

USC Marshall
School of
Business

MOR 467: Strategic Management Innovation (4 units)
Syllabus – Spring 2024

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Overview

This course investigates how firms in different industries manage strategic innovation for competitive advantage. It includes an analysis of industry dynamics and how to craft and implement innovation strategy.

Business Week recently observed that “making innovation work is the single most important business issue of our era.” In fact, innovation has always been a critical component of leadership, and the key to the survival and growth of organizations. The goal of the course is to provide you with a broad perspective on innovation and to increase your effectiveness and skills in analyzing, managing, and understanding issues related to strategic innovation.

This is an advanced management course designed to develop your analytical and creative thinking in combination; and to provide you with skills to search for and develop creative strategically viable solutions. Such solutions are integral to the management of dynamic, rapidly growing organizations, as well for organizations competing in environments where change and innovation are key drivers of competitive success. As innovation requires the creative synthesis of several functional areas, the course integrates perspectives from the psychology of creative thinking, strategic management, organizational design and management.

The course is designed for the strategist and the general manager - no technical background is assumed. Although we will cover some technologies and you will have an opportunity to learn about technologies of your choice as part of the required course work, the course does not focus on either specific technologies, or on the management of technological innovation. Instead, the course provides a broad, integrated perspective on innovative thinking, innovative strategies, and innovative processes in a wide spectrum of organizations.

The goal of the course is not to prepare you for careers in innovation management but for developing creative approaches to a wide class of strategic problems. As such, the course can benefit virtually all students. The recent trend in the corporate world toward flatter, less hierarchical organizations has resulted in strategy being formulated at ever lower hierarchical levels, and innovative strategies emerging from all corners of organizations. Accordingly, even non-executives are likely to make decisions and initiate actions that have significant strategic implications. Many entry-level positions require employees’ involvement in projects initiated to elicit innovative and creative ideas to improve the functioning of the organization as a whole. Similarly, functional specialists need to understand how their own areas contribute to the strategic

change and innovation in their organizations and can benefit considerably from understanding the challenges of developing innovative strategic solutions. Therefore, it is increasingly important that university graduates acquire creative, analytical, communication, and action skills that enable them to contribute to the innovation and growth goals of corporations.

Learning Objectives

- **Analytical Skills.** Theoretical concepts are a great aid to understanding, but by themselves are not enough to solve real business problems. You also need a set of useful analytical tools and skills that can be applied to the data to question and validate the facts and the premises assumed in the theories. Some of the tools are quantitative e.g. analyzing financial statements or calculating the effect of scale on production costs, while others are qualitative. Learning how and when to apply these techniques is a key objective of the course.
The course will offer you experience in conducting a comprehensive strategic analysis of a company. This involves an in-depth external analysis of the firm's industry and competitors and a thorough internal analysis of the firm's objectives, strategies, competitive advantages and performance. You will also identify and analyze the key strategic problems faced by the company and develop effective solutions and an implementation plan.
- **Critical Thinking Skills.** The course will place a special emphasis on developing your critical thinking skills and enhancing your ability to present a thoughtful critique of others' arguments, analyses and supporting evidence. These skills will also help you to gather information, prepare thoughtful analyses and build compelling arguments.
- **Communication Skills.** The best analysis will have little effect if it cannot be communicated to others. Managers must be able to articulate their views coherently and persuasively. Management is a "verbal sport". As much as ninety percent of a typical manager's day can be consumed by communication. Time is often scarce. You must learn to make convincing arguments and to make them quickly. This skill takes practice, and we will place a special emphasis on it in class through oral presentations and written reports.
- **Heuristics.** Much of the knowledge that successful managers use consists of "rules of thumb" about what issues are likely to be important in certain kinds of business situations and about how best to deal with certain problems. These rules of thumb or heuristics are often implicit in managers' thinking yet they have never bothered to articulate them explicitly. An important goal of this course is to help you build up your set of useful rules of thumb or heuristics for your future managerial careers.

In this course, we are as much interested in developing an appreciation for the *art* of management as we are in understanding the *science* of management. Tools alone may make you a good analyst, but they will not make you a good strategist. While the ability to master analytical tools and frameworks is essential, ultimate success is more strongly predicated on vision, insight, good judgment, and a willingness to act with conviction.

