdown

This course is based on participation, projects and quizzes, with a student expectation of attendance for all synchronous sessions.

Assignments	Points	Weight
Participation in Class Discussion	20	8%
Contribution to Discussion Forums	60	24%
Module Assignments 1-3	90 (30x3)	36%
Final Project	80	32%
Total	250	100%

Students will be asked to complete Peer Feedback reports after the completion of each team project. In rare instances, it is possible—as based on those reports, online data, etc.—that individual students might be removed from teams and asked to complete projects independently. Should this happen, the percentages associated with individual and team grading for that student will be shifted accordingly.

Assignment Submission Policy
<u>All</u> assignments and labs must be delivered, per instructor guidelines to be distributed, by **<u>11:59 p.m. Pacific Time</u>** on the date that deliverable is listed as due. No exceptions. (Early submissions are, of course, encouraged!)

- Upload only one file per assignment. If assignments include images, spreadsheets, etc., merge all into one professional document.
- Deliverables that exceed maximum page or time length requirements will only be assessed up to (and not beyond) that limit.
- Read and heed supplementary assignment details, distributed when each assignment is launched, carefully.

All assignments, no matter how late, must be completed in order to pass this class.

Late Submissions
Assignments will be accepted after the deadline with the following grade penalties. Do not ask for extensions; the below are the extensions.

- Submission in the 24 hours after the deadline: 10% deduction
- Submission between 24 and 48 hours after the deadline: 20% deduction
- Submission between 48 hours and 3 days after the deadline: 50% deduction
- Submission more than 3 days will receive NO credit

Keep copies of all your files and e-mails until the end of the semester.

Correcting a Grading Error or Disputing a Grade
If you don't inform the instructor of missing or incorrect grades within two weeks of those grades being posted, the grades will be assumed correct. Do not wait until the semester's end to check or appeal any grades. If you feel a grade merits reevaluation, you are encouraged, within one week of the instructor providing a grade and initial feedback, to send the instructor a memo in which you request reconsideration. The memo should include a thoughtful and professional explanation of your concerns. Be aware that the reevaluation process can result in three types of grade adjustments: positive, none, or negative. (Note: Complaints on the date of a graded assignment's return to you will not be addressed; it is essential to wait one full day prior to raising a concern.)

Additional Policies

Class notes policy: Notes or recordings made by students based on a university class or lecture may only be made for purposes of individual or group study, or for other noncommercial purposes that reasonably arise from the student's membership in the class or attendance at the university. This restriction also applies to any information distributed, disseminated, or in any way displayed for use in relationship to the class, whether obtained in class, via e-mail or otherwise on the Internet, or via any other medium. Actions in violation of this policy constitute a violation of the Student Conduct Code and may subject an individual or entity to university discipline and/or legal proceedings. Again, it is a violation of USC's Academic Integrity Policies to share course materials with others without permission from the instructor.

No recording and copyright notice: No student may record any lecture, class discussion, or meeting with the instructor without his/her prior express written permission. The word "record" or the act of recording includes but is not limited to any and all means by which sound or visual images can be stored, duplicated, or retransmitted whether by an electro-mechanical, analog, digital, wire, electronic, or other device or any other means of signal encoding. The instructor reserves all rights, including copyright, to his/her lectures, course syllabi, and related materials, including summaries, slides (e.g., Keynote, PowerPoint), prior exams, answer keys, and all supplementary course materials available to the students enrolled in the class whether posted to the LMS or otherwise. They may not be reproduced, distributed, copied, or disseminated in any media or in any form, including but not limited to all course note-sharing websites. Exceptions are made for students who have made prior arrangements with The USC Office of Disability Services and Programs and the instructor.

Participation: Students are expected to actively participate in this course. In an online forum, participation includes:

- Careful reading and viewing of assigned materials by the date due
- Regular, substantive contributions to discussions
- Active engagement with online content
- On-time attendance and full attention in synchronous sessions
- Significant collaboration with classmates and teammates

Course grades for students who do not contribute to the course through active participation may be affected. Students should notify the instructor in advance if they are unable to attend class.

Contact Hours

This 3-unit course requires 2,250 minutes of instructional time per semester.

During fall and spring, this equals 150 minutes (2.5 hours) of instructional time each week. Instructional time may be further broken down into 75 minutes (1.25 hours) of asynchronous time and 75 minutes (1.25 hours) of synchronous time. In addition, it is expected that students

will work, on average, an additional 300 minutes (5 hours) per week outside of class—on readings/viewings, homework assignments, field experiences, and individual or team projects. Synchronous class sessions will be offered as regularly scheduled evening or weekend classes, once each week.

