DSO 499 – *Frontiers of Digital Business Platforms*

Section *16245R*

Professor *Prof. **Grace Gu***

Email *gracegu@marshall.usc.edu*

When *Mon/Wed 12:00-1:50pm*

Office
BRI 307

Units
4 Units
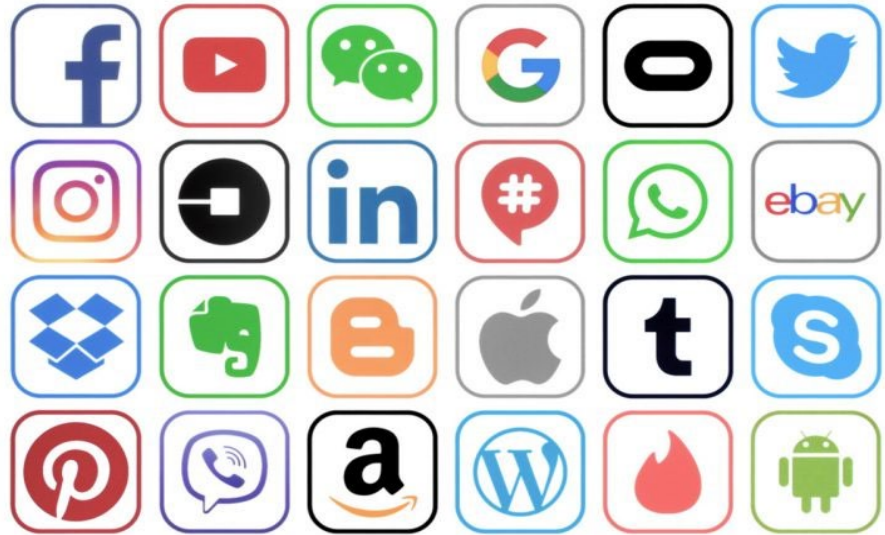
WHY TAKE THIS COURSE?

In 2021, seven out of the world's top ten largest public corporations by market capitalization are platform companies: *Apple, Amazon, Meta, Alibaba, Tencent, Alphabet, Microsoft...* These digital platforms are revolutionizing ALL industries: IT, finance, healthcare, entertainment, consumer retail, real estate automotive, or smart energy, you name it. Interested in a career in technology or management for digital platform companies? Do you want to have an advantage in case study interviews for jobs or summer internship opportunities for big tech platform companies in consulting/banking/media/gaming/ entertainment/ e-commerce/ retail industries? Or do you want to launch your own product on digital platforms? This course will use case study methods to analyze digital tech platforms and prepare you for these great opportunities.

COURSE OBJECTIVES

This course gives students a competitive advantage in career preparation for consulting and business model innovation in any industry that delivers services and value through digital platforms. Upon completing the course, you will be able to understand, analyze, and independently conduct case study towards digital platform business models and platform strategy decisions.

KEY CONCEPTS

- Identify the key components and foundations of digital business platforms
- Assess business strategy decisions in managing digital business models
- Conduct in-depth case analysis on digital platforms
- Use digital business frameworks to theorize emerging digital platform phenomena
- Pitch to potential investors or business partners about the dynamics of disruptive digital platform business models

COURSE DESCRIPTION

The course contents are based on recent case studies, articles, industry reports, current happenings. We are aiming for a rich interactive and collaborative learning experience throughout this course. The class format will consist of lectures, case discussions, and student presentations. Concepts will be presented in the context of leading examples of internet and technology platforms such as the sharing economy platforms, online labor markets, computing technology platforms (e.g., mobile), social networks, cloud computing, videogames, and financial technology platforms. Examples of cases in this course include *Airbnb, Uber, Facebook (Meta), TikTok, LinkedIn, Pinduoduo, Ant Financial,* etc. The course is general management multi-disciplinary orientated. Enrollment open to all USC students from all schools and all majors.

