

4-24-2018

## Minutes, Crummer Graduate School of Business Faculty Meeting, Tuesday, April 24, 2018

Crummer Graduate School of Business Faculty

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**Roy E. Crummer Graduate School of Business  
Rollins College  
Crummer Faculty Meeting Agenda**

**April 24, 2018  
Room 107  
11:30am – 1pm**

- Approval of Minutes.....Bill Seyfried**
- Proposed Course Evaluation Form.....Mark Johnston**
- Curriculum Committee.....Halil Kiyamaz**
- MBA Program Continuous Improvement Update.....Deborah Crown**
- Building Update.....Deborah Crown**
- EAMBA ICE Update.....Mary Conway Dato-on**
- Curriculum Redesign Update.....Henrique Correa**
- Technology Committee Update.....Kyle Meyer/Amy Sugar**
- Committee Elections.....Bill Seyfried  
(Peer Review Committee, Global Initiatives Committee)**
- Approval of Graduation List.....Bill Seyfried**
- Other Business.....**
- Meeting Adjourned.....Bill Seyfried**

**Annual Retreat: July 11, 2018**

**Roy E. Crummer Graduate School of Business  
Rollins College  
Crummer Faculty Meeting Minutes  
Nana Amoah  
April 24, 2018  
Room 107  
11:30am – 1pm**

**Those Present:**

Nana Amoah, Mary Conway Dato-on, Henrique Correa, Bill Grimm, Kim Jentsch, Jim Johnson, Mark Johnson, Halil Kiyamaz, Tracy Kizer, Misty Loughry, Greg Marshall, Pete McAlindon, Kyle Meyer, Tim Ozcan, Bill Seyfried, Koray Simsek, Keith Whittingham, Keenan Yoho, Lynda Boyce, Pam Clark, Deborah Crown, Steve Gauthier, Troy Thomason, Amy Sugar, and Susan Singer

**Approval of Minutes.....Bill Seyfried**

- Minutes approved by faculty

**Proposed Course Evaluation Form.....Mark Johnston**

- We have been using the IDEA for several years with negative comments.
- We are proposing an alternative evaluation form compiled from past forms that we feel worked better.
- This would go through Survey Monkey
- Hopefully this would be a timelier feedback, not coming back after grades are done
- Questions tied to the mission of the school
- Some concern about the titles being judgmental
- Can we use poor – excellent with a 1-5 scale?
- Need to clarify the terms to be able to react to scores
- May need to cluster questions with different scale description
- Section two needs a broader range of answers. Yes and No too vague
- Kim Jentsch is going to look at this and give recommendations
- We will readdress this at the Retreat in July

**Curriculum Committee.....Halil Kiyamaz**

- See PowerPoint
- Mgt 629 Emotional Intelligence – Jentsch
- MBA 611 venVelo – Rally SE: Accelerator – Meyer, and Conway Dato-on
- Both classes approved by a Faculty vote
- ICE 601 Name Change to Essentials of Project Execution – Approved by Faculty
- Revised EMBA program presented moving to 3 credit hour courses – Approved
- Elective course mapping

- 85% complete for Summer 2017-Spring 2018
- See PowerPoint for goals
- Crummer Policy for week 4 travel courses
  - Policy rewritten – Approved

**MBA Program Continuous Improvement Update.....Deborah Crown**

- Each of the Student/Dean sessions opened with a discussion about the mission, are we delivering?
- It would be beneficial for Faculty to attend this session as well.
- Even with the pace of the curriculum the students felt the faculty and staff was always working toward their success.

**Building Update.....Deborah Crown**

- Pres, Provost, Chairs of CFAM, Dean, and John Race met about the connections between the buildings in the triangle.
- Next Step space discussions will begin.
- Alford will begin expansion soon
- Fund raising continues

**EAMBA ICE Update.....Mary Conway Dato-on**

- ICE Prep – CAP 601 to be taught by Greg T. (again) – delivery and some content change
  - Mondays: Start a Business – Greg T.
  - Tuesdays: Consulting – various faculty
  - Wednesdays: NASA - PETE

This applies for Fall 1, Fall 2, and Spring 1. For CAP602 and CAP603, students on a particular track are expected to reserve the day/time for ICE-related activities, such as meeting with their faculty advisor (for example, those on the Consulting track should reserve Tuesday mornings from 8:30-11:30am in Fall 2 & Spring 1 for ICE).

**Projects (not to be shared with students)**

**Domestic**

1. Finfrack – expansion of business – Keenan
2. USTA – Economic Impact / market development – Mark J.
3. Nautique – Operations improvement – Henrique

**Global (much more tentative)**

1. TOKS in Mexico – Digital & Market Development – Mary
2. REBUILD Globally – maximizing new factory with ecological, economic, and customer impact - Keith

**Curriculum Redesign Update.....Henrique Correa**

- New task force has begun to meet to respond to the concerns voiced
- Planning for a smooth transition
- Exploring options and designs
- More information will be shared at the Faculty retreat
- August 15<sup>th</sup> deadline for detailed version
- Final in September

**Technology Committee Update.....Kyle Meyer/Amy Sugar**

- The Tech survey is complete that was sent out last week. Info will be soon
- Lecture capture tool will be testing in room 222
  - Info about this will come to you from Amy Sugar
- Blackboard class removal information will also be sent to you from Amy
- Media site as well has a two-year term. You will know if you are effect
- New Learning Management – Mark, Kyle, Tim and Koray will be working on this team
- Phone system:
  - Roll out in the Summer
  - Let Pam know if you are willing to get your new phone system this Summer.

**Committee Elections.....Bill Seyfried**

**(Peer Review Committee, Global Initiatives Committee)**

- Peer – Mark Johnston is rotating off
  - New member – Mark Johnston
- Global Initiatives committee – two-year position
  - New member – Koray Simsek

**Approval of Graduation List.....Bill Seyfried**

**Approved by faculty**

**Other Business.....**

**Meeting Adjourned.....Bill Seyfried**

**Annual Retreat: July 11, 2018**



## Curriculum Committee Update (April 2018)

### New Elective Courses

- Elective courses proposed under modified MBA program must go through the Curriculum Committee for approval
- Please provide your syllabus minimum **two months** before the start of your term

Existing 3-credit hrs. courses reduced to 2-credit hrs. courses – REGULAR

New 2-credit hrs. courses- EXPERIMENTAL



# Elective Course Proposals

MGT 629	Emotional Intelligence	Jentsch	Summer 2018
MBA611	venVelo Rally SE: Accelerator	Meyer/Conway Dato-on	2018-19



Crummer Graduate School of Business  
Rollins College

Course Syllabus  
Summer 2018 Module II  
June-August


**EMOTIONAL INTELLIGENCE**

MGT629  
EAMBA 32  
2 Credit Hours  
Kimberly Jentsch, Ph.D.

Thursdays 1:00-4:00




**Domestic Consulting Project - Rally: SE Accelerator - MBA611**



**COURSE DESCRIPTION AND OBJECTIVES**  
The Rally Social Enterprise Accelerator / Entrepreneurs in Action (EIA) Fund (MBA 611) course requires a two-term (four module) commitment from students. Each module is a one credit-hour. Entrance into the course is competitive applications and pre-concentration. At recognition as entr

**Course Dates:** Fall 1, Fall 2 2018 and Spring 1, Spring 2 2019  
**Course Times:** as arranged  
**Instructor:** Dr. Mary Conway Dato-on  
PHONE: 407-646-2514  
E-mail: [mconwaydatoon@rollins.edu](mailto:mconwaydatoon@rollins.edu)



**Crummer Graduate School of Business**  
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**Course Syllabus**  
Fall 2018 Modules 1 and 2  
Spring 2019 Modules 1 and 2

**Domestic Consulting Project - venVelo**  
MBA611  
1 Credit Hour per Module  
Kyle S. Meyer, PhD

**Office Location:** 314 Crummer  
**Email Address:** [ksmeyer@rollins.edu](mailto:ksmeyer@rollins.edu)  
**Phone:** 407-691-1377 (office)  
850-591-0828 (cell)

## ICE 601 Name Change

Based on a discussion with Mary, the new ICE Director, Bill and others involved in the 2 year ICE program for EAMBA's, I propose to change the name of the CAP601 course from "**Elements of Successful Consulting**" to "**Essentials of Project Execution**". The proposed change is based on following rationale:

1. Last year, the students of tracks other than Consulting (Start your own business, NASA, and Leadership) were confused by the name of the course. Their concern was that since they chose for example NASA track, they did not understand why they had been signed up for a "course in consulting". The name was explained to them during the first class of CAP601, but it is better to avoid such a confusion.
2. The course covers much more than consulting. We cover team work and project delivery, among other topics. While it is not a Project Management course per se, as we don't cover all there is in PMP or Prince2, all tracks



# Revised EMBA

- FDN 550 Onboarding (2 credits)
- ACCT 551 Accounting for Business Leaders (3 credits)
- ECO 551 Macroeconomics and the Global Economy (3 credits)
- FIN 551 Financial Management for Executives (3 credits)
- INTL 551 Global Business (3 credits)
- INTL 552 Global Immersion I (3 credits)
- INTL 553 Global Immersion II (3 credits)
- MBA 551 Domestic Residency (3 credits)
- MBA 552 Program Finale (1 credit)
- MGT 551 Creating Effective Organizations (3 credit)
- MGT 552 Strategic Leadership: A High-Level View (1 credit)
- MGT 553 Strategic Leadership: Application & Practice (4 credits)
- MKT 551 Value Creation Through Effective Marketing (3 credits)
- OM 551 Operations and Supply Chain Management (3 credits)
- QBA 551 Business Analytics (3 credit)

**Total Credits to Complete Degree = 41**

## Elective Course Mapping

Summer 2017-Spring 2018			
	# Completed	# Offered	% Completed
ENT	9	9	100%
FIN	10	10	100%
INTL	4	7	57%
MBA	3	4	75%
MGT	2	5	40%
MKT	9	9	100%
OM	4	5	80%
ICE	6	6	100%
<b>Total</b>	<b>47</b>	<b>55</b>	<b>85%</b>