Upon successful completion of the course, students will have the knowledge and skills to:

1. Explain the fundamental characteristics of a well-conceived strategy and formulate an effective strategy for competitive advantage.
2. Analyze the main structural features of an industry and recommend a strategy that positions a company most favorably in relation to competition.
3. Explain the characteristics of disruptive innovations and recommend a strategy to develop disruptive innovations for competitive advantage.
4. Appraise the resources and capabilities of a firm and explain how they can be leveraged to earn above-average returns.
5. Diagnose a firm's competitive advantage and provide recommendations for creating, enhancing, and sustaining competitive advantages.

6. Analyze the dynamics in competitive rivalry and develop strategies for acting both proactively and defensively.
7. Recognize ethical challenges in business situations and develop effective recommendations for addressing them.
8. Perform a comprehensive strategic analysis of a company, analyzing the key strategic problems it faces and providing effective solutions and an implementation plan.
9. Provide a thoughtful critique of others' arguments, analyses and supporting evidence.
10. Communicate your arguments coherently and persuasively.

Required Materials

- A course packet of articles and cases to be used in class is available from HBS Publishing plus this [Excerpt from The Four Steps to the Epiphany](#) by Stanford Professor Stephen Blank

Class Contribution

In-class discussions are at the core of the learning in this course. This course makes extensive use of the case method. For this course to work as intended, it is critical that you come to class prepared to discuss the readings and the cases assigned. Given the importance of class contribution, see below what constitutes high-quality class contribution. Since you cannot participate in class discussions if you miss all or part of a class, your grade will be negatively affected by absences and tardiness. You will be allowed up to three absences during the semester (you do not need to provide a reason), after which absences for whatever reason will affect your grade for class participation. Class contributions will be graded for each class session and missing a third of the classes or more will result in a failing grade.

At the very start of each case discussion, we spend 1-2 minutes to answer particular questions about the case or hear student views of the major issues involved.

Similarly, at the end of each case discussion, 1-2 students will be randomly chosen to summarize the key take-away lessons.

Many people are intimidated by the “obligation” of speaking up in class. Don't be. Your anxiety will be reduced only through practice. Here's the secret to cutting your stress level: BE PREPARED. If you have read the case and the readings carefully and have prepared notes with your analysis of the preparation questions provided, you will succeed if you speak up. Please keep in mind that the only measurable output of your preparation is your class discussion –but airtime is a scarce resource, so please use it wisely. Comments based solely on a “gut reaction” that do not show use of the readings to develop your analytical skills do not add much value and will be treated the same as not participating. Frequent non-quality contributions are not rewarded and, in some cases, may be penalized.

Students who find it difficult to speak in class can prepare write ups or help with class set up alternatively.

The criteria for making high-quality, important contributions to the learning process:

- (1) Are comments relevant to the discussion?
- (2) Do comments reveal a solid grasp of the facts of the case and their implications?
- (3) Do comments reveal use of appropriate tools (from the readings) to analyze the facts of the case?
- (4) Do comments add to the knowledge in the class, i.e., do they move the discussion forward or do they repeat what has been said?
- (5) Do comments show that you have listened to the discussion and that you are able to build on the comments of others?
- (6) Are you prepared to answer when called on in class?

Assignments

Students will be organized into groups of 5-6 to complete in-class presentations and the final project.

Choose one student as the “organizer/communicator” to email me with the names of group members and other administrative items.

At the end of the course, you will be asked to assess the contributions of each team member to the work you have completed together. Based on your feedback, individual grades for these components of your course grade may be adjusted by an amount determined by the instructor, in order to ensure equity.

During your work on the assignment, if you feel that one or more of your team’s members is/are not contributing sufficiently to the team’s work, please provide this feedback to the team member(s), along with the changes that you would like to see. Learning to work with others is essential to managerial work and an essential component of the learning in this class.

Final Projects will include researching a company (one either I or students will choose) including:

- 1) interviewing at least one key employee
- 2) framing the problem and your solution for innovation

Course Format

In-Person Class. Class will meet in-person, as was the norm prior to the pandemic. However, access to technology and a reliable internet connection will help you excel in the course. Students with technology or internet needs should communicate those needs with the following sources:

- [Marshall Emergency Funding Resources](#)
- [USC Resources](#); basicneeds@usc.edu

Classroom Policies

- Active class participation is important in achieving the learning objectives for this course. Unless students provide an accommodation letter from USC OSAS or from Marshall detailing visa or travel restrictions, attendance and active participation is expected in the classroom.
- Any student with such accommodations should submit their accommodation document to their instructor as soon as possible. Your instructor will then provide regular access to a recording of the class and an opportunity to regularly make up missed in-class participation.
- Students who are experiencing illness should not attend class in person. Please inform the instructor in advance of the class session to discuss what accommodations will be made to allow for the make-up of missed class work and missed in-class participation. Students will not be penalized for not attending class in person under these circumstances.

