Lloyd Greif Center for Entrepreneurial Studies | **USC Marshall** School of Business

BAEP 558: Problem-Solving for Early Stage Companies
Fall 2023

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Sign up for office hours at fifermandell.as.me

You are welcome to text me during business hours with quick questions or urgent matters. I respond much more quickly to texts than to emails.

Student Support and Office Hours

1) **For entrepreneurial resources**: make an appointment with *USC Blackstone Launchpad* located in Bridge Hall
2) **For academic support, including writing and coaching:** *https://kortschakcenter.usc.edu/*
3) **For safe, confidential, affordable one-on-one counseling and mental health resources:** *https://studenthealth.usc.edu/counseling/*
4) **For information regarding online/remote class accommodations due to medical-related reasons:** *https://osas.usc.edu/*
5) **For questions about assignments, requests, feedback for me, or to say "hi" one-on-one:** Please book an appointment at *fifermandell.as.me*

Course Description

You may have heart and you may have hustle, but how do you know if you have a great idea? Many early stage companies enter the market with passion and persistence but lack the guarantee that customers will actually spend money on their products and services. Making assumptions about what customers need and value can be costly, ineffective, and ultimately lead to the demise of your start-up.

This course introduces user-centered design, a systematic approach that starts with deep user empathy and iterates toward better outcomes for your customer, which will result in better outcomes for your business. Building upon participatory research, it argues that companies should not be designed in a vacuum and sets a framework to design in partnership with customers. You will learn to observe customer needs within context, find opportunities, brainstorm, conceptualize, develop, and implement approaches. You will co-create for-profit products and services with users and engage their ideas in early-stage market and rapid prototyping. As part of this process, you will identify challenges faced by the user and abundances in the life of the user so that abundances can be leveraged to address challenges. The goal is to generate innovative ideas and businesses that are more likely to "stick" and more likely to generate use because they evolve directly from the felt needs and values of users. The skills learned in this course complement other modalities for founders and intrapreneurs taught by the Entrepreneurial Studies department and elsewhere at the School of Business.

Our time together will follow the journey of a classic user-centered design sprint: **Notice, Empathize, Define, Ideate, Prototype, Test, Reflect**. This **is a hands-on, practice-based course**, which means you'll need to be involved, active, and engaged in class activities and exercises, online activities and assignments, and team-

based projects and individual deliverables that require time outside of the classroom. It is not possible to simply 'get by' on effort, ability, or talent alone, and you will need to get budget your time well to complete major assignments. This course is meant to directly support your personal passions and your professional options. So, in order to get the most out of the class, care, commit, and bring your best.

Learning Objectives
By the end of the semester, you will be able to:
1. Conduct fieldwork with a specific user population and articulate insights that demonstrate an understanding of the fundamentals of user-centered design, including how to frame problems and identify assets;
2. Observe consumers in-context, specific to unique culture and environment;
3. Exhibit deep user empathy in your approach to innovation and entrepreneurship;
4. Complete a cycle of rapid prototyping and iteration;
5. Engage in productive collaboration with teammates from multiple disciplines; and
6. Co-create enterprises that hold potential for financially sustainable and scalable implementation.

Required Materials
- *Creative Confidence* by Tom Kelley and David Kelley ([available to download for free through the USC library](#) and for purchase anywhere books are sold)
- Readings and assignments posted on Blackboard

Please refer to Blackboard for the most up-to-date listing of assignments. **Modifications or additions to assignments may be announced in class based on our progress that day. If you are absent, please verify with a classmate and be sure to watch the class recording**.

Participation Requirements
Your responsibilities are to:
1. Barring illness or an emergency, attend each class. This course is highly hands-on and much of our group work happens in class (i.e. it is not simply a lecture class). If you miss class, please need to get in touch with your team to find out what you missed AND watch the Panopto recording. According to the Marshall School of Business policies, "This is a residential class and in-person attendance is expected. Unless a student provides an accommodation letter from USC OSAS requiring remote attendance, there is no option to attend class via Zoom."
2. Engage in 50+ hours of field work.
3. Complete all readings, activities, exercises, and assignments (individually and in teams).
4. Reflect on what you've read and experienced and what you learn from your classmates; stay open.
5. Participate actively in classroom discussions and exercises.

You add unique value to our classroom community. We miss you and your perspective when you are not there. Please reach out to me if you are having difficulty with class attendance or participation so that we can find a solution together.