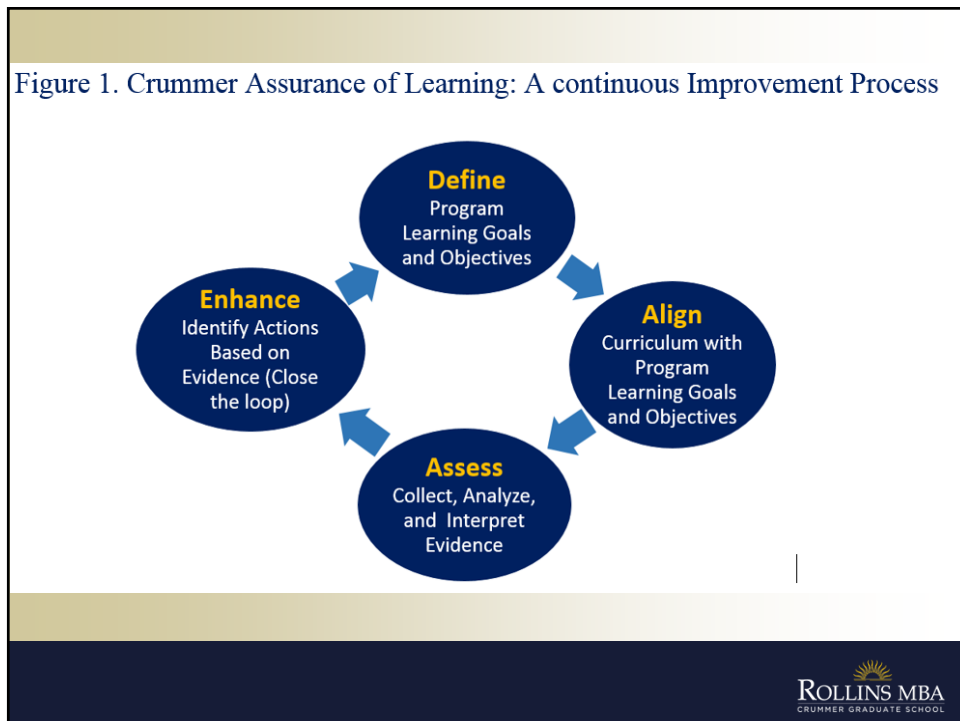
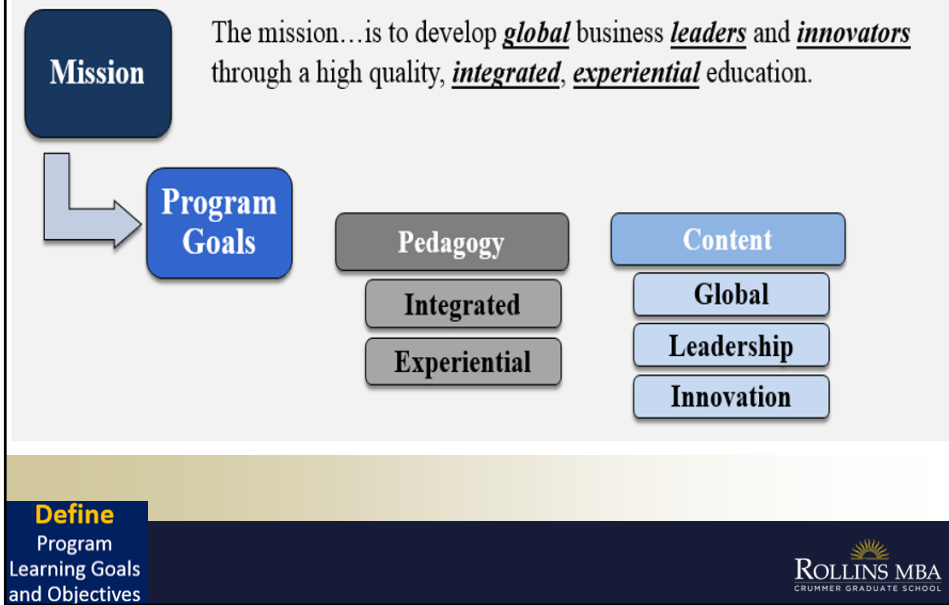


Figure 2. Crummer mission and MBA program goals



**Define**  
Program Learning Goals and Objectives


**Goal 1. Integrated:** we encourage active, intentional collaboration among faculty members, synchronization of calendars, course objectives & assignments, fundamental themes that cut across entire curriculum


- *Objective 1:* Students will be able to apply multidisciplinary perspective to approach business problems

**Goal 2. Experiential:** we encourage learning through application or simulation, often outside the classroom, guest speakers, coaching/mentoring, competitions, service-learning

- *Objective 2:* Students will be able to apply appropriate techniques to identify a business problem, generate and compare alternatives, and develop solutions using *case studies*
- *Objective 3:* Students will be able to identify a business problem, generate and compare alternatives, and develop solutions using *applied projects (i.e. actual clients)*
- *Objective 4:* Students will be able to identify a business problem, develop solutions, and observe the impact of their actions on stakeholders using *simulation*

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<b>Define</b> Program Learning Goals and Objectives	<p><b>Goal 1. Integrated:</b> we encourage active, intentional collaboration among faculty members, synchronization of calendars, course objectives &amp; assignments, fundamental themes that cut across entire curriculum</p> <ul style="list-style-type: none"> <li>○ <i>Objective 1:</i> Students will be able to apply multidisciplinary perspective to approach business problems</li> </ul>
	<p><b>Goal 2. Experiential:</b> we encourage learning through application or simulation, often outside the classroom, guest speakers, coaching/mentoring, competitions, service-learning</p> <ul style="list-style-type: none"> <li>○ <i>Objective 2:</i> Students will be able to apply appropriate techniques to identify a business problem, generate and compare alternatives, and develop solutions using <i>case studies</i></li> <li>○ <i>Objective 3:</i> Students will be able to identify a business problem, generate and compare alternatives, and develop solutions using <i>applied projects (i.e. actual clients)</i></li> <li>○ <i>Objective 4:</i> Students will be able to identify a business problem, develop solutions, and observe the impact of their actions on stakeholders using <i>simulation</i></li> </ul>
	

<b>Define</b> Program Learning Goals and Objectives	<p><b>Goal 3. Global Perspective:</b></p> <ul style="list-style-type: none"> <li>● <i>Objective 5:</i> Students will demonstrate an appreciation for diversity and national cultures</li> <li>● <i>Objective 6:</i> Students will demonstrate an understanding of global markets and production</li> <li>● <i>Objective 7:</i> Students will demonstrate an ability to integrate a global perspective to address management issues</li> </ul>
	<p><b>Goal 4. Leadership:</b></p> <ul style="list-style-type: none"> <li>● <i>Objective 8:</i> Students will demonstrate ethical decision-making and recognize and analyze ethical problems, choose and defend a solution</li> <li>● <i>Objective 9:</i> Students will have the ability to apply business concepts in team dynamics;</li> <li>● <i>Objective 10:</i> Student will develop a range of leadership skills such as leading change, resolving conflict, team work, and motivating others.</li> </ul>
	

**Define**  
Program  
Learning Goals  
and Objectives

**Goal 5. Innovation:**

- *Objective 11:* Students will be able to identify and develop ideas that could solve organizational problems
- *Objective 12:* Students will capitalize on high-growth, opportunities that maximize value for all stakeholders,
- *Objective 13:* Students will articulate plans for implementation that mitigate risk through effective management practices and make real time decisions with limited information and uncertain conditions.

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**Define**  
Program  
Learning Goals  
and Objectives

**Goal 6. Functional business knowledge:**


- *Objective 14:* Students will be able to use functional knowledge to analyze and apply information to facilitate business decision making

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Align Curriculum with Program Learning Goals and Objectives

## Elective Course Mapping

- At the beginning of year, faculty members are asked to identify:
  - 2 or 3 goals
  - 3 to 4 objectives from the list
  - Further specify the objectives as “Introduced”, “Reinforced”, or “Mastered”