During the summer, this equals 187.5 minutes (3.125 hours) of instructional time each week, which can be further broken down into 90 minutes (1.5 hours) of asynchronous time and 90 minutes (1.5 hours) of synchronous time. It is expected that students will work, on average, an additional 375 minutes (6.25 hours) per week outside of class in the summer.

Statement 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." Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct.

Discrimination, sexual assault, intimate partner violence, stalking, and harassment are prohibited by the university. You are encouraged to report all incidents to the Office of Equity and Diversity/Title IX Office and/or to the Department of Public Safety. This is important for the health and safety of the whole USC community. Faculty and staff must report any information regarding an incident to the Title IX coordinator, who will provide outreach and information to the affected party. The sexual assault resource center web page fully describes reporting options. Relationship and Sexual Violence Services provides 24/7 confidential support.

Support Systems
A number of USC's schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the American Language Institute, which sponsors courses and workshops specifically for international graduate students. The Office of Disability Services and Programs provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, USC Emergency Information will provide safety and other updates, including ways in which instruction will be continued by means of Blackboard, teleconferencing, and other technology.

Course Schedule

Unit	Title and Topics	Readings	Deliverables
1	**Module 1:** **INTRODUCTION; LEADING AND MANAGING** • Course Instructor Introduction • Different Kinds of Businesses	**Weekly Readings** • Reading (article): What's a Business For? https://hbr.org/2002/12/whats-a-business-for • Reading (article): "The McKinsey 7-S Framework." MindTools https://www.mindtools.com/pages/article/newSTR_91.htm • Video: Amy Kates. "What is Organization Design?" Kates Kesler, 2014 https://www.youtube.com/watch?v=41v3PENTEXw (5min)	
2	**Module 1: LEADING AND MANAGING (cont.)** • The Role of Management • The Hierarchy of Management • Operational Effectiveness vs. Strategic Positioning	**Weekly Readings** • Reading (article): What Is Strategy— Michael Porter • Reading (article): Why Do Strategies Fail— Jan Rivkin • Reading (article): Discipline of Teams—J. Katzenbach & D. Smith • Art Kleiner. "The Cult of Three Cultures." Strategy + Business, 3rd Quarter 2001. www.strategy-business.com/article/19868 • Fritz Schumann "Houshi." Vimeo, 2014. https://vimeo.com/114879061	
3	**Module 2: MARKETING** • The Concept of Marketing • The Corporate Structure of Marketing • The Concept and Value of Marketing Segmentation	**Weekly Readings** • Reading (article): Note on Marketing Strategy—R. Dolan • Reading (article): Market Segmentation, Target Market Selection, and Positioning— M. Sarvary & A. Elberse	
4	**Module 2: MARKETING (cont.)** • Examples of Successful Marketing in Industry • Examples of Unsuccessful	**Weekly Readings** • Reading (article): 30 Years Ago Today, Coca-Cola Made Its Worst Mistake http://www.cbsnews.com/news/30-years-ago-today-coca-cola-new-coke-failure/ • Reading (case): On Your Bike! Using Marketing Mix to Drive Successful	

	Marketing Campaigns • Four Ps of Marketing and Examples of Uses • The Concept of Branding	Bicycle Sharing Programs in Europe—Nathalie Laidler-Kylander, Steven Strauss, Laura Winig	
5	**Module 2: MARKETING (cont.)** • Marketing Simulation Exercise: "The Positioning Game" • Business: A Technology Perspective	**Weekly Readings** • Reading (case): Eager Sellers & Stony Buyers—J. Gourville	
6	**Module 3: ACCOUNTING and FINANCE** • The Value of Financial Assessment • Integration of Finance into the Overall Business Structure	**Weekly Readings** • Reading (article): The 6 Essentials of a Basic Cash Flow Statement https://quickbooks.intuit.com/r/cash-flow/6-essentials-basic-cash-flow- statement/ • Reading (article): Why the Volkswagen Phaeton Failed in the U.S. http://www.thecarconnection.com/news/1034260_why-the-volkswagen- phaeton-failed-in-the-u-s • Reading (article): Accounting Basics https://www.accountingcoach.com/accounting-basics/explanation (Parts 1-7)	**Assignment 1 (Marketing) Due**
7	**Module 4: OPERATIONS** • The Concept of Supply Chain Management • Value of Supply Chain Management Innovation • Applicability of Supply Chain	Weekly Readings • Reading (case): Crocs: Revolutionizing an Industry's Supply Chain Model for Competitive Advantage—Hoyt, Silverman, Marks • Reading (case): Supply Chain Management at Wal-Mart -- Johnson	