I expect our class to serve as a medium for disseminating knowledge, asking important questions, sharing different opinions, and examining ours and others' beliefs and perspectives. If issues arise that impact your learning, psychological safety, and/or sense of belonging, please let me know and I will do my very best to facilitate a way forward. I am committed to fostering a classroom environment in which every student can be safe and academically successful, one in which I model how to learn through feedback. This will likely require iterating, adapting to changing circumstances, and flexibility. I will do my very best to lead with grace and compassion. Please alert me if there are specific ways that I can support you in your learning journey.

In order to effectively participate in class discussions and get the most out of each session, please complete all readings and assignments for the class in advance of each meeting. Thorough class participation consists of analyzing, commenting, questioning, discussing, offering constructive feedback and building on others' contributions.

Teams
You will be guided to self-select teams of four or five people and will work with this team throughout the semester, beginning in the second or third week of class. You should plan to meet with your team at least once per week outside of class for at 1-2 hours. It will help you tremendously if you pick a reoccurring meeting time for your team that you can count on each week. Most, but not all weeks, you will also be given time to meet with your team during class. You and your group may wish to communicate via WhatsApp, GroupMe, Slack or similar. You may wish to use GoogleDocs, StoryBoardThat.com, Miro.com, en.linoit.com, and other communication tools of your choice to work with your team. For all assignments completed with your team, you will complete a peer feedback form that provides an opportunity to articulate each team member's role in the completion of the assignment and your perception of both your and your teammates' contributions.

Grading Policies
All assignments are to be completed before the start of the class or by the due date posted in the syllabus or on Blackboard. For team assignments, only one person on the team should submit. Please list all team members' names in alphabetical order by last name on the first page of the document.

Submissions received 24 hours after the date and time cut-off posted for the assignment will lead to a 10% deduction in score. Submissions 24-48 hours after the time cut-off for the assignment will lead to a 20% deduction. Assignments will not be accepted after 48 hours without prior arrangement. If you join class after the first assignment is due, you have one week to catch up on Blackboard readings and lecture notes and submit the assignment to be considered on time.

Grades are posted within three weeks of assignment submission. Rubrics are posted as part of every assignment and I strive to grade your work fairly and objectively. If you feel that I have made an error in grading, or you wish to have clarity on your grade, please contact me via email or during office hours **within a week of receiving your grade** and we will talk it through. You must contact me within a week of receiving your grade on an assignment for me to be able to re-evaluate your work.

Final grades represent how you perform in the class both in absolute terms and relative to other students. To achieve an A or A- in this class, you will need to go well beyond the minimum requirements as stated in the syllabus in terms of the quality of your work and your involvement in and contribution to the class. **An A is a sign of exceptional work and, much like the efforts of entrepreneurs, reflects the fact that you stood out from your peers.** The target course GPA is 3.5 for elective courses at Marshall and 3.3 for required courses. Your final grade will be assigned based on your total points from the evaluation components listed above, the overall average points within the class, and your individual ranking among all students in the class. Please note that letter grades will not be determined based on the traditional cutoff percentages of total possible points.

Technology Policy
Laptop and Internet usage is not permitted during class unless otherwise stated. Please don't use your phone during class; it may help you to keep your phone on "Do not disturb" mode so that you aren't tempted. If phone use gets to be an issue, I may ask you to place your devices in a designated area in the classroom. 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 this class. Exceptions to this policy may be granted to individual students with appropriate documentation on a case-by-case basis.

As the assignments for this course require you to speak with real, live humans, AI text generation tools won't help you on assignments for this course, and your use of them may hurt you, instead. Generally, you should be aware that AI text generation tools may present incorrect information, biased responses, and incomplete analyses. 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.

Grade Detail

1) **Design exercises**
   Throughout the semester, you will be asked to submit Method Cards, a Competitive Benchmarking Matrix, and a Storyboard after learning about these tools in class. These will be individual assignments.

2) **Pop quizzes**
   Throughout the semester, I will distribute one or more surprise quizzes on the readings and podcasts required for this course. You will need to be in attendance in class to receive credit for these quizzes. With the exception of a verified emergency, there are no make-ups on these quizzes.

3) **Meaningful Conversations**
   Using the tools we are learning in class, engage in a Meaningful Conversation with at least 20 people in your user profile (explained in class). While there is no specific goal or outcome for each conversation, it is fair to say that each conversation will take a minimum of 20 minutes to really get going, and should last around 40 minutes to an hour. It is for this reason that I share this assignment with you early in the semester so that you can spread the conversations out over several weeks.

   You should complete 2-3 Method Cards (described in class) with each user. Remember to practice the Methods Cards in advance with a friend or roommate.

   As we are learning in class, you want the conversation to flow without directing it toward a specific challenge the user may be experiencing. You should be asking big, general questions and listening for the little, specific details. You want to end up with a mix of qualitative and quantitative data.