Align Curriculum with Program Learning Goals and Objectives

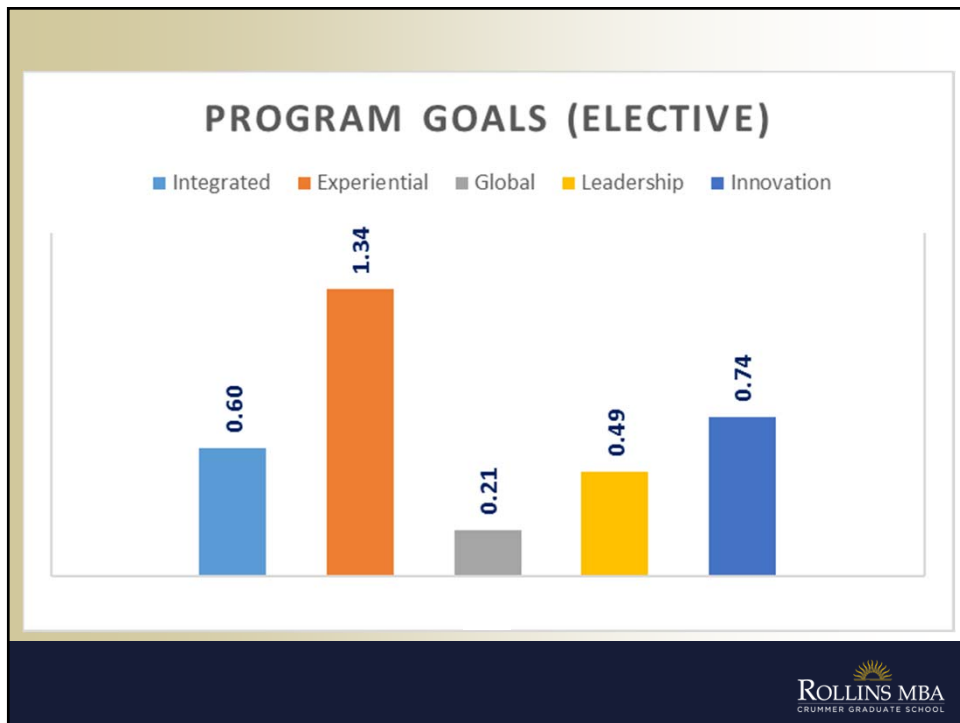
## Elective Course Mapping

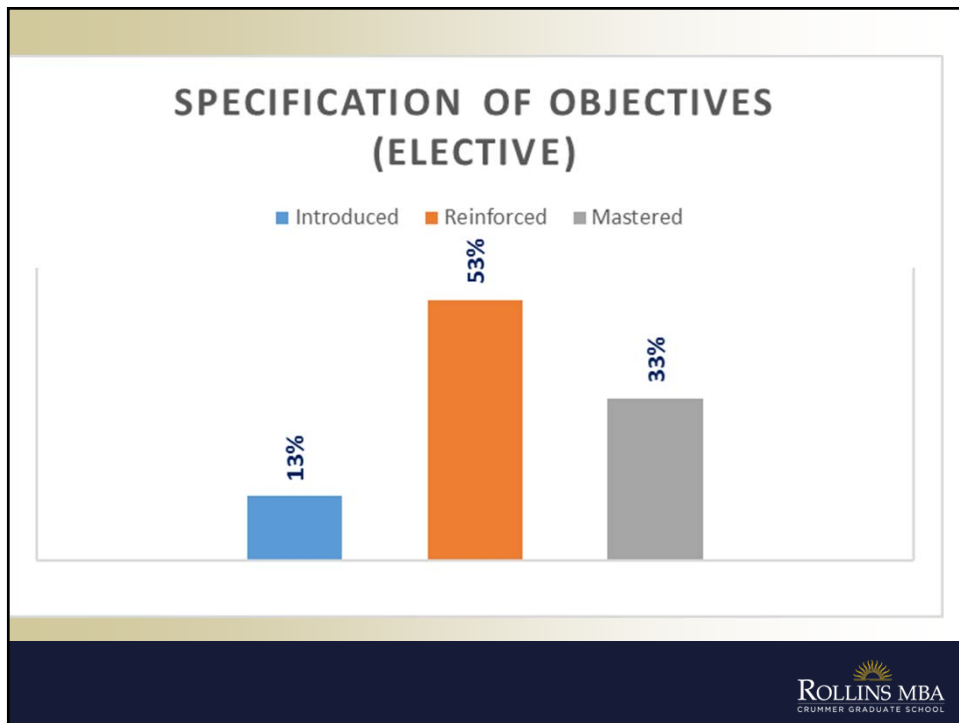
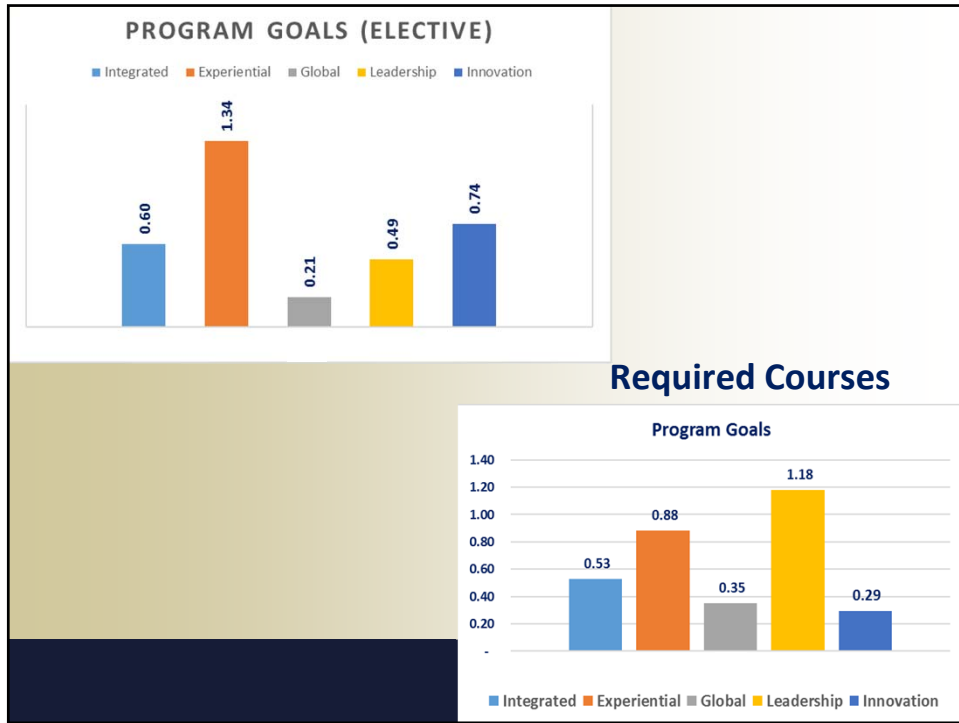
			MBA ELECTIVE COURSE MAPPING (Summer 2017-Spring 2018)						
			Pedagogy						
			Goal 1. Integrated		Goal 2. Experiential			Goal 3. Global	
Goals			Objective 1. Students will be able to apply multidisciplinary techniques to	Objective 2. Students will be able to apply appropriate techniques to	Objective 3. Students will be able to identify a	Objective 4. Students will be able to identify a business	Objective 5. Students will demonstrate	Objective 6. Students will demonstrate	Objective 7. Students will demonstrate
<b>ENTREPRENEURSHIP</b>									
ENT 607	Social Entrepreneurship	Conway							
ENT 608	New Venture Creation	McAlindon							
ENT 609	Family Business in the 21st Century	Kegel							
ENT 610	Product Concept Development	McAlindon							
ENT 611	Sales & Marketing Entrepreneurs	Mertler							
ENT 612	Crowdfunding	O'Brien							
ENT 613	Raising Capital for Entrepreneurs	Grimm							
ENT 614	Commercializing Technology and Science	Grimm/McAlindon							
ENT 615	The Entrepreneurial Venture	McAlindon							
<b>FINANCE</b>									
FIN 601	Advances in Corporate Finance	Veit							
FIN 603	Practical Security Analysis	Simsek							
FIN 604	Applied Portfolio Management	Simsek							
FIN 605	Derivative Markets	Simsek							
FIN 608	Real Estate Analysis	Georg							
FIN 609	Managing Global Portfolios	Singleton/Rich							
FIN 611	Financial Modeling for the Business Em	Singleton							
FIN 612	Financial Modeling Investment Manage	Singleton							
FIN 617	Fixed Income Securities	Simsek							
FIN 618	Financial Risk Management	Simsek							
<b>INT BUSINESS</b>									
INTL 601	Cross-Cultural Management	Johnson							

## Elective Course Mapping

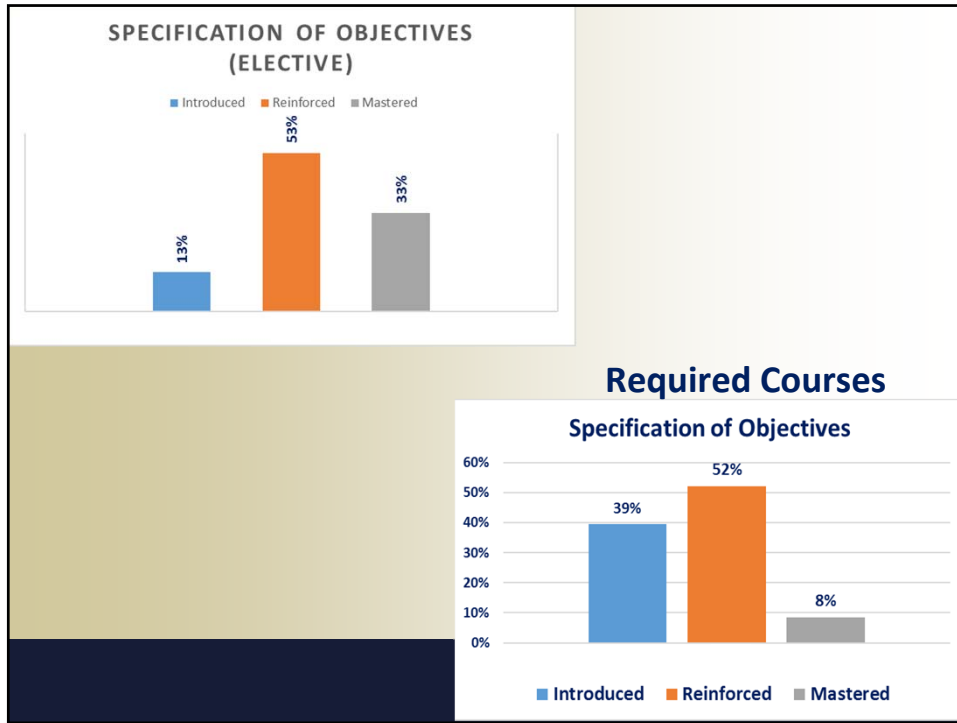
	A	B	C	D	E	F	G
	Goals			Objective 1. Students will be able to apply multidisciplinary Objective	Objective 2. Students will be able to apply appropriate techniques to advanced	Objective 3. Students will be able to identify a	Objective 4. Students will be able to identify a business
4							
5	<b>ENTREPRENEURSHIP</b>						
6	ENT 607	Social Entrepreneurship	Conway	R	R	R	
7	ENT 608	New Venture Creation	McAlindon	R	M	M	I
8	ENT 609	Family Business in the 21st Century	Kegel				
9	ENT 610	Product Concept Development	McAlindon	R			
10	ENT 611	Sales & Marketing Entrepreneurs	Merbler	R			
11	ENT 612	Crowdfunding	O'Brien		R	M	M
12	ENT 613	Raising Capital for Entrepreneurs	Grimm	I			R
13	ENT 614	Commercializing Technology and Scien	Grimm/McAlindon		R	R	I
14	ENT 615	The Entrepreneurial Venture	McAlindon	R	R	R	I
15	<b>FINANCE</b>						
16	FIN 601	Advances in Corporate Finance	Veit				M
17	FIN 603	Practical Security Analysis	Simsek	R	R		
18	FIN 604	Applied Portfolio Management	Simsek	R	R		
19	FIN 605	Derivative Markets	Simsek				











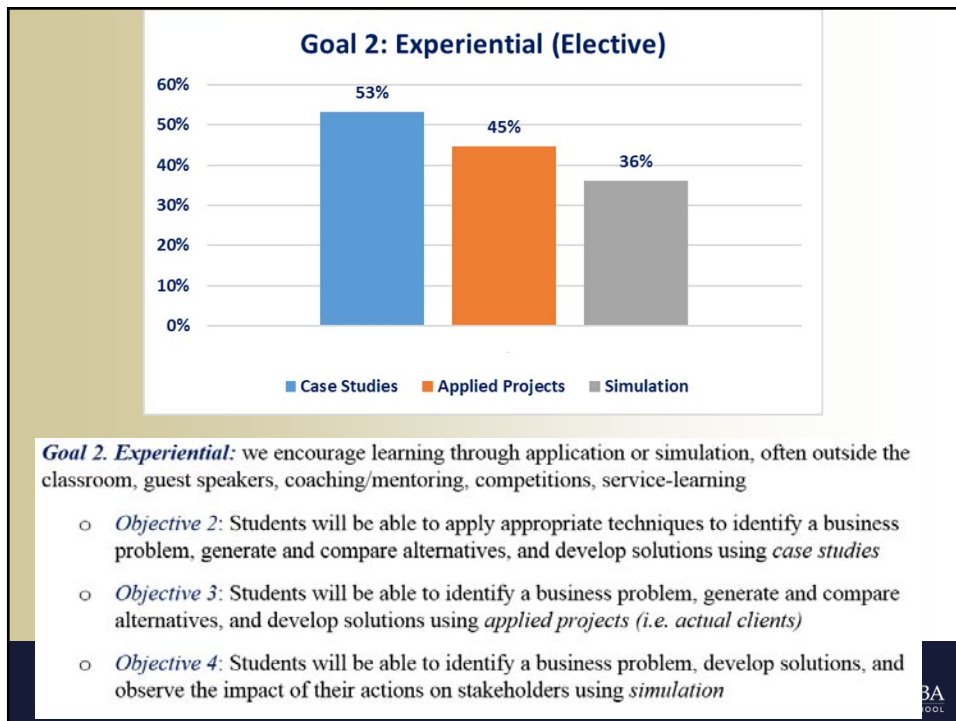
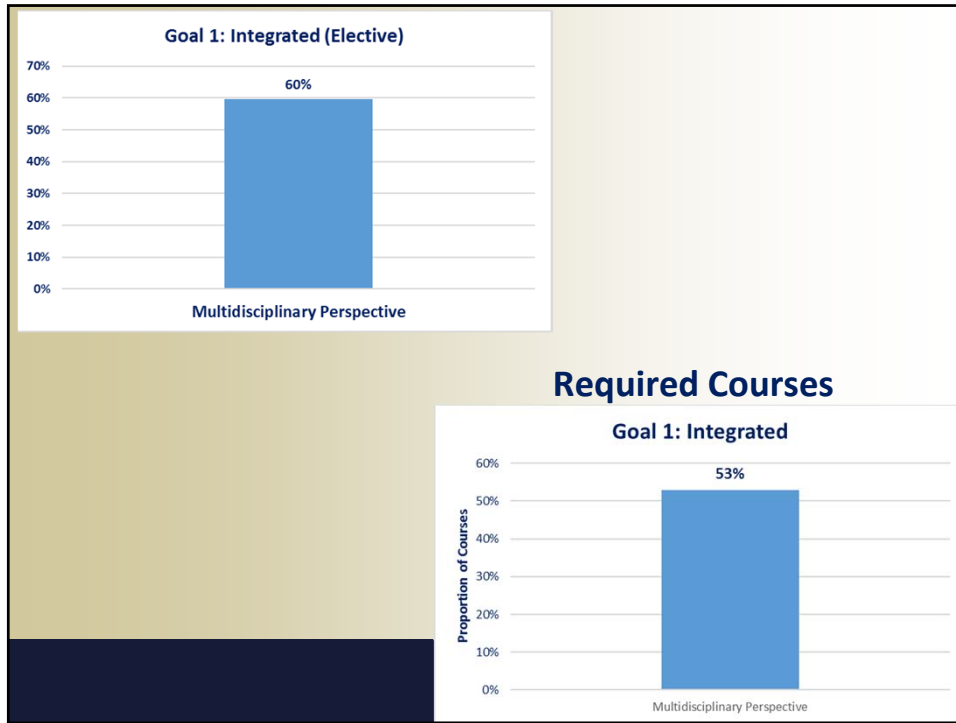
**Goal 1: Integrated (Elective)**