Case Method. To achieve the objectives of the course, we will devote most of our class time to the analysis and discussion of selected business cases. Occasional lectures will be given to elaborate on key theoretical concepts and frameworks. These lectures, however, will be subordinate to the case analysis. Cases provide a natural “testbed” for theory and provide vivid examples that aid the memory of concepts. While nothing can surpass first-hand personal industry and managerial experience as a basis for decision-making, case analysis is an indispensable proxy for the kind of knowledge that can only be gained through years of experience and research. A set of business cases has been selected on a range of companies from a variety of industry settings. Each case is intended to teach us something specific, yet each can teach us many things. We will not attempt to exhaust each case of all its learning experiences, but rather build up a “war chest” of analytical tools, skills, and insights, progressively over all the selected cases.

There are other reasons for employing the case discussion method of instruction. First, it allows you to develop skills at problem definition in addition to problem solving. Cases typically do not have an obvious set of tasks whose performance will lead to mastery. Rather, they force you to sift through a mass of information, some of it irrelevant or contradictory, to identify the key strategic issues. Second, the case method gives you a chance to deal with ambiguity. Most cases do not have obvious “right” answers. Managers must be able to function in situations where the right answer is not known, without falling into

the trap of assuming that any answer is as good as another. Some analyses and proposed strategies are clearly wrong, and some are clearly better than others are. A popular phrase in case analysis classes is **"There are *no* right answers, but there are *wrong* answers."**

These rationales are offered because the case method may be unfamiliar to some of you and may cause initial confusion. There will be many times when I will not reveal my own opinions about a particular issue, and there will be many cases that do not end up neatly packaged with an "answer." You may discover that your preparation "misses" key points of a case, especially at first. This is a normal part of the learning experience.

The quality of your learning experience during our class discussions will be directly determined by: 1) your degree of preparation, listening, and participation, and 2) your classmates' preparation, listening, and participation. Some will not agree with you, and you may be asked to defend your argument. As long as criticism is directed at arguments and not at individuals, is relevant to the issues at hand and coherently argued, it is very much welcomed.

Case Preparation. Cases require careful preparation before coming to class. The following is a suggested list of steps to guide your case preparation.

1. Rapidly read the assigned case to gain a general understanding of the industry, the firm and the key strategic issues faced by the firm.
2. Carefully review the case discussion questions provided for the case on Blackboard to learn more about what issues require special attention.
3. Carefully re-read the case, taking notes that sort information, facts, and observations under a number of relevant headings.
4. Formulate theories or hypotheses about what is going on as you read ("the company loses money on small orders"), modifying or rejecting them as new information surfaces ("Table 2 shows that shipping costs per unit are higher for small orders, but only for long-distance shipments").
5. Perform quantitative analyses, "crunching" whatever numbers are available. Use these numbers to provide quantitative support wherever possible, particularly when exploring various hypotheses as to the nature and importance of certain phenomena. If the requisite data are not available in the case, precise descriptions of what data are missing often triggers ideas for making creative use of the information that is available.
6. Prepare definitive conclusions before you come to class concerning the key strategic issues faced by the firm in the case and how they can be addressed as well as the issues raised in the case discussion questions.
7. Bring your detailed notes with you to class to help guide your interventions in the class discussion.

Course Evaluation

Your course grade will be determined as follows:

Case Discussion Participation	20%
Weekly Case Presentations	30%
Final Exam	20%
Team Final Project Paper and Presentation	<u>30%</u>
	100%

To pass this course successfully with a letter grade, a passing grade (> 60%) must be achieved in the combined average of the individual components and in the combined average of the team components.

Please note that if your individual performance in the course is unsatisfactory, it will not be brought up by a good team grade.

The **Final Exam** will be two hours and consist of multiple-choice and true/false questions on course readings and short-essay questions on a new case. The date and time of the final exam is determined by the University.