   After each conversation, take a few minutes to document key takeaways and what you learned about the person's routines, habits, priorities, and needs.

   Submit ONE file that contains the following **for each user**:
   - the Method Cards you used with that user
   - demographic information as relevant to your data collection (e.g., initials, age, gender expression, etc.)
   - a photo if you took one (with the user's permission) or if they sent you one
   - a representative quote or quotes from that user
   - substantive key takeaways, in your own words, regarding this user
   You may choose the format in which you present this information. In the past, students have submitted slide decks (e.g. Canva, PowerPoint, etc.), Notion galleries, PDFs, Word documents, and Excel docs.

   This is an individual assignment.

4) **User Insights Analysis (MIDTERM ASSIGNMENT)**

Submit one file to me that includes:
- A thorough and complete empathy map for your target demographic user
- "What's The Problem" from the class handout, which should detail the most significant user needs that emerged from your team's Meaningful Conversations. You may find that the "Problem Mapping" tool in the handout is helpful for your team in completing "What's The Problem." NOTE: This portion of the assignment contains a lot of detail. Make sure you read it all.
- Your top 3 "How Might We?" Opportunity Insights
- A detailed mindmap for each "How Might We?" Opportunity Insight
- A slide deck that summarizes your team's analysis and key takeaways about the challenges and abundances in your user's life. This should be fresh material of your learnings at this point in your team's process (i.e., not simply cutting and pasting from earlier in the semester, but your own analysis now that you have dug in further), including quotations from your users that support your insights, "aha!" moments about your user demographic from your research, and illustrative examples from your research. As a result of this analysis, what direction do you hypothesize your team's prototypes should take? What have you learned so far that you will bring to bear on your next steps?

This is a group assignment.

5) **Reflection paper**
At the end of the semester, you will submit a 2-page reflection paper. This is an individual assignment.

6) **Prototype Presentation and Implementation Plan (FINAL ASSIGNMENT)**
Create physical or graphic prototypes of minimum two (2) and a maximum of three (3) for-profit products or services that respond to user needs and articulate the company that will produce these products or services. You must have functioning prototypes or detailed, representative graphics or video. Be prepared to demonstrate each prototype.

Each group will give a five-minute professional presentation to the instructor, classmates, and guests. The presentation should show SIGNIFICANT ideation from your midterm assignment, such that I can tell how you iterated based on insights and feedback from your user in the second half of the semester. The five-minute presentation must include:
- Name of your company and your products or services, making sure it is culturally sensitive and relevant in the language of your target market.
- The "story" of the problem: A concise explanation of the user challenge you are approaching, including quotations, quantitative data, pictures and/or brief video clips as relevant from your fieldwork that communicate the challenge as experienced by the user; statistics on how many people the problem impacts; and why your group deemed this need worth resolving at all
- Your updated opportunity statement ("How might we use…to respond to the challenges of…?"): Your observation of time and behavior patterns; relevant trends in the community; values, etc. that inspired your approach. Include relevant quotations and photos from your fieldwork.
- A mission statement for your product or company.
- How your product/service specifically impacts the problem and addresses it.
- The most important elements that you learned from field testing and co-creation.
- Briefly:
  o Who is your target customer and why would a customer choose to purchase your product?
  o If applicable, how is your product/service differentiated from competitors'?
  o What are the target pricing and distribution channel(s)?

o   Be sure to indicate if the paying customer is different from the consumer (user).

Additionally, submit one written plan (no more than 3 pages in length, including appendixes), which will address:
- A highly detailed description of each product or service, including measurements, materials, and functionality.
- How each product or service addresses the specific needs of your target user, with regard to the specific user need you are seeking to address.
- The revenue model. Specifically, how will your company make money?
- Contextual rationale (how the product responds to the unique priorities, aspirations, habits, and/or lifestyle of your target audience).
- Appropriate next steps to bring the product to market, including but not limited to three opportunities you plan to pursue (from the "New Venture Opportunities for USC Students" list in the Resources section of the course Blackboard page.
- Detailed scale drawings, photos, or diagrams of ALL product components.

This is a group assignment.

MAJOR GRADES	TYPE	PERCENTAGE OF TOTAL GRADE
Design Exercises	Individual	15%
Pop Quizzes	Individual	10%
Meaningful Conversations	Individual	30%
User Insights Analysis (Midterm)	Group	20%
Prototype Presentation & Implementation Plan (Final)	Group	20%
Reflection	Individual	5%

Course Calendar
This schedule may change due to groups' progress and additional readings may be assigned during the semester. Please refer to Blackboard for the most up-to-date listing of assignments. **Modifications or additions to assignments may be announced in class based on our progress that day. If you are absent, please verify with a classmate and watch the class recording**.