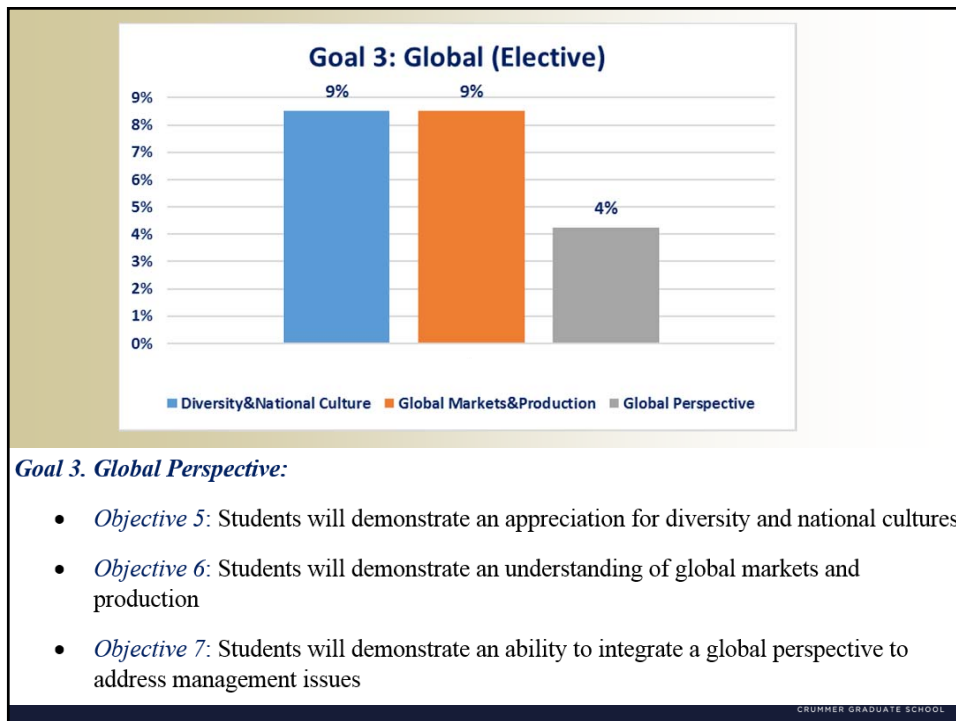
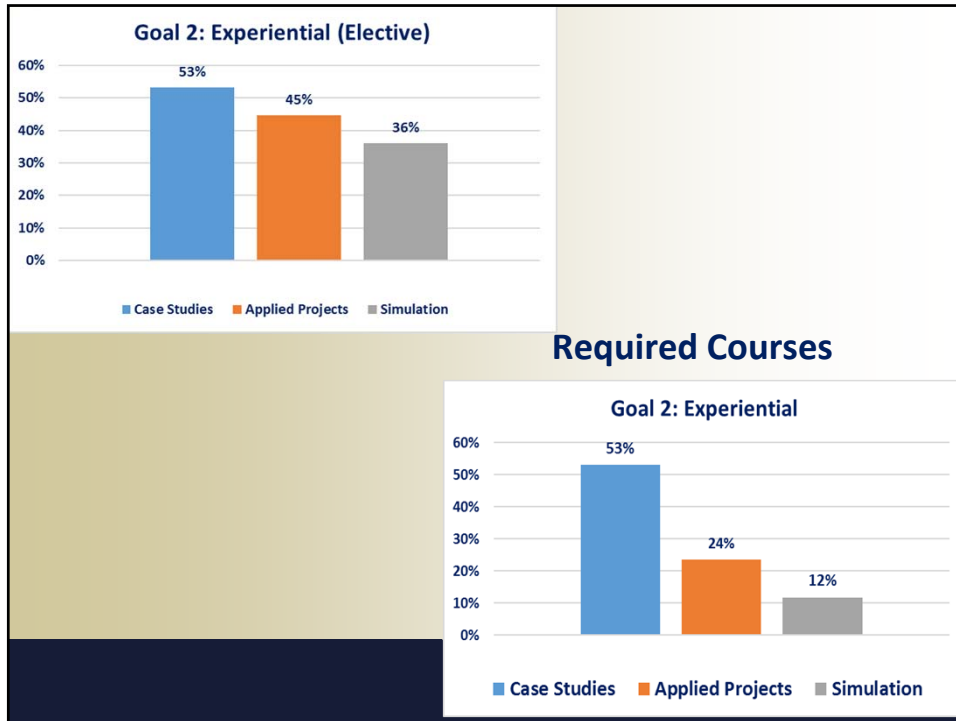
Category	Percentage
Multidisciplinary Perspective	60%

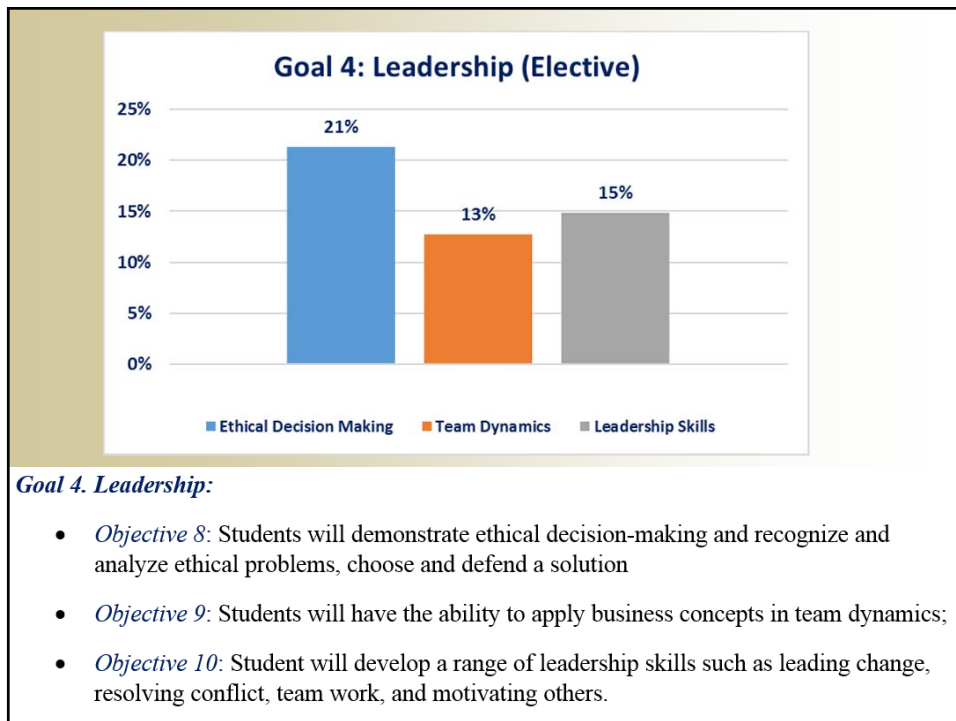
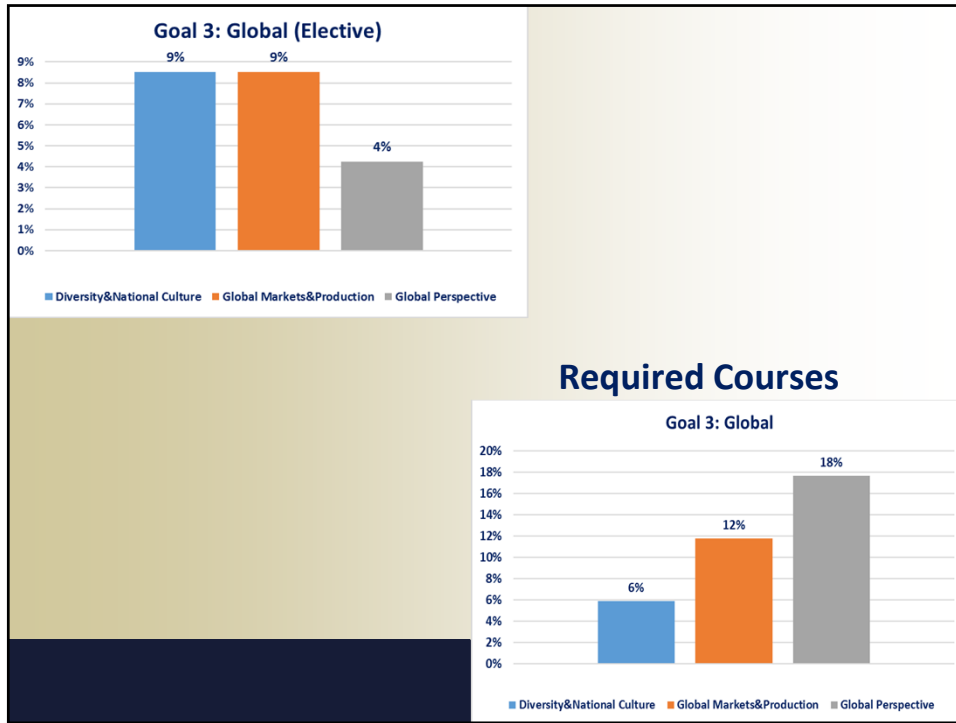
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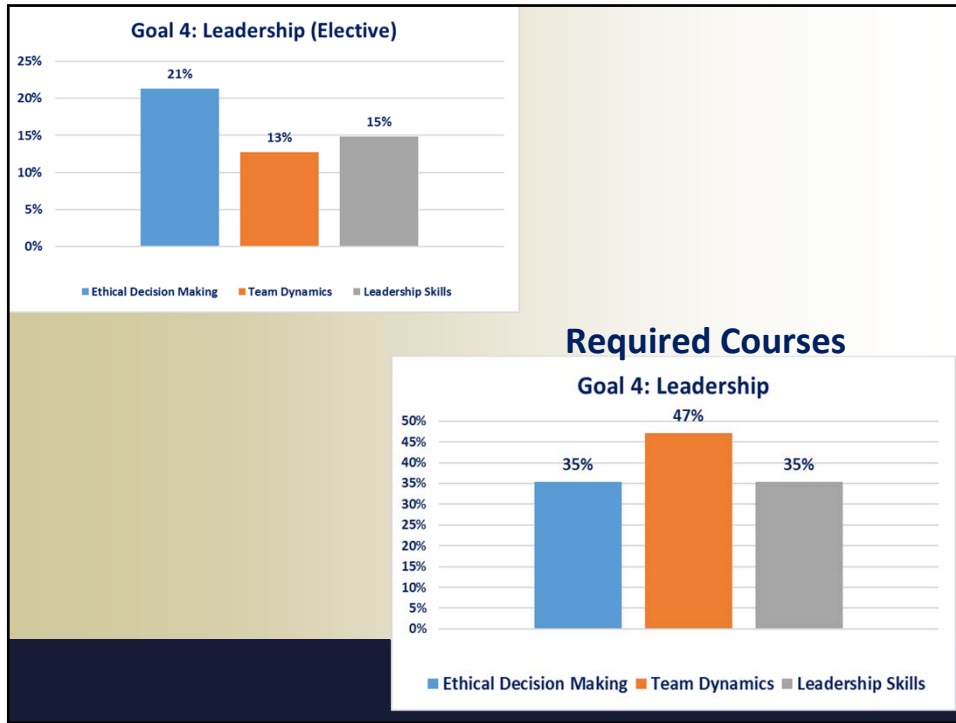
- **Objective 1:** Students will be able to apply multidisciplinary perspective to approach business problems