DSO 499 - Frontiers of Digital Business Platforms

Syllabus[*] – Spring 2024 – MW – 12:00-1:50pm – 4 Units
Professor: Grace Gu   Office: BRI 307D
Email: gracegu@marshall.usc.edu

Office Hours*:   MW TBD plus by appointment*

COURSE DESCRIPTION

With the rapid development of information technology in the past two decades, online platforms have drastically altered the way we live. In the business world, digital platform companies have also witnessed legendary success with their new business models in various areas. How are online marketplaces different from traditional commerce? What are the theoretical and practical reasons behind digital platforms' success? What are some of the latest digital platform business models, and how to evaluate platform performance in a business ecosystem?

This class will analyze the latest digital business platforms. The class format will consist of lectures, case discussions, and student presentations. Concepts will be presented in the context of leading examples of internet and technology platforms such as the sharing economy platforms, online labor markets, computing technology platforms (e.g., mobile), social networks, cloud computing, videogames, and financial technology platforms. The class will consider key business decisions for these platforms, including the role of scale economies and network effects, market entry strategies, vertical integration, the dynamics of platform competition and long-run industry structure.

The course consists of four modules. Module 1 is an introduction to digital platforms, to catch a glimpse of digital platform business models and lay the foundation for the next modules. Module 2 and 3 explore the various business models of new and successful online platforms in two parts: platform foundations, and the emerging platform business models. Module 4 concludes with visioning the future of digital platforms.

The goal of the course is to teach you the skills to understand, analyze, and develop critical thinking toward digital platform business models. As companies launch many new initiatives and services that are delivered through digital platforms, there is a need for business professionals who understand the new business models evolving in the industry – and who understand the many cross-functional elements that must be in place for business development to prosper. These are not just for entrepreneurial ventures, but most frequently larger established companies that are innovating with new initiatives and services. The Covid-19 pandemic has greatly accelerated digital transformation and the use of digital business models. And we are entering a new digital normal. We are aiming for a rich interactive and collaborative learning experience throughout this course.

LEARNING OBJECTIVES

UPON SUCCESSFUL COMPLETION OF THIS COURSE, PARTICIPANTS WILL BE ABLE TO:

Have Advantage in Career!
  1) Identify the critical properties of digital platform ecosystems

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[*] *This syllabus is subject to change with updates.*

2) Use digital business frameworks to theorize platform phenomena during case interviews or in daily life
3) Conduct in-depth case analysis on digital platform companies
4) Assess business strategy decisions in management consulting of digital business models
5) Pitch to potential investors or business partners about the dynamics of disruptive digital business models

Have Fun in Everyday Life!
6) Describe the methods and strategic moves through which a company can establish digital platform leadership
7) Articulate the hows of positioning and managing an enterprise in a digital platform ecosystem
8) Design innovative digital business models
9) Scope and assess digital business ecosystem niches
10) Discuss about the latest trends in digital business models (open innovation, user-generated content, Internet of things, sharing economy models, social commerce…)

THIS COURSE WOULD BENEFIT THOSE PURSUING CAREERS IN THESE AREAS:

- Management Consulting, Technology Strategy Consulting;
- Business Analytics, Business Development, Product Management, Information Systems;
- Marketing, Content Design, Digital Innovation, Business Strategy;
- Venture Capital Investment, Technology Investment, Entrepreneurship.

THIS COURSE WOULD BENEFIT THOSE PURSUING CAREERS IN THESE INDUSTRIES:

Any industry that delivers services and value through digital platforms – really ANY industry! -- healthcare, consumer retail, entertainment, real estate automotive, or smart energy.