DATE	SESSION TOPIC(S)	PREPARATION DUE TODAY
M August 21	Course overview and community expectations	
NOTICE		
W August 23	Introduction to user-centered design	*Creative Confidence*: Preface, Introduction and Chapter 1
M August 28	The arc of user-centered design	Listen to the segment "Act One: Guerilla Marketing" of the This American Life podcast episode 575: Poetry of Propaganda
W August 30	Immersive design experience	
EMPATHIZE		
W September 6	Team formation User research methods	McCreary, Lew. "Kaiser Permanente's Innovation on the Front Lines." *Harvard Business Review, Sept 2010.*

M September 11	Guest speaker: User research methods	
W September 13	Target user selection Method Cards	Strength + Strength = Superpower
M September 18	Who was involved in the process? Who is harmed? Who benefits?	Method Cards Martin, Courtney. "The reductive seduction of other people's problems." BRIGHT Magazine, 11 Jan 2016.
W September 20	Guest speaker: The story under the story	*Creative Confidence* : Chapters 2 and 3
M September 25	NO CLASS – USE THE EXTRA TIME FOR MEANINGFUL CONVERSATIONS	
DEFINE		
W September 27	Guest speaker: Analyzing user needs	
M October 2	Empathy mapping	Listen to the episode "Invisible Women" on the 99% Invisible podcast
W October 4	Guest speaker: Entrepreneurial journeys that engage a user-centered approach to design	Thompson, Derek. "Google X and the Science of Radical Creativity." *The Atlantic*, Nov 2017.
M October 9	User needs finding	Meaningful Conversations Assignment
W October 11	User needs finding	Nikolov, Anton. "Design principle: Root of the problem." 11 Mar 2017.
M October 16	Opportunity identification	
W October 18	Mindmapping	Utley and Klebahn, "Two Stanford Professors Explain How to Produce Hundreds of World-Changing Ideas In 1 Hour." 22 Nov 2022.
IDEATE		
M October 23	Ideating	User Insights Analysis Assignment
W October 25	Guest speaker: Ideating	
M October 30	Ideating	Listen to the episode "Hallelujah" on the Revisionist History podcast
PROTOTYPE		
W November 1	Competition benchmarking	*Creative Confidence*: Chapter 6
M November 6	Products vs. Companies Features vs. Benefits	Competitive Benchmark Matrix
TEST		
W November 8	User feedback	Watch "Customer Discovery: What do you ask?" by Justin Wilcox

		Creative Confidence : Chapter 4 and 7
M November 13	Iteration: all-class crits with peer feedback	Ongoing customer testing; bring in one slide with customer feedback updates
W November 15	Storyboarding	Kessler, Sarah. "How Snow White Helped Airbnb's Mobile Mission." *Fast Company*, 8 Nov 2012. *Creative Confidence* : Chapter 5 and 8
M November 20	Pricing	Storyboard Ongoing customer testing; bring in one slide with customer feedback updates
W November 25	NO CLASS	
REFLECT		
M November 27	Course debrief and evaluations	Draft deck
W November 29	Prototype Presentations	Prototype Presentation & Implementation Plan
M December 4	Final Assignments due digitally	Reflection 2 & Peer Feedback Form

ADDITIONAL INFORMATION

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."

Course Evaluations
Your course evaluations are valuable and important. This course is continuously improved, based on feedback from students and my own observations year to year. Please complete the USC evaluation online when the opportunity arises at the end of the course.

Add/Drop Process
Marshall can drop you from the class if you don't attend the first meeting of a class that meets once per week. Please visit www.usc.edu/soc and note the final deadlines to add/drop.

Greif Center for Entrepreneurial Studies Confidentiality Policy
Throughout The Entrepreneur Program's classes and events, students will be exposed to proprietary information from other students, guest lecturers, and faculty. It is the policy of The Entrepreneur Program that all such information be treated as confidential.

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

In addition, students agree that any legal or consulting advice provided without direct fee and in an academic setting will not be relied upon without the enlisted opinion of an outside attorney or consultant without affiliation to The Program. Any breach of this policy may subject a student to academic integrity proceedings as described in the University of Southern California "University Governance Policies and Procedures" as outlined in *SCampus* and to any remedies that may be available at law.

The Entrepreneur Program, the Marshall School of Business and the University of Southern California disclaim any responsibility for the protection of intellectual property of students, guest lecturers or faculty who are involved in The Entrepreneur Program classes or events. Receipt of this policy and registration in our classes is evidence that you understand this policy and will abide by it.