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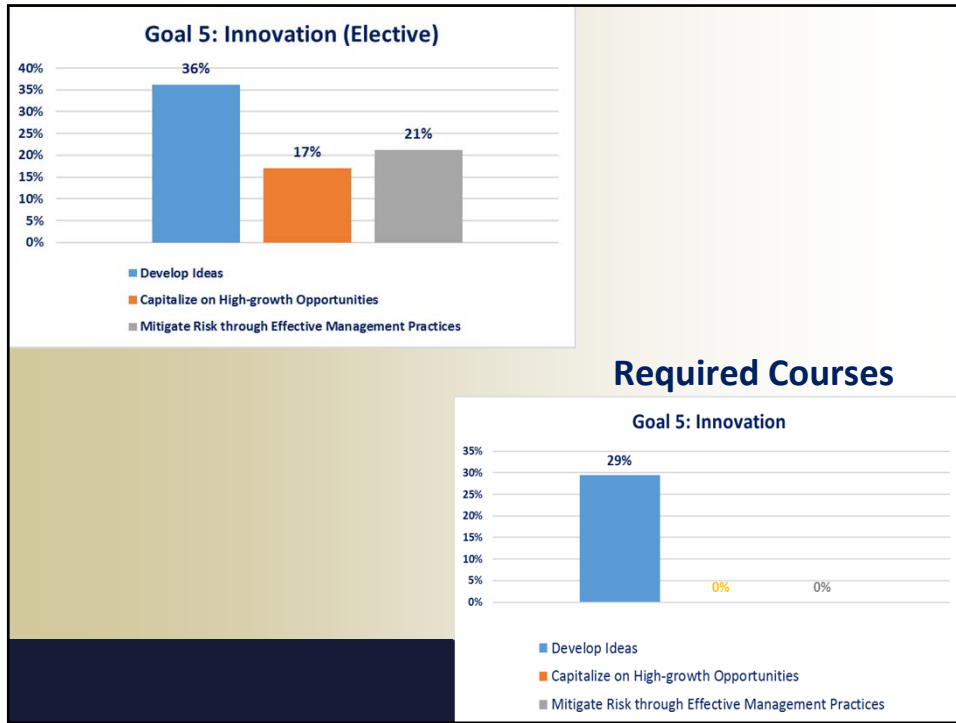


**Goal 5: Innovation (Elective)**

Category	Current Percentage
Develop Ideas	36%
Capitalize on High-growth Opportunities	17%
Mitigate Risk through Effective Management Practices	21%

**Goal 5. Innovation:**

- *Objective 11:* Students will be able to identify and develop ideas that could solve organizational problems
- *Objective 12:* Students will capitalize on high-growth, opportunities that maximize value for all stakeholders,
- *Objective 13:* Students will articulate plans for implementation that mitigate risk through effective management practices and make real time decisions with limited information and uncertain conditions.



# Goal 6: Functional Knowledge

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# Questions?



**Crummer Graduate School of Business  
Rollins College**

**Course Syllabus  
Spring 2019**

**ACCOUNTING FOR BUSINESS LEADERS  
ACCTG 551  
EMBA  
3 Credit Hours  
107 Crummer Hall**

**Office:** 313 Crummer Hall  
**Email address** [namoah@rollins.edu](mailto:namoah@rollins.edu)  
**Phone:** 407-646-2593 (office)  
757-574-2142 (cell)

**COURSE OBJECTIVE**

As the means by which information about an enterprise is communicated, accounting is considered as the language of business and it provides the terminology, frameworks, and concepts for analyzing and understanding the financial consequences of business activities. As business activities have become more complex and global, the task of presenting timely, relevant, and reliable financial information to internal and external users has become more challenging. The principal objective of this course is to help students develop a high degree of financial statement, financial analysis, and financial management expertise in order to improve their capabilities as informed managers and decision makers.

This course covers two major areas in accounting: financial accounting and managerial accounting. Financial accounting is focused on the preparation and analysis of financial statements primarily for use by external stakeholders such as investors, creditors, and government regulators. Managerial accounting has an internal emphasis and is concerned with the collection and analysis of financial information about business operations, including planning, budgeting, and performance evaluation.

The perspective is that of the users of financial and managerial reports rather than the preparers of the reports. We will focus on the most important and predominant accounting practices and evaluate their effectiveness in providing useful information for decision-making. We will emphasize the development of decision models and the use of internal data to generate these models. Excel worksheets will be used throughout the course as a tool for model building and analysis. This course also addresses many of the ethical issues and dilemmas facing business leaders.

When you have completed this course, you should be able to (1) explain the nature of business transactions, (2) identify relevant economic events for financial reporting, (3) determine the most appropriate financial measures for those events, (4) analyze the effects of those events on the firm's financial statements, (5) allocate overhead using traditional allocation methods and activity-based costing (ABC), (6) evaluate the profitability of an organization using breakeven analysis and target profit analysis, (7) use financial models for differential cost analyses, (8) evaluate capital investment opportunities using discounted cash flow methods, (9) analyze operating budgets and



the variances from budgets, (10) explain the effect that transfer prices have on performance goals and performance measurement in organizations, and (11) use the Balanced Scorecard (BSC) to link strategic goals to operational goals in organizations.

### **COURSE PREREQUISITE**

None.

### **COURSE RESOURCES**

#### ***Textbook:***

Porter/Norton/Maher/Stickney/Weil, *Accounting for Business Leaders*, 1<sup>st</sup> ed., Cengage Learning, 2016. ISBN: 978-1-337-03564-4

This is a custom text that can only be purchased at the Rollins bookstore.

#### ***Lecture Videos:***

Videos of each Chapter's PowerPoint slides are posted on the Course Blackboard web site. Please view these videos **prior to class sessions**, as only a brief review of the material will be covered in class.

#### ***Homework:***

An understanding of accounting concepts is best developed by completing homework exercises and problems. Accordingly, homework exercises and problems are assigned for each of the chapters covered during the semester. Assigned homework will not be collected or graded. However, students are expected to have attempted the assignments prior to class in order to participate in discussions. Solutions for assigned exercises will be posted on the course's Blackboard web site **after** the assignments have been discussed. During class meetings, students will be required to complete certain exercises related to the material covered each chapter. These exercises are intended to provide students with practice in applying course concepts. Templates for these exercises are posted in the course web site on Blackboard.

#### ***Homework Videos:***

Videos with step by step solutions to computational homework exercises will be posted on the Course Blackboard web site after the exercises have been discussed during class sessions.

#### ***Class Attendance and Participation:***

Class time during on campus meetings will be devoted to

- review of course topics,
- discussion of homework assignments,
- completion of in-class exercises, and
- discussion of assigned cases.

Students are expected to attend **all** class sessions and participate in class discussions. Absences on days of scheduled presentations will be excused **at the sole discretion** of the instructor. Students are responsible for any material covered during classes that are missed. It is your responsibility to get this information from classmates.

Students' participation grades depend on **demonstrated involvement and commitment** as a class member. Students should prepare for each class meeting by reading assigned materials and attempting solutions to assigned problems and cases.

**Grading:**

Student grades are based on total points earned out of 800 possible points for the semester, as outlined below.

Grading is based on the following weights:

Exams (2)	200
Company analysis	150
Company assignment	100
Individual case assignments	100
Case paper	100
Case presentation	100
Class participation	<u>50</u>
Total	800

The following ranges should be used to determine grades for the term.

A	93-100%	744-800
A-	90-92%	720-743
B+	87-89%	696-719
B	83-86%	664-695
B-	80-82%	640-663
C+	77-79%	616-639
C	73-76%	584-615
C-	70-72%	560-583
F	Below 70%	Below 560

**Exams:**

There will be two (2) exams during the term, each of which will account for 100 possible course points (200 total course points). Exams will be on-line. As such, they will be open book/open notes. However, there will be a time limit for completing the exams. Additional information is provided on the course web site.

**Company Analysis:**

Each team has been assigned a company for analysis. Assume that your team has been asked to make an investment recommendation between your assigned company and one of its competitors. Each team will make a presentation to the class and submit a paper that summarizes their analyses and recommendations.

The deliverables for this project include a paper and PowerPoint presentation to the class. Presentations are scheduled for the last on campus class meeting. Company analysis papers and presentation files must be submitted prior to the start of class on the day scheduled for case presentations. Additional instructions are provided in Blackboard.

### Class Presentation

Team projects require a PowerPoint presentation to the class. Additional instructions are provided on the Blackboard web site.

### Written Report

Each team will submit a paper for their company financial analysis. Reports should include whatever exhibits, figures, graphs, etc. that you believe are needed to adequately convey to the reader a description of the analyses performed, results of such analyses, and your assessment of the company's financial position and future prospects. **Conciseness is a virtue in writing reports of this nature.**

**Reports will be graded on content, conciseness, and grammatical quality.**

Reports must be submitted via email prior to the start of class on the day scheduled for class presentations. Additional instructions are posted on the Blackboard web site.

Team members will confidentially rate each other's contributions to the class presentation and report. Individual grades may be adjusted based on feedback from peer evaluations.

### ***Company Assignment:***

Students have been assigned a company for the Company Analysis project. In addition to the Company Analysis project, there will be an assignment in which students will be required to find and interpret data included in the Annual Reports on Form 10-K for these companies. The assignment is intended to help students with the analysis of their companies.

The assignment will account for 100 possible course points. The Annual Reports on Form 10-K for assigned companies and one competitor are posted to Blackboard. Students are allowed to work together on the assignment, but ***each student must submit individual responses*** to the questions. Additional information is provided on the course web site.