USC AS DIGITAL NEXUS

Even in this distance-socializing digital-first world, USC sits in a very special "digital cool" place at the heart of "Silicon Beach" and "Digital Hollywood" with the vibe of the creativity and entertainment industries. Southern California is a major center of commerce, content, and communication in the digital space. It is the gateway that connects us to Asia and the Pacific Rim. As this new world transforms to global digital at an exponential rate, we sit at the roots of its crossroads with the opportunity to watch, participate, and help rethink developments as these new business models trigger a new and evolving digital business ecosystem. USC is a world leader in things digital – and it is an exciting spot to be at.

REQUIRED MATERIALS AND READINGS

1. **Harvard Business School Cases (Course Pack)**: The case course pack (12 HBS cases) can be purchased online directly and downloaded in electronic form from Harvard Business Press. When necessary, I will post supplemental readings on the course website for you.

2. **Course Reference Text:** There is no required textbook for this course. However, if you would like to use a textbook to extend your understanding, a useful one is "*Platform Revolution: How Networked Markets Are Transforming the Economy--And How to Make Them Work*," by Parker, Van Alstyne, and Choudary, 2016. It is trade book rather than a textbook and you can purchase from Amazon in both hard copy and Kindle edition and audio if you would like.

GRADING

Grades will be calculated as follows:

In-Class Quiz and Polls	**40%**
Class Contribution	**10%**
Case Discussion Leadership + Case Write-up (Individual)	**20%**
Group Project (Report + Individual Summary + Final Presentation)	**30%**
	100%

40%   **In-Class Quiz and Polls.** There will be a mid-semester in-class quiz that counts for 30% of the final grade. It will consist of several case analysis questions similar to what we learned throughout the course. To reinforce concepts learning and encourage you to review course materials, there will also be four short polls given during class throughout the semester. The short polls will altogether count for 10% of the final grade.

10%   **Class Contributions** aims to help you develop the skills to publicly contribute to managerial conversations. Managers must often "sell" their ideas to others in order to get their acceptance and support. In this course, the classroom provides a laboratory in which you can test your ability to convince your peers of the appropriateness of your approach to complex management problems. Furthermore, it tests your ability to carefully listen to others' perspectives and understand why they may reach a different conclusion. Before you can effectively sell your ideas to others, you must understand what is motivating them, what issues they feel are important, and what assumptions they are making that may be different from your own.

Contributions made in class need to reflect an understanding of the preparation for that class. Note that *attendance does NOT equal contribution*. As with all Marshall electives, attendance is expected. To receive a Contribution grade for a session, you need to contribute in a session. Ideally, in a session, all of you would contribute.

20%   **Case Discussion Leadership + Case Write-up** aim to help you develop the skills to be perceived by your coworkers and managers as someone with logical thinking and thought-provoking questions for case analysis. Each student will sign up for **two** of the cases as a case discussion leader in class. For each case, there may be more than one case discussion leaders. This is an **individual** assignment.

During the class, you will first lead the discussion in a randomly assigned small group, collecting thoughts and developing arguments among your classmates. Then, each case leader gives a 15-20 min presentation in class, covering both your individually prepared materials and a summary of the group discussion opinions. Note that your task will NOT be to provide an overview of the case (everyone should know the case already) but to provide your analysis and insights regarding specific issues in the case.

For preparation of each case you lead, you will need to turn in a case write-up **via email to** gracegu@marshall.usc.edu **by 12 noon of the day of** the class you lead. This is an **individual** assignment. The write-up should include (but not limited to):

1. *Business model analysis*: the essence and key points of the company's strategy and business model.

2. *Critical thinking questions:* what open-ended questions you think is key to the company's strategy and why, what critical thinking question you plan to ask during the group discussion, *your* answer to the discussion questions, etc.

3. *Discussion leadership plan:* how you plan to stimulate different thoughts among your group mates and potentially during your in-class presentation, and how to encourage a lively discussion.

4. Any additional thoughts or contents you think would be useful for your case analysis in class as a discussion leader.

Grading will be based on the I/K/CT skill rubric as follows:

I=Inaccuracies such as presentation does not illustrate the case business model or case is presented so briefly or vaguely so that accuracy can't be judged.