Retention of Graded Coursework
Graded work which affected the course grade will be retained for one year after the end of the course if the graded work has not been returned to you.

Emergency Preparedness/Course Continuity
In case of a declared emergency, the *USC Emergency Information* web site (*http://emergency.usc.edu/)* will provide safety and other information. USC's Blackboard learning management system and support information is available at blackboard.usc.edu.

USC Statement on Academic Conduct and Support Systems

Academic Integrity:
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.

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.

Learning Goals

In this class, emphasis will be placed on the USC Marshall School of Business learning goals as follows:

Description	Course Emphasis
Our graduates will understand types of markets and key business areas and their interaction *to effectively manage different types of enterprises*	Low
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*	High
Our graduates will demonstrate critical thinking skills *so as to become future-oriented decision makers, problem solvers and innovators*	High
Our graduates will develop people and leadership skills to promote their effectiveness as *business managers and leaders.*	High
Our graduates will demonstrate ethical reasoning skills, understand social, civic, and professional responsibilities and aspire to add value to society	High
Our graduates will be effective communicators *to facilitate information flow in organizational, social, and intercultural contexts.*	High

How BAEP 558 Contributes to Marshall Graduate Program Learning Goals

Marshall Graduate Program Learning Goals	BAEP 558 Objectives that support this goal	Assessment Methods
Learning Goal #1: Develop Personal Strengths. **Our graduates will develop a global and entrepreneurial mindset, lead with integrity, purpose and ethical perspective, and draw value from diversity and inclusion.**	1, 2, 3	30 Meaningful Conversations; User Insights Analysis
1.1 Possess personal integrity and a commitment to an organization's purpose and core values.		
1.2 Expand awareness with a global and entrepreneurial mindset, drawing value from diversity and inclusion.		
1.3 Exhibit awareness of ethical dimensions and professional standards in decision making.		
Learning Goal #2: Gain Knowledge and Skills. **Our graduates will develop a deep understanding of the key functions of business enterprises and will be able to identify and take advantage of opportunities in a complex, uncertain and dynamic business environment using critical and analytical thinking skills.**	2, 4, 6	User Insights Analysis; Prototype Presentation & Implementation Plan; Design Critique
2.1 Gain knowledge of the key functions of business enterprises.		
2.2 Acquire advanced skills to understand and analyze significant business opportunities, which can be complex, uncertain and dynamic.		
2.3 Use critical and analytical thinking to identify viable options that can create short-term and long-term value for organizations and their stakeholders.		
Learning Goal #3: Motivate and Build High Performing Teams. **Our graduates will achieve results by fostering collaboration, communication and adaptability on individual, team, and organization levels.**	5	Reflection; Peer Feedback
3.1 Motivate and work with colleagues, partners, and other stakeholders to achieve organizational purposes.		
3.2 Help build and sustain high-performing teams by infusing teams with a variety of perspectives, talents, and skills and aligning individual success with team success and with overall organizational success.		
3.3 Foster collaboration, communication and adaptability in helping organizations excel in a changing business landscape.		

Your name: _____   Name of your company: _____

A. Please list the elements of the assignment to which you contributed. For each element you list, designate what percentage of that section that can be attributed to your work.

_____
_____
_____
_____
_____

B. Please use the following rating scale to evaluate your current team members' contributions in the table below. **Include yourself!**

5 – Excellent contributor	Without this person, the outcome would have been significantly diminished
4 – Good contributor	Without this person, the outcome would have been diminished
3 – Good contributor	Without this person, the outcome would have been diminished somewhat
2 – Marginal contributor	Without this person, the outcome would have been about the same
1 – Unsatisfactory contributor	Without this person, the outcome would have been improved

Current team member names (include yourself!)	Collecting information in the field*	Analysis of field data and developing product direction	Completion of assignment	Preparation of deliverable(s)	Facilitating the group process**
Example: Tina Trojan	*5*	*4*	*3*	*4*	*5*
Name 1 (You):					
Name 2:					
Name 3:					
Name 4 (if applicable):					

Conducting interviews, customer research, etc.

**Organizing meetings, dividing workload, resolving conflicts, being a committed team member, prioritizing work, ensuring participation of all team members*

C. POINT DISTRIBUTION. Please divide 300 points (if there are 3 people on your team) or 400 points (if there are 4 people on your team) or 500 points (if there are 5 people on your team), etc., based on each person's overall contribution to the team's work in this course. Be sure to include yourself. For example, if you are on a team of 3, 100 points = the person did exactly her fair share of work; 50 = the person did half of what she should have done; 110 = the person went above her fair share, etc.