### ***Individual Case Assignments***

Individual case assignments account for 100 possible course points. Papers will be graded on content, conciseness, and grammatical quality. Additional instructions are posted on the Blackboard web site.

### ***Case Paper***

Each team will submit a paper for their assigned case. Case papers account for 100 possible course points. Your paper should parallel the presentation. That is, it should describe the case background, case issues, alternative courses of action considered, and your recommended course of action with an explanation of why you believe that this is the optimal solution. The paper should contain enough information so that someone unfamiliar with the case could read it and understand the issues, the alternatives, and the basis for your recommended course of action. Papers should be in narrative format. Points will be deducted if you use the "question-and answer" format. Papers will be graded on content, conciseness, and grammatical quality. Case papers must be submitted to me via email prior to the start of class on the day scheduled for case presentations. Additional instructions are posted on the Blackboard web site.

### ***Case Presentation***

The team case will require a PowerPoint presentation to the class. Case presentations account for 100 possible course points. The PowerPoint file used in your presentation must be submitted to

me via email prior to the start of class on the day scheduled for case presentations. Provide me with a hard-copy of your slides (3 slides per page) **prior to the start of class.** Team members will confidentially rate each other's contributions to the case presentation and paper. Individual scores may be adjusted based on feedback received on the peer evaluations. Additional instructions and the Peer Evaluation form are posted on the course web site.

***Attendance and Participation:***

The remaining 50 course points for the semester grade are based on class attendance and participation (see above).

**CRUMMER ACADEMIC INTEGRITY POLICY**

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**TITLE IX STATEMENT**

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**TENTATIVE CLASS SCHEDULE**

DATE	CHAPTERS	TOPICS	HOMEWORK
1/11	1	Accounting as a Form of Communication (pp. 2-26)	E1-4, 9, 12
	2	Financial Statements and Annual Report (pp. 52-79)	E2-1, 5, 7, 8, 10
	4	Income Measurement and Accrual Accounting (pp. 152-178)	BE4-2, E4-1, 3, 4, 7
	12	Statement of Cash Flows (pp. 578-591, 606-608)	P12-3, 4
1/12	5	Inventories and Cost of Goods Sold (pp. 212-235, 240-244)	E5-2, 8, 12
	7	Receivables (pp. 318-330)	E7-2, 4, 5
	8	Operating Assets (pp. 364-386)	BE8-5, E8-1, 2, 3, 5, 6
	13	Financial Statement Analysis (pp.648-673)	E13-19, P13-5
1/13	<b>EXAM #1 DUE BY MIDNIGHT ON 1/20</b>		
	<b>COMPANY ASSIGNMENTS DUE BY MIDNIGHT ON 1/20</b>		
	9	Current Liabilities, Contingencies, and the Time Value of Money (pp. 414-435)	BE9-6, E9-2, 5, 11, 21
	10	Long-term Liabilities (pp. 470-484, 491)	BE10-3, E10-1 P10-2, 3 BE11-3, 5, E11-8
2/8	11	Stockholders' Equity (pp. 520-533, 538-541)	
	1	Fundamental Concepts (pp. 1-16)	Chapter 1:15, 16, 18,19, 20
	2	Measuring Product Costs (pp. 32-41)	Chapter 2: 32
	3	Activity-Based Management (pp. 75-87)	Chapter 3: 29 and 38
2/9	6	Financial Modeling for Short-Term Decision Making (pp. 181-199)	Chapter 6: 18, 19 (skip part c), 25, and 32 (only parts a-d)
	7	Differential Cost Analysis for Operating Decisions (pp. 217-226, 230-234).	Chapter 7: 23, 33, and 38
	8	Capital Expenditure Decisions (pp. 270-285)	Chapter 8:17, 23, and 33
2/10	9	Profit Planning and Budgeting (pp. 299-316)	Chapter 9: 20, 21, 23, 37, and 40
	<b>EXAM #2 DUE BY MIDNIGHT ON 2/17</b>		
	10	Profit and Cost Center Performance Evaluation (pp. 345-355, 365-366)	Chapter 10: 22, 26, and 43
2/10	11	Investment Center Performance Evaluation (pp. 388-405)	Chapter 11: 21, 34 and 37
	12	Incentive Issues (423-443)	Chapter 12: 14, 23, and 26

3/8	N/A	<b>Off-site Friday</b>	N/A
3/9	N/A	<b>Team Case Papers &amp; Presentations</b>	N/A
3/10	N/A	<b>Company Analysis &amp; Case Discussion</b>	N/A



**Crummer Graduate School of Business  
Rollins College**

**Course Syllabus  
Fall 2018**

**Macroeconomics and the Global Economy**

**ECO 551**

**EMBA 39**

**3 Credit Hours**

**Dr. Bill Seyfried**

**Classroom: Crummer**

**Office Location: Crummer 115**

**Email: [wseyfried@rollins.edu](mailto:wseyfried@rollins.edu)**

**Phone: 407-691-1374**

**COURSE DESCRIPTION AND OBJECTIVES**

Technology and globalization are reshaping the world economy. This course examines national and global economic activity. Key topics include economic growth, inflation, interest rates, exchange rates, and economic policy. Students will develop the ability to analyze national and international economic data and to understand discussions of macroeconomic issues.

The objectives of this course are to improve one's understanding of the global economy and to use this understanding to enhance business decision-making. Specifically, the primary objectives are to:

- understand major macroeconomic indicators and their behavior
- locate and interpret economic data
- critically interpret economic information
- perform a "living case" through an analysis and presentation about the economic situation of an assigned country

**COURSE PREREQUISITES: N/A**

**COURSE RESOURCES**

All of the resources necessary for success in this class are available online at:

Readings: <http://crummerecon.blogspot.com>

Other course material: <http://crummereconomics.blogspot.com>

The following ranges will be used to determine grades for the term.

A	93-100%
A-	90-92.9%
B+	87-89.9%
B	83-86.9%
B-	80-82.9%
C+	77-79.9%
C	73-76.9%
C-	70-72.9%
F	Below 70%

## **COURSE REQUIREMENTS AND EVALUATION**

### ***Exams: 50%***

- There will be two exams each designed to test your understanding of the concepts developed in the readings and in class. They will be open note/open computer and mainly involve applying what you learned to analyze current economic issues. The first exam will be due by midnight on September 30 while the second exam will be due by midnight on October 28.

### ***Presentation/project: 45%***

- The course project is a team assignment that involves examining the economic environment of an assigned country. Teams will be responsible for gathering data about their country and submitting it along with brief analysis prior to the completion of the project. The first part of the project (10%) will be a presentation on the Sunday of the first weekend (September 23), the second part (10%) will be presented on the Sunday of the second weekend (October 21) and the complete project (25%) will be presented on the Sunday of the third weekend. Though a common grade will be assigned to each team project, individual grades may differ from the team grade based on the relative contribution of each team member.

### ***Participation: 5%***

- Participation is required and will be part of your final grade. Evaluation of your participation will include the frequency and quality of your contribution, evidence of preparation, and analytical effort. Higher grades will be given to those who voluntarily participate more, can provide justification for their answers, and lead the discussion in directions that deepen the understanding of the topic. As part of the participation grade, team members will provide feedback regarding the contributions of their team members on team-based assignments.

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## TENTATIVE CLASS SCHEDULE

### Sep 21-23

- Assessing the Health and Performance of an Economy
  - Economic growth, inflation, and the job market
- Framework for Understanding Economic Behavior
  - Understanding the behavior of short-term economic growth, long-term economic growth and inflation
- Solving the Productivity Puzzle (McKinsey Institute, February 2018)
  - <https://www.mckinsey.com/global-themes/meeting-societys-expectations/solving-the-productivity-puzzle>
- Assignment #1: Data collection and preliminary analysis
  - Collect data for unemployment, NAIRU, economic growth, potential growth, and inflation (both overall and core)
  - Presentation: Visual display and preliminary analysis

### Oct 19-21

- Interest Rates
  - Determination and Interpretation
- Fiscal Policy
  - Tools to use to impact short-term and long-term economic growth
  - Impact of Budget Deficits and the National Debt
- Global Economic Environment:
  - Balance of Payments, International Trade, exchange rate determination
- CBO Economic Outlook, April 2018
  - <https://www.cbo.gov/sites/default/files/115th-congress-2017-2018/reports/53651-outlook-chapter1.pdf>
- Assignment #2:
  - Collect data for interest rates, deficits, national debt, unit labor cost, productivity, balance of payments, and exchange rates
  - Presentation: Visual display & preliminary analysis

### Nov 16-18

- Monetary Policy
  - Goals
  - tools
  - implementation
- Readings: Monetary Policy Principles and Practice (Federal Reserve Board, March 2018)
  - <https://www.federalreserve.gov/monetarypolicy/monetary-policy-principles-and-practice.htm>
- Final Assignment
  - Presentation: Complete analysis of the economic environment of the assigned country



# ROLLINS MBA

CRUMMER GRADUATE SCHOOL OF BUSINESS

Executive MBA Program  
MKT 551  
Value Creation through Effective Marketing  
Summer 2019

Dr. Tracy Kizer

**Office:** 306 Bush Executive Education Center  
**Phone:** (407) 646-2530  
**E-Mail:** TKizer@rollins.edu  
**Office Hrs.:** By appointment.

#### COURSE MATERIALS

- [Text: There is no required textbook for this course. For a reference volume that includes marketing terms, examples, and a general taxonomy of issues, I recommend Kotler and Keller \(KK\), A Framework for Marketing Management, 15e.](#)
- [To assist you with completing the quantitative component of the course, I recommend Farris, Paul W. Marketing Metrics: The Definitive Guide to Measuring Marketing Performance. Upper Saddle River, N.J: FT Press, 2010. ISBN 9780137058297.](#)
- The class Blackboard site houses additional readings, handouts and other materials.

#### CASES

The following cases and articles have been provided to you for use in the course. Case discussion questions will be housed in Blackboard. [Cases will be modified to reflect a 50/50 B2B/B2C content ratio.](#)

1. Cialis: New Market Entry Strategy (B2C)
2. GE Healthcare India (B2B)
3. Soren Chemical: Why Is the New Swimming Pool Product Sinking? (B2B)
4. Pantene: New Market Research (B2C)
5. Pintura Corporation: The Lena Launch Decision (B2B)
6. Harrah's Entertainment, Inc.(B2B/B2C)
7. Old Spice: Repeat Success in the Face of Competitive Threat
8. Target Stores: The Hunt for "Unvolunteered Truths"

#### ARTICLES

1. Customer Value Propositions in Business Markets
2. The New Sales Imperative

3. Your Company Needs an Innovation Strategy
4. Customer Lifetime Value vs. Customer Lifetime Return on Investment
5. The Sure Thing That Flopped
6. Thriving in a Big Data World
7. The Digitization of Just About Everything

## **COURSE OBJECTIVES**

The purpose of this course is to build on the background and expertise that you have gained regarding the value creation process in consumer and customer segments both through your professional experience and the throughout the EMBA program. One goal of the course is to relay how marketing executives approach the value creation process. The course identifies and analyzes the forces that are transforming how value is perceived and how executives align their organization to react to these dynamics. A key component of our discussion will focus on the characteristics of success marketing strategy where innovation of value has led to sustainable and profitable growth.