K=Knowledge: knowledge is accurate but a CT (see below) is not warranted because the case analysis has not been organized to efficiently provoke critical thinking questions or the discussion question does not help to deepen the student's understanding.

CT=Critical Thinking: Sufficient detail and critical thinking demonstrated in the case presentation and discussion question. Argument development is well supported with class concepts, cases, and supplemental materials, such as data appendix, media reports, journal articles, industry reports or other secondary sources.

20% **Group Project Final Report (15%) + Individual Executive Summary (5%)**. The purpose of the group project is to give you an opportunity to work in teams and apply what has been learned in the course to strategic problems faced by real-world organizations. You will self-select into groups of 4-5 members; it is your responsibility to form teams.

The **first part** of your group project assignments is a final paper that must be completed as a group project. Your report should be 12 to 15-page (12 pt., 1.5 spacing, 1-inch margins, page count not including any figures, tables, or references) addressing one of the following topics:

1. *Starting a platform business*: pick a platform business idea and analyze its prospects for success using course concepts and analysis frameworks

2. *Advising an existing platform business*: pick an existing platform and analyze its history and current strategy challenges using course concepts and analysis frameworks

3. *Managing a business that is a participant in a platform ecosystem*: pick a business that is influenced by a platform, and analyze its strategy from the perspective of course concepts and frameworks. Examples: content creators in media markets, device manufacturers in computing markets, internet web properties influenced by internet search and online advertising platforms, advertiser/marketer interacting with one of internet search advertising, display advertising, Amazon marketplaces, or eBay.

The **second part** of your group project assignments is to write a one- to two-page executive summary of your paper. You must do this **individually**, please do not discuss your write-ups with anyone else. Your objective here is three-fold: 1) summarize the salient points of the paper *in your own words*, 2) give voice to your own points of view in case you disagree with the group consensus on a particular point, and 3) any critical thinking questions or points of view you have that are not included in the paper.

Both your group report and your individual executive summary should be submitted **via email to** gracegu@marshall.usc.edu **by 11:59pm of the day before** your group's final presentation. For grading purposes, it will NOT be sufficient to orally present an aspect of your analysis that does not appear in the written document.

Peer Evaluation. At the conclusion of the project, each member of the group will be asked to evaluate every other group member anonymously on the last day of class using a peer evaluation form. All team members must complete the form within 24 hours of their presentation. The peer evaluation information will not directly determine a student's grade but will be taken into consideration when the instructor assesses each student's group project performance. If any students receive unsatisfactory ratings from their group, their grade will be marked down accordingly.

10% **Final Presentation.** This final presentation is based on the Group Project content, the goal is for you to practice delivering the essence of your group project in front of an audience (graded as I, K or CT – see rubric above). You will work on this presentation with your same final project group members, prepare a presentation in PPT-format or similar formats, and potentially with critical thinking questions that may provoke a class discussion during your presentation, and deliver this presentation in the last week to your classmates and the instructor.

A copy of the presentation materials such as the PPTs is due **via email to** gracegu@marshall.usc.edu **by 11:59pm of the day before** your group's final presentation. For grading purposes, it will NOT be sufficient to orally present an aspect of your analysis that does not appear in the written document.

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 the Marshall target grade of 3.5 +/- 0.09 (where A=4, A-=3.7, B+=3.3, B=3, etc.). Three items are considered when assigning final grades:

1. Your average weighted score as a percentage of the available points.
2. The overall average percentage score within the class.
3. Your ranking among all students in the class.

COURSE POLICIES

• **Written assignments must be submitted on time**. As managers, you will not be afforded the luxury of missing deadlines. The discount rate for late assignments is steep. Late submission of assignments (by less than 24 hours) will result in a grade reduction based on the time of delay. Assignments submitted late by more than 24 hours will receive only half of the credit.