	Management Including Little's Law		
8	**Module 4: OPERATIONS (cont.)** • Practical Topics in SCM Including Shrink and Defensive Merchandising • Practical Topics in SCM Including Retailer and Manufacturer Coordination and Demand Projection • Industry SCM Decisions – P&G Tide Houston Project	Weekly Readings • Reading (case): BMW of North America. Dream it. Build it. Drive it.	
9	**Module 4: OPERATIONS (cont.)** • Bullwhip Effect • Decision Hierarchy: Retailer, Manufacturer, Distributor • Internal Conflicts to Demand Projection – e.g., Sales Targets, Employee Incentives	Weekly Readings • Reading (article): The Bullwhip Effect and Your Supply Chain https://www.entrepreneur.com/article/232953 • Reading (case): "Evolution of the Xbox Supply Chain"—Hoyt	
10	**Module 5: ENTREPRENEURSHIP** • Entrepreneurial Examples in Tech Space – e.g., Facebook, Tinder, LinkedIn	Weekly Readings • Reading (case): AIC Netbooks: Optimizing Product Assembly—Wheelwright, Yong • Reading (article): Startup Basics: How to Master the Fundamentals https://www.entrepreneur.com/article/223288 • Reading: Ten Types of Innovation https://www.doblin.com/ten-types	**Assignment 2 (Operations) Due**

11	**Module 5: ENTREPRENEURSHIP (cont.)** • Role of an Entrepreneur • Types of Entrepreneurship • Value of Innovation	Weekly Readings • Reading (article): How to Be an Ethical Leader https://www.entrepreneur.com/article/27274 6 • Reading (video): Zara: Masters of the Art of Retail https://www.youtube.com/watch?v=qhCM0F 81vEg • Reading (case): Zara: IT for Fast Fashion—McAfee, Dessain, Sjoman	
12	**Module 5: ENTREPRENEURSHIP (cont.)** • Value of Entrepreneurship • Profiles of Successful Entrepreneurship	**Weekly Readings** • Reading (article): Hypothesis-Driven Entrepreneurship: The Lean Startup—Eisenmann, Reis, Dillard	
13	**Module 6: BUSINESS STRATEGY** • Business Strategy – Bringing All the Pieces Together	**Weekly Readings** • Reading (article): Types of Strategy: Which Fits Your Business?—Excerpt	**Assignment 3 (Entrepreneurship and Business Strategy) Due**
14	**Module 6: Presentations** • Group Business Plan Presentations		**Final Team Project Due**
15			

Assignments

MARKETING ASSIGNMENT – MODULE ASSIGNMENT (Individual)
Students will be asked to (1) identify two products with differing marketing campaigns, and (2) develop an explanation and comparison of the outcomes and success/failures of each product as a result. Products can be picked or identified through public lists, marketplaces, or crowdfunding sites (such as Product Hunt, Quirky, Kickstarter).

OPERATIONS ASSIGNMENT – MODULE ASSIGNMENT (Individual)
Students will use market research techniques (taught within the Marketing and Operations module) to evaluate and write up a description and analysis of the operational processes and systems deployed at a retail or manufacturing organization.

ENTREPRENEURSHIP AND BUSINESS STRATEGY – MODULE ASSIGNMENT (Individual)
Students will evaluate a case in which they identify key elements of the functionality of the business, including primary and secondary industry, market, and customer research.

BUSINESS PLAN ASSIGNMENT – FINAL PROJECT (ENTREPRENEURSHIP, MANAGEMENT, MARKETING, OPERATIONS, ACCOUNTING) (Team)
Students will submit and present a business plan in which they identify the central problem faced by a business model and are required to address the relevant strategy concepts in the context of developing a business plan.

PARTICIPATION (Individual)
- Provide substantive and thoughtful feedback to questions posted, by peers and instructors, in specified online forums.
- Participate in discussion forums based on prereading assignments and case readings.
- Provide written and verbal responses during live, synchronous sessions.
- Complete, after the delivery of each team assignment, individual Peer Feedback reports.

Guidelines regarding assessment of contributions will be provided separately.