Team Weekly Presentation and Final Project Paper and Presentation (60%). You will apply the concepts, analytical tools, and frameworks of this course to analyze the firm's external and internal environments, identify and analyze the key strategic problems it currently faces, and present a set of recommendations to consider innovation. Two to three days near the end of the course are set aside for oral presentations of your final project. The presentation allows each team to report their analysis and recommendations to the class.

Peer Evaluations. Each of you will complete a peer evaluation of the members of your team with respect to the team final project. A copy of the peer evaluation form is posted to Blackboard and is due on the day of the final exam. Scores for individual student contributions to the team final project are assigned by me, based on my assessment of the team's project quality, my observations of the team's working dynamics and thoughtful consideration of the information provided through your peer evaluations.

➤ **If you experience any team-related problem (e.g., conflict, free-rider), please let me know immediately. Do not wait until the end of the semester. If you report this problem too late, there is not much I can do. Please make sure to be in touch frequently with any issues.**

Course Policies

Add/Drop Process. If you are absent three or more times prior to August 31, 2023, I may ask you to withdraw from the course by that date if you do not notify me prior to your absence. These policies maintain professionalism and ensure a system that is fair to all students.

Course Communication: Blackboard. A Blackboard website has been created for this course at blackboard.usc.edu. You should develop the habit of checking Blackboard on a regular basis. The course syllabus, PowerPoints, lecture notes, assignment information, and additional course materials will be posted on this site throughout the semester. Since e-mails sent to the class originate from the Blackboard system, it is your responsibility to ensure that my emails are forwarded to your preferred email account such as your personal Gmail account.

Communication and Entertainment Devices. Personal communication and entertainment devices such as mobile phones are to be turned off and kept off throughout the class session. Receiving or sending communication during class disrupts the learning environment and is rude to class participants. It is important that you stay engaged with the class discussion, even if you are participating remotely and through video conferencing. Videotaping faculty lectures is not permitted, due to copyright infringement regulations. Audiotaping may be permitted if approved by the professor. Use of any recorded or distributed material is reserved exclusively for the USC students registered in the class.

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 non-commercial 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 email 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.

No student may record any lecture, class discussion or meeting with me without my prior express written permission. I reserve all rights, including copyright, to my course syllabi, lectures, PowerPoints, prior exams, answer keys, and all supplementary course materials available to the students enrolled in my class whether posted on Blackboard 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.

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" (<https://www.marshall.usc.edu/about/open-expression-statement>).

Academic Integrity and 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, comprises 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.

Artificial Intelligence (AI) and ChatGPT. Students are expected to conduct their own analysis for written assignments and reports, not to rely on generative AI. Note that the acquisition of academic work in whole or in part from any source (from textbooks and journal articles to web resources to generative AI) and the subsequent presentation of those materials as the student's own work (whether that material is paraphrased or copied in verbatim or near-verbatim form) constitutes an academic integrity violation.

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

Course Schedule (Tuesday/Thursday)