• While I recognize that life has its uncertainties, absences necessarily limit your class contribution (you can't gain participation points if you are not there…) and hence affect your grade. Please notify me by email at least a day in advance if you must miss a class. **Unexcused absences will definitely hurt your grade.** If you do miss class, it will be your responsibility to get notes, find out what was discussed, etc. from one of your classmates.

Documentation for absences due to medical reasons must contain a doctor's note or a statement that you were incapacitated, the phone number of the health care professional who examined you, and the dates of incapacitation (which must include the dates of the class). An excused absence does not relieve a student of the obligation to turn in assignment and project on time, as the assignments and project are assigned well in advance of their due dates. In cases of a lengthy illness, or other protracted emergency situations, the instructor may consider extensions on project assignments, depending on the specific circumstances.

Examine the course schedule alongside your calendar without delay and take action immediately if you cannot make a particular exam or quiz date. **Please do not schedule any trips or interviews at times when exam or quizzes will be held**.

• Like managers executing actual strategies, we may find that the course syllabus must be amended slightly as the semester progresses. **Please be sure to check the course webpage before class for study questions and further information on the readings and cases!**

Policies Regarding the Use of AI Generators:

In this course, I encourage you to use artificial intelligence (AI)-powered programs to help you with assignments that **indicate the permitted use of AI**. If you decide to use AI generators in your assignment,

note that you need to also complete the AI usage disclaimer (Appendix IV) and submit it with your assignment.

You should also be aware that AI text generation tools may present incorrect information, biased responses, and incomplete analyses; thus they are not yet prepared to produce text that meets the standards of this course. To adhere to our university values, you must cite any AI-generated material (e.g., text, images, etc.) included or referenced in your work and provide the prompts used to generate the content. Using an AI tool to generate content without proper attribution will be treated as plagiarism and reported to the Office of Academic Integrity. Please review the instructions in each assignment for more details on how and when to use AI Generators for your submissions.

COURSE CALENDAR

The following timetable is for reference purpose and is tentative. Subject to change with prior announcement.

Session #	Date	Topic	Cases listed below. Other readings will be listed on Blackboard if needed.
Part 1	**Setting the Stage: Digital Platform Business Models**		
Week 1	Jan 8	Course Introduction & Overview	
	Jan 10	Introduction to Platform Business Models	Case #1 Fasten: Challenging Uber and Lyft
Week 2 (Jan 15: MLK's Day; no class)	Jan 17	Launching a Successful Platform	(cont.) Case #1 Fasten: Challenging Uber and Lyft
Part 2	**Understanding Digital Platform Business Models**		
Week 3	Jan 22 & 24	Platform Architecture and Value Creation	Case #2 LinkedIn Corporation
Week 4	Jan 29 & Jan 31	Platform Monetization and Value Capture	Case #3 Upwork *Short Poll 1*
Week 5	Feb 5 & 7	Product Development in Platform Firms	Case #4 Innovation at Uber
Week 6	Feb 12 & 14	Content Platforms	Case #5 Social Media War 2021
Week 7 (Feb 19: President's Day; no class)	Feb 21	In-Class Quiz Group Project Prospectus	
Part 3	**Emerging Platform Business Models & Digital Platform Ecosystems**		
Week 8	Feb 26 & Feb 28	Digitization of Value Chain	Case #6 Kitopi *Short Poll 2*
Week 9	Mar 4 & 6	Platform Management During COVID-19	Case #7 Zoom Video Communications
	Mar 10 – 17	Mid-Semester Break	
Week 10	Mar 18 & 20	FinTech Platform Ecosystem	*Case #8* Ant Financial *Short Poll 3*