## **COURSE DESCRIPTION**

This course provides a solid foundation for managing key elements of the marketing function including segmentation and targeting, product and brand management, promotional options, pricing, and channel management – all within the context of global consumer, and business-to-business markets. This course approaches the many activities and tasks in marketing from a strategic decision making perspective. To do this, we will delineate the nature and scope of the marketing manager's responsibilities and master the marketing decision making process in a variety of organizational settings.

Throughout the course, you will be required and encouraged to:

- Make and defend marketing decisions in stylized real-world problem situations with incomplete information (e.g., case studies and exercises that we will conduct in the classroom and via assignments).
- Make cross-functional connections between marketing and other areas of business, including finance, operations and strategy.

The course will utilize a variety of methods including, but not limited to: (1) class discussion, (2) cases, (3) class lectures, (4) group projects, and (5) experiential problem sets and (6) invited guests. It is also designed to be "interactive", so a high level of engagement is expected.

**INVITED GUESTS** ([This is not an exhaustive list, nor it is representative of multiple industries in the CFL area. Mike K.'s assistance will be helpful in obtaining a more representative sample of speakers.](#))

The following guests have been invited to join us during the course:

1. Angel Sarria, VP Strategy Latin America Marketing, Walt Disney World
2. Crystal Worthem, VP Marketing, Ford Middle East and South Africa
3. Karen Kricorian, Marketing Science, ABC/Disney Entertainment
4. Mary Cavannaugh, VP Branding, Universal Orlando Resort
5. Roseanne Harrington, VP Marketing Communications, OUC

## **MBTN**

This course contains a quantitative aspect to help you understand the theories behind market practices. In addition to the text, there will be an online marketing metrics tutorial, [Management by the Numbers \(MBTN\)](https://www.management-by-the-numbers.com/) - <https://www.management-by-the-numbers.com/>.

During the semester there will be six sets of problems designed to assess your ability to perform a quantitative analysis of key marketing metrics.

- They are application based and are quantitative in nature. This means you will have a high volume of calculations, and will need to systematically work through the problems and engage in a high level of self-guided learning.
- **Your grade on the modules will be based on your ACCURACY and MODEL SCORE.**
- The tutorials will aid in your completion of the assignments.
- Please note that each student will have a different data set, so please make sure that you understand the rationale behind each question.
- Each module contains 4 levels of problem sets, you are only responsible for completing problem sets 1 and 2, which will advance you to the level of Assistant Brand Manager within the module. If you'd like to continue with additional problem sets to advance yourself to the CEO/CMO level, then you are welcomed to do so. This would encompass completing 3-4 sets of problems. Each complete module varies between 24-30 problems.
- A reference textbook, *Marketing Metrics (see page 1 of syllabus)*, may be useful for those of you who will need additional assistance in completing the problem sets.

## COURSE EVALUATION

It is important to please keep in mind:

- Your grade in this class is based on a combination of individual and group related work. You must perform at a high level in both areas to receive an A.
- Your work, both individual and group assignments, should meet the guidelines of the Crummer Academic Integrity Policy and are subject to evaluation for originality and proper referencing of source materials.
- Rubrics for graded assignments are available in Blackboard and should guide the completion of your work.
- On group projects there will be an overall score for the team. Your individual score will be adjusted based on your group's peer evaluations. For example, if all members of the group participate fully in the case then your score will be the same as the overall score. However, if you do not participate fully in the case analysis your score will be adjusted according to peer evaluations.

Marketing Plan(Group)	150
Case Discussion Leader (Group)	100
Individual Papers (2)	100
Marketing Metrics Problem Set (Individual)	100
Class Contribution (Individual)	120
	<u>570 points</u>

## Grading Scale

A 93-100% indicates consistently excellent work

A-	90-92%	
B+	87-89%	
B	83-86%	indicates work of the quality normally expected of a graduate student
B-	80-82%	
C+	77- 79%	
C	73- 76%	indicates work that is below the quality expected in graduate study
C-	70- 72%	
F	69 or below	

## **POLICY ON USING OUTSIDE SOURCES OF INFORMATION**

**Exam.** The Internet is not allowed. If a student is found using the Internet during an exam, the student will forfeit their exam grade and receive 0 points. This is not meant to be punitive, but marketing requires both artistic and scientific considerations which are best exhibited through original thought.

**Non-Case Assignments.** Please feel free to use outside information that will enrich your work. Be sure to cite all external sources and images.

## **CLASS ATTENDANCE and CONTRIBUTION (INDIVIDUAL)**

Your attendance for each class session is expected, as is your active participation. If you miss a class for personal or business reasons, please inform me in advance. You should initiate any arrangement for obtaining missed content, or submitting make-up assignments.

Absences without pressing reasons indicate disinterest in the course and will reflect on your grade. If you miss 2 or more classes during the duration of the course, your grade will be reduced by one full letter grade (e.g., 10 percentage points). To illustrate, if you have a final grade of 93% in the class, and you've missed two classes, your final grade will be modified to 83%.

If the absence is due to a planned event, such as a major work commitment, students should notify their instructor well in advance, preferably before the start of the term. Job interviews, board meetings, and work commitments will be treated as an absence in the paragraph described above. In the event of an absence, assignments must be turned by the start of class. Late assignments will be subjected to a (-10% of assignment value) adjustment.

Please refer to the Crummer Handbook for additional language on attendance requirements.

## **CONTRIBUTION**

Your participation involves contributing to the class so that it enhances the learning environment for everyone. Be sure to be well-prepared for class, so that you are able to present and defend ideas that are relevant to the readings and assignments. Your contribution to the classroom discussion is based on your knowledge and your experiences, and plays a critical role in the success of the course for everyone.

Additional guidelines I use in considering your class contribution:

- Active listening (including appropriate nonverbal communication)
- Treating me and other students with respect and courtesy (avoid private conversations with classmates)
- Provide depth and completeness in your responses

- Turn in out-of-class assignments on time
- Come to class on time
- Stay until the end of class
- Be an active participant in group exercises
- Avoid engaging in non-class related activities during class (e.g., Cohort chat rooms, please turn off all cell phones, web surfing unrelated to the class discussion, text-messaging, e-mailing).
- Particular emphasis will be placed on the depth of analysis and involvement of discussion.
- You are encouraged to bring examples of current issues related to topics being discussed during the semester.

### **CASE DISCUSSIONS**

Throughout the course, we will discuss several cases in class. Each team will have the opportunity to lead the discussion on the key questions in each of our weekly classes. This does not mean that teams that are not leading discussion are exempt from preparing the case for discussion, as case discussion is a large part of your class contribution/participation grade. I encourage you to prepare the cases in your teams prior to class in an effort to facilitate a robust class discussion.

## Course Schedule

Session	Topic	Reference Chapters	Cases/Articles	MBTN
May 3, 2019 (F)	Introduction to Marketing Course Overview Big Data & Marketing	KK (1-3)	“Thriving in a Big Data World”, The Digitization of Just About Everything”	Market Share I and II
May 4, 2019 (Sat)	Segmentation, Targeting & Positioning	KK (5-7)	Cialis Case “The Sure Thing That Flopped”	Conjoint Analysis, CLV
May 5, 2019 (S)	Managing Products and Brands	KK (8-10)	Pantene: Market Research Pintura Corporation GE Healthcare India “Your Company Needs an Innovation Strategy”	New Product Forecasting
May 31, 2019 (F)	OFF-SITE FRIDAY Prices & Incentives	KK (11)	Soren Chemical/ “Customer Value Propositions in Business Markets”	Pricing: Linear Demand
June 1, 2019 (Sat)	Channels & Sales Forces	KK (12,13,17)	New York Life “The New Sales Imperative”	Margins- Channels Sales Force Management
June 2, 2019 (S)	Communicating Value	KK (14-16)	Old Spice Metabical “Branding in the Age of Social Media”	Promotions Profitability
June 28, 2019 (Fri)	Customer Relationships	KK (4)	Harrah’s Entertainment Target Stores: The Hunt for Unvolunteered Truths” “Customer Lifetime Value vs. Customer Lifetime Return on Investment”,	
June 29, 2019 (Sat)	Marketing Plan Presentations	Appendix for framework		
June 30, 2019 (Sun)	Course Wrap-Up/Transitions			



## Brief Biographical Background

Tracy H. Kizer, Ph.D.

Tracy H. Kizer is an Associate Professor of Marketing at the Roy E. Crummer Graduate School of Business, Rollins College in Winter Park, Florida. She earned her Ph.D. in Marketing in 2007 from the University of South Florida. Prior to receiving her doctorate, she worked in industry both as a process engineer and as a marketing and operations analyst. During her stint as an entrepreneur, she ran a small company where she focused on marketing and business development.

From 2009-2016 she was an Assistant Professor of Marketing at the University of Dayton. Prior to that, she was a Post-Doctoral Research Fellow and Lecturer at the Whitman School of Management at Syracuse University. Her research has resulted in published articles in a number of professional journals such as *Journal of Promotions Management*, *Journal of Marketing Theory and Practice*, *Journal of the Academy of Marketing Science* and the *Journal of Public Policy and Marketing*.

She has worked on consulting projects with companies such as Interbrand, Huffy Bicycles and Brunner Advertising, Nike, Washington Nationals, Mikesell's Potato Chips, and Emerson Electronics. She has delivered over 40 talks at regional, national and international conferences regarding her marketing and branding research. She has also completed a number of media interviews on a wide range of marketing and business related topics. Dr. Kizer has also served in an advisory capacity on several non-profit boards. Her professional expertise resides in the area of branding, advertising and market research.

**EMBA 39**

**FIN 551**

**Financial Management for Executives  
Summer 2019**

**Professor** : Halil Kiyamaz, Ph.D., CFA  
Bank of America Professor of Finance  
**Office** : 317B  
**Phone** : (407)-646-2267  
**Fax** : (407)-646-1550  
**Cell** : (321)-276-5266  
**E-mail** : [hkiymaz@rollins.edu](mailto:hkiymaz@rollins.edu)  
**Meeting Times:** May 3- May 5, 2019  
May 30-June 2, 2019  
June 28-June 30, 2019

**Meeting Room:** Crummer Hall, TBD

**Office Hours:** Weekly online office hours will be scheduled.

***Course Requirements***

Prerequisites:

ACCT 551 Accounting for Business Leaders

Required Textbook:

1. *Financial Management: Theory and Practice*, Eugene F. Brigham and Michael C. Ehrhardt, **13<sup>th</sup> Edition**, South-Western Educational Publishing, 2010.
2. *Custom Case Book*, Harvard Business Publishing On-line.

Recommended/Reference Materials:

1. *Wall Street Journal*
2. *Business Week*

***Course Description and Objectives***

The primary objective of the financial policy course is to develop executives understanding of the decisions made by financial executives in case settings. These decisions are a valuation of assets, risk and return, the cost of capital, and choosing among investment alternatives.

This course has specific learning objectives related to the topics covered as well as objectives related to the development of skills and attitudes.