#	Date	Session Topic and Agenda
Background and Strategy Refresher		
1	T 1.9	Course Introduction and Overview
2	Th 1.11	Lecture: Strategy Refresher/Background: 5 Forces, PESTEL, Horizontal/Vertical Integration
3	T 1.16	Lecture: Catching the Wave (HBS #95103) (CP); Regis McKenna Methodologies: Technology Adoption Cycle, Beachhead, Whole Product, Positioning Statements (posted on Blackboard)
Innovation in Existing/Traditional Companies		
4	Th 1.18	Case: Hallmark Search for Turnaround (HBS #W29725) (CP)
	T 1.23	In-Class Presentations: Hallmark Search for Turnaround
5	Th 1.25	Guest Speaker: Rob Fried, former CEO Spirit Clips, Hallmark Labs, division of Hallmark Cards
6	T 1.30	Case: Encyclopedia Britannica (HBS #KEL251) (CP)
7	Th 2.1	In Class Presentations: Encyclopedia Britannica
8	T 2.6	Case: GM and Electric Vehicles (HBS #UV8652) (CP)
9	Th 2.8	In-Class Presentations: GM and Electric Vehicles
Product, Leadership and Cultural Innovation		
10	T 2.13	Case: Hey, Insta & YouTube , Are You Watching TikTok? (HBS #723426) (CP)
11	Th 2.15	Guest Speaker: Dolly Dogiparthi, Product Manager, YouTube
12	T 2.20	Case: Google and A Change in Leadership Style (HBS #W25879) (CP)
13	Th 2.22	In-Class Presentations: Google and A Change in Leadership Style
14	T 2.27	Case: Whole Foods Creating a Community of Purpose (HBS #2512BC) (CP)
15	Th 2.29	In-Class Presentations: Whole Foods Creating a Community of Purpose
Innovation through Differentiation and Innovation Gone Wrong		
16	T 3.5	Case: Bumble , Taking on Tinder (HBS #W28514) (CP)
17	Th 3.7	In Class Presentations: Taking on Tinder (Teams 1,2,3)
18	T 3.19	Case: Enron , Innovation Corrupted (HBS #905048) (CP)
19	Th 3.21	In-Class Presentations: Enron, Innovation Corrupted
Start Ups		
20	T 3.26	Lecture: <i>The 4 Steps to the Epiphany</i> Hero's Journey/Introduction/Chapter 1 Excerpt from The Four Steps to the Epiphany
21	Th 3.28	Lecture: <i>The 4 Steps to the Epiphany</i> Chapters 2 and 3
22	T 4.2	Guest Speaker, Steven Greitzer CEO & Founder, Provenance, Applying <i>T4STTE</i>
23	Th 4.4	Case: 23andMe , Which Business Models? (HBS #W33345) (CP)
24	T 4.9	In-Class Presentations: 23andMe, Which Business Models?
A Start Up remaining a Start Up + Final Project Presentations		
25	Th 4.11	Case: Meta's Pivot to the Metaverse (HBS #IN1812) (CP)
26	T 4.16	In-Class Presentations: Meta's Pivot to the Metaverse
27	T 4.18	Guest Speaker, Francisco Varela, VP, Growth Partnerships
28	Th 4.20	Final Project Presentations
29	T 4.23	Final Project Presentations
30	Th 4.25	Final Project paper due, Final Exam Prep
		Final Exam ● Thursday May 2 7-9pm

CP = Harvard Course pack

**Appendix: Relationship between Course Learning Goals
and Marshall Undergraduate Program Learning Goals**

Marshall Undergraduate Program Learning Goal
<p>1. Our graduates will demonstrate critical thinking skills so as to become future-oriented decision makers, problem solvers and innovators. Specifically, students will:</p> <p>1.1 Understand the concepts of critical thinking, entrepreneurial thinking and creative thinking as drivers of innovative ideas.</p> <p>1.2 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.</p> <p>1.3 Be effective at gathering, storing, and using qualitative and quantitative data and at using analytical tools and frameworks to understand and solve business problems.</p> <p>1.4 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.</p>
<p>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.</p> <p>2.1 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.</p> <p>2.2 Students will understand factors that contribute to effective teamwork including how to elicit, manage and leverage diverse perspectives and competencies.</p> <p>2.3 Students will recognize, understand, and analyze the motivations and behaviors of stakeholders inside and outside organizations (e.g., teams, departments, consumers, investors, auditors).</p>
<p>3. Our graduates will be effective communicators to facilitate information flow in organizational, social, and intercultural contexts. Specifically, students will:</p> <p>3.1 Identify and assess diverse personal and organizational communication goals and audience information needs.</p> <p>3.2 Understand individual and group communication patterns and dynamics in organizations and other professional contexts.</p> <p>3.3 Demonstrate an ability to gather and disseminate information and communicate it clearly, logically, and persuasively in professional contexts.</p>
<p>4. Our graduates will demonstrate ethical reasoning skills, understand social, civic, and professional responsibilities and aspire to add value to society. Specifically, students will:</p> <p>4.1 Understand professional codes of conduct.</p> <p>4.2 Recognize ethical challenges in business situations and assess appropriate courses of action.</p>
<p>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. Specifically, students will:</p> <p>5.1 Understand how local, regional and global markets interact and are impacted by economic, social and cultural factors.</p> <p>5.2 Understand that stakeholders, stakeholder interests, business environments (legal, regulatory, competitor) and business practices vary across regions of the world.</p>

6. Our graduates will understand types of markets and key business areas and their interaction to effectively manage different types of enterprises. Specifically, students will:

- 6.1 Demonstrate foundational knowledge of core business disciplines, including business analytics and business economics.
- 6.2 Understand the interrelationships between functional areas of business so as to develop a general perspective on business management.
- 6.3 Apply theories, models, and frameworks to analyze relevant markets (e.g. product, capital, commodity, factor and labor markets).
- 6.4 Show the ability to utilize technologies (e.g., spreadsheets, databases, software) relevant to contemporary business practices.