Week 11	Mar 25 & 27	Orchestration in Platform Worlds	Case #9 Videogames: Clouds on the Horizon?
Week 12	Apr 1 & 3	Platform Revenue Model	Case #10 Dropbox *Short Poll 4*
Part 4	**Visioning the Future**		
Week 13	Apr 8 & 10	Policies, Regulations, & Governance of Digital Business Platforms	Case #11 Fixing Facebook
Week 14	Apr 15 & 17	The Future of Platform Revolution	Case #12 HTC and Virtual Reality
Week 15	Apr 22 & 24	Concluding Remarks & Group Project Presentation	
Week 16	May 1-8	Exam Week	***Group Project Final Report Due***

STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS

Academic Conduct:

The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas. Academic misconduct, which includes any act of dishonesty in the production or submission of academic work, compromises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university's mission to research, educate, and contribute productively to our community and the world.

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s).

Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see the student handbook or the Office of Academic Integrity's website, and university policies on Research and Scholarship Misconduct.

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

Students and Disability Accommodations:

USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined

to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Support Systems:

Counseling and Mental Health - *(213) 740-9355 – 24/7 on call*
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

988 Suicide and Crisis Lifeline - *988 for both calls and text messages – 24/7 on call*
The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

Relationship and Sexual Violence Prevention Services (RSVP) - *(213) 740-9355(WELL) – 24/7 on call*
Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - *(213) 740-5086*
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.

Reporting Incidents of Bias or Harassment - *(213) 740-5086 or (213) 821-8298*
Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

The Office of Student Accessibility Services (OSAS) - *(213) 740-0776*
OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

USC Campus Support and Intervention - *(213) 740-0411*
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity, Equity and Inclusion - *(213) 740-2101*
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*
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) 442-1200 – 24/7 on call*
Non-emergency assistance or information.

Office of the Ombuds - *(213) 821-9556 (UPC) / (323-442-0382 (HSC)*

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

Occupational Therapy Faculty Practice - *(323) 442-2850 or* otfp@med.usc.edu
Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

OPEN EXPRESSION AND RESPECT FOR ALL

An important goal of the educational experience at USC Marshall is to be exposed to and discuss diverse, thought-provoking, and sometimes controversial ideas that challenge one's beliefs. In this course we will support the values articulated in the USC Marshall "Open Expression Statement."

Appendix I

USCMarshall
School of Business

Undergraduate Program Learning Goals and Objectives (last update 12/21/17)

Learning goal 1: Our graduates will demonstrate critical thinking skills *so as to become future-oriented problem solvers, innovators and decision makers in diverse and rapidly changing business environments.*
- Students will demonstrate the ability to anticipate, identify and solve business problems. They will be able to identify and assess central problems, identify and evaluate potential solutions, and translate a chosen solution to an implementation plan that considers future contingencies
- Students will demonstrate the ability to be accurate, clear, expansive (thorough, detailed) and fair-minded in their thinking
- Students will critically analyze concepts, theories and processes by stating them in their own words, understanding key components, identifying assumptions, indicating how they are similar to and different from others and translating them to the real world
- Students will be effective at gathering, storing, and using qualitative and quantitative data and at using analytical tools and frameworks to understand and solve business problems
- Students will understand the concepts of critical thinking, entrepreneurial thinking and creative thinking as drivers of innovative ideas

Learning Goal 2: Our graduates will develop people and leadership skills to promote their effectiveness as *business managers and leaders in the 21st century's evolving work and organizational structures.*
- Students will recognize, understand and analyze the roles, responsibilities and behaviors of effective managers and leaders in diverse business contexts e.g., functionally diverse, culturally diverse, geographically diverse, etc.
- Students will understand factors that contribute to effective teamwork including how to elicit, manage and leverage diverse perspectives and competencies.
- Students will recognize, understand, and analyze the motivations and behaviors of stakeholders inside and outside organizations (e.g., teams, departments, consumers, investors, auditors)

Learning Goal 3: Our graduates will be effective communicators *to facilitate information flow in organizational, social, and intercultural contexts.*
- Students will identify and assess diverse personal and organizational communication goals and audience information needs
- Students will demonstrate an ability to gather and disseminate information and communicate it clearly, logically, and persuasively in professional contexts
- Students will understand individual and group communications patterns and dynamics in organizations and other professional contexts