### Learning Objectives:

1. Analyze the relationship between risk and return and optimal portfolio selection.
2. Develop a framework for the analysis and interpretation of financial statements and financial forecasting using various financial tools.
3. Expand and apply students' knowledge and understanding of financial theory and concepts.
4. Examine and provide an understanding of the financing and investment decisions facing a business firm with a special emphasis toward capital budgeting decisions within a risk framework
5. Provide the knowledge of best business socially responsible practices in the area of finance
6. Analyze and employ the fundamental quantitative techniques of finance

### ***Strategies To Achieve above Objectives***

<b>Course Activity</b>	<b>Assesment</b>
Lecture and Case Discussions	Instructor Graded
Examinations	Instructor Graded
Group Case Analysis and Presentation	Instructor and Team Member Graded
Capital Budgeting Simulation	Instructor and Team Member Graded
WSJ/BW Discussion Articles/Course Blog/Participation	Instructor Graded

### ***Course Policies***

**Methodology:** This course mostly consists of cases and discussions. I will be lecturing to deliver the subject material for each chapter by using mini cases. Lectures will be conducted on the assumption that students have read and at least partially understood the assigned reading materials.

**What You Might Expect:** As a student in this class, you may expect a clear presentation of the subject, fair grading of your work, and treatment with courtesy and respect.

**What is Expected of You:** As your professor, I expect that you will (a) read the assigned readings and cases before coming to class, (b) attend class regularly, participate in class discussion, and ask questions to help to clarify points on which you are uncertain, and (c) recognize that the most critical determinants of your performance in the course is the time and effort you put in.

### ***Performance Evaluation***

**Exams:** Two exams will be administrated during the course, as noted in the schedule. Question types may include multiple choice, T/F, and mini problem-solving.

**Group Cases Analysis and Presentations:** The following cases will be analyzed and presented in a group setting. I would like each group to select one of the cases listed below. Cases will be distributed on a first come first serve basis. Peer evaluations are required for the group case presentations.

Case Number	Case Title	Presentation Date	Teams
N/A	Starbucks Corporation (A live case)	May 31	
HBS#9-201-061	State of South Carolina (Risk and Return)	May 31	
UVA#2565	Portfolio Selection and CAPM (A live case)	May 31	
Ivey#9-B06N009	Valuing Wal-Mart Stock (Stock Valuation)	May 31	
HBS#9-298-101	Marriott Corporation (Cost of Capital)	June 30	
NA0282	An Investment Analysis of Honduran Teak Plantation (Capital Budgeting Cash Flow)	June 30	

**Discussion Board Articles:** I will be posting articles on Blackboard chosen from the various practitioner journals. You are required to read each article and post your comments. More information is posted on Bb.

**Capital Budgeting Simulation:** You will act as members of the Capital Committee of New Heritage Doll Company, tasked with selecting and allocating capital across the company's three divisions. You evaluate a diverse set of competing investment proposals and make decisions regarding 27 separate proposals over a five-year period. Committee confronts a range of project types including replacement investments, expansion investments, investments in mutually exclusive projects, interdependent projects, and projects with growth options. To evaluate them, students examine outlays, cash flow patterns, and common metrics such as NPV, IRR, and Payback, with or without capital constraints.

**Team Member Evaluation:** Teamwork is an integral part of your final grade. Each team member will be asked to anonymously evaluate his or her team members by completing the team member evaluation form for each group activity to grade their overall contribution to the team projects/presentations. These evaluations will be considered in determining your grade.

**Evaluation:** The course grade will be determined by a weighted-average of the scores, shown below, applied to the following scale.

Activity	Weight
Mid-term Exam	25%
Group Case Analysis and Presentation	20%
Simulation (Capital Budgeting)	15%
Discussion Board Articles (Course Blog)	10%
Final Exam	20%
Class Participation	10%

**Grading Scale:** A weighted average of activities applied to the following scale determines the course grade.

Grade	Scale
A	93-100%
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
F	Below 70%

### ***Other Issues***

### ***Crummer School Academic Integrity Policy***

As stated in the *Crummer School of Business Academic Integrity Policy*, faculty, students and staff are expected to uphold the highest level of ethical standards. This course requires that all students meet expectations of scholastic honesty, particularly while taking exams. During in-class exams, you may not share any information, materials or electronic files with others. Collusion or cheating in any form will not be tolerated. Failure to abide by these standards will result in full punishment as prescribed by the *Policy*.

### ***Special Accomodation***

Rollins College is committed to equal access and does not discriminate unlawfully against persons with disabilities in its policies, procedures, programs or employment processes. The College recognizes its obligations under the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 to provide an environment that does not discriminate against persons with disabilities.

If you are a person with a disability on this campus and anticipate needing any type of academic accommodations in order to participate in your classes, please make timely arrangements by disclosing this disability in writing to the Disability Services Office at (box 2613) - Thomas P. Johnson Student Resource Center, 1000 Holt Ave., Winter Park, FL, 32789. Should you have

questions, concerns or need support related to Accessibility Services, please call 407-975-6463 or email [Access@Rollins.edu](mailto:Access@Rollins.edu)

***Title IX Statement***

Rollins College is committed to making its campus a safe place for students. If you tell any of your faculty about sexual misconduct involving members of the campus community, your professors are required to report this information to the Title IX Coordinator. Your faculty member can help connect you with the Coordinator, Oriana Jiménez ([TitleIX@rollins.edu](mailto:TitleIX@rollins.edu) or 407-691-1773). She will provide you with information, resources and support. If you would prefer to speak to someone on campus confidentially, please call the Wellness Center at 407-628-6340. They are not required to report any information you share with the Office of Title IX.

Sexual misconduct includes sexual harassment, stalking, intimate partner violence (such as dating or domestic abuse), sexual assault, and any discrimination based on your sex, gender, gender identity, gender expression or sexual orientation that creates a hostile environment. For information, visit <http://www.rollins.edu/titleix/>

***Computers and Blackboard***

Your laptop will be an important part of the class as spreadsheets are extremely useful in financial management. Please check Blackboard regularly for announcements, solutions to end of the chapter problems, handouts, and others materials. I would appreciate if you report any difficulty to me immediately.

Class	Date	
1	May 3, 2019 Friday (10 am-noon) (1 pm -3 pm)	<b>Topic:</b> Overview of Financial Management, Time Value of Money, and Analysis of Financial Statements
		<b>Reading:</b> Brigham and Ehrhardt (Chapters 1, 3 and 4) Please see Bb for additional practitioner articles reading
		<b>Suggested Problems:</b> <i>Chapter 4: 4-9, 4-10, 4-11, 4-12, 4-14, 4-15</i> <i>Chapter 3:3-1, 3-2, 3-3, 3-5, 3-6, 3-11</i>
2	May 4, 2019 Saturday (8 am – 12:30 pm)	<b>Topic:</b> Risk and Return
		<b>Reading:</b> Brigham and Ehrhardt (Chapter 6) Please see Bb for additional practitioner articles reading
		<b>Suggested Problems:</b> <i>Chapter 6: 6-1, 6-2, 6-3, 6-4, 6-5, 6-9, 6-13</i>
3	May 5, 2019 Sunday (8 am-11:30 am)	<b>Topic:</b> Bond Valuation and Stock Valuation
		<b>Reading:</b> Brigham and Ehrhardt (Chapters 5 and 7) Please see Bb for additional practitioner articles reading
		<b>Suggested Problems:</b> <i>Chapter 5: 5-1, 5-2, 5-4, 5-7, 5-8</i> <i>Chapter 7: 7-2, 7-3, 7-5, 7-8, 7-9,7-16</i>

4	May 31, 2019 Friday (10 am-noon) (1 pm -3 pm)	<b>Topic:</b> Case Presentations
		<b>Case Presentations:</b> Case 1: Starbucks (Financial Statement Analysis) Case 2: State of South Carolina (Risk and Return) Case 3: Portfolio Selection and CAPM (Portfolio Allocation) Case 4: Valuing Wal-Mart-2010 (Stock Valuation)
		<b>Exam Review</b>
		<b>Mid-term Examination</b> (Take-home—due 11:59 pm, June 9)
5	June 1, 2019 Saturday (8 am–12:30 pm)	<b>Topic:</b> Cost of Capital and Capital Budgeting
		<b>Reading:</b> Brigham and Ehrhardt (Chapters 9 and 10) Please see Bb for additional practitioner articles reading
		<b>Suggested Problems:</b> Chapter 9: 9-4, 9-5, 9-6, 9-7, 9-15 Chapter 10:10-8, 10-9, 10-11, 10-17
		<b>Topic:</b> Cash Flow and Risk Analysis
6	June 2, 2019 Sunday (8 am-11:30 am)	<b>Reading:</b> Brigham and Ehrhardt (Chapter 11) Please see Bb for additional practitioner articles reading
		<b>Suggested Problems:</b> Chapter 11:11-4, 11-6, 11-9
		<b>Simulation:</b> Introduction to Capital Budgeting Simulation
		<b>Topic:</b> Capital Structure and <i>Off-site Friday</i>
7	June 28, 2019 Friday (10 am-noon) (1 pm -3 pm)	<b>Reading :</b> Brigham and Ehrhardt (Chapter 15) Please see Bb for additional practitioner articles reading
		Chapter 15:15-7, 15-8, 15-9
		Capital Structure (continue)—Capital Budgeting Simulation
8	June 29, 2019 Saturday (8 am–12:30 pm)	<b>Reading:</b> Capital Budgeting Simulation Foreground reading
9	June 30, 2019 Sunday (8 am-11:30 am)	<b>Topic:</b> Case Presentation/ Review
		<b>Presentation:</b> Case 5: Marriott Corporation (Cost of Capital) Case 6: An Investment Analysis of Honduran Teak Plantation (Capital Budgeting Cash Flow)
		<b>Final Examination</b> (Take home- Due 11:59 pm, July 10) Good Luck!

## Halil Kiyamaz

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**From:** Greg Turkanik  
**Sent:** Tuesday, April 10, 2018 6:28 AM  
**To:** Halil Kiyamaz  
**Cc:** Mary Conway Dato-on; Bill Seyfried  
**Subject:** CAP601 name change request

Dear Halil,

Based on a discussion with Mary, the new ICE Director, Bill and others involved in the 2 year ICE program for EAMBA's, I propose to change the name of the CAP601 course from "Elements of Successful Consulting" to "Essentials of Project Execution". The proposed change is based on following rationale:

1. Last year, the students of tracks other than Consulting (Start your own business, NASA, and Leadership) were confused by the name of the course. Their concern was that since they chose for example NASA track, they did not understand why they had been signed up for a "course in consulting". The name was explained to them during the first class of CAP601, but it is better to avoid such a confusion.
2. The course covers much more than consulting. We cover team work and project delivery, among other topics. While it is not a Project Management course per se, as we don't cover all there is in PMP or Prince2, all tracks are involved in a project-based work during the Immersion part. Since the goal of the CAP601 course is to prepare students for the Immersion, it makes sense to center the objectives around project delivery/execution. In addition to covering project management elements, this year we will also include a project management software as part of the CAP601 class.

I discussed with Mary and Bill whether there is a