Learning goal 4: Our graduates will demonstrate ethical reasoning skills, understand social, civic, and professional responsibilities *and aspire to add value to society.*
- Students will recognize ethical challenges in business situations and assess appropriate courses of action
- Students will understand professional codes of conduct

Learning goal 5: Our graduates will develop a global business perspective. They will understand how local, regional, and international markets, and economic, social and cultural issues impact business decisions *so as to anticipate new opportunities in any marketplace.*
- Students will understand that stakeholders, stakeholder interests, business environments (legal, regulatory, competitor) and business practices vary across regions of the world
- Students will understand how local, regional and global markets interact and are impacted by economic, social and cultural factors.

Learning goal 6: Our graduates will understand types of markets and key business areas and their interaction *to effectively manage different types of enterprises.*

- Students will demonstrate foundational knowledge of core business disciplines, including business analytics and business economics
- Students will understand the interrelationships between functional areas of business so as to develop a general perspective on business management
- Students will apply theories, models, and frameworks to analyze relevant markets (e.g. product, capital, commodity, factor and labor markets)
- Students will be able to use technologies (e.g., spreadsheets, databases, software) relevant to contemporary business practices

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Appendix II Participation Statements

Participation. In-class participation is 10% of the total grade and evaluated based on your level of involvement in class discussions and in-class exercises.

One of the primary goals of this course is to help you develop the ability both to clarify your own position on a 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.

Appendix III Sample Peer Evaluation Form

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 Form

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?					
Your name: Date:					

Appendix IV AI & LLM Usage Disclaimer

Student Full Name:
Assignment:
Class:
Date:
Tools used:

*Please identify Generative AI and LLMs application in this assignment (Check **all** that applies):*

_____IDEA GENERATION: One of the common challenges in writing research papers, essays, or projects is coming up with a compelling and relevant title or topic. An AI model can help generate ideas based on a few keywords or an abstract of your work.

_____RESEARCH AND STUDYING: These tools can provide additional information and clarification on various topics. They can provide succinct summaries of complex materials or help you explore diverse perspectives on a topic. However, it's important to remember that AI should be used as a supplementary tool and not replace primary sources or thorough research.

_____WRITING ASSISTANCE: They can also help in drafting essays or other writing assignments by generating ideas or helping you structure your thoughts. This can be particularly useful for generating outlines or brainstorming ideas.

_____PROOFREADING AND EDITING: Some language models can provide grammar and style suggestions for your writing. They can spot potential errors and suggest improvements. While not perfect, they can be a useful tool in refining your work.

_____CODING HELP: Some advanced LLMs, like GPT-4, have been trained on a variety of coding languages and can assist in debugging or suggesting code snippets. This can be a helpful resource when you're stuck on a coding problem or need to understand a new concept.
Language Learning: If you're studying a foreign language, LLMs can be helpful tools for practice. They can generate phrases in the language you're learning or even offer translations. This can provide a valuable supplement to your traditional language study.

_____SIMULATION AND ROLE-PLAYING: In subjects such as history or philosophy, generative AI can help you simulate dialogues with historical or fictional characters, providing an engaging way to learn and understand their perspectives.

_____DATA ANALYSIS AND VISUALIZATION: Generative AI can help automate some aspects of data analysis, and can assist in creating visual representations of data. This can be especially helpful in fields that involve heavy data analysis, such as economics, sociology, or any of the sciences.

_____GROUP STUDY (Study Partner, Teammate): LLMs can also assist in a group study scenario by serving as a neutral entity answering questions or facilitating discussions.

1. In a few sentences write why did you decide to incorporate AI in your assignment?

2.   How did AI help you with accomplishing your assignment objective?

3.   Could you have completed this assignment without use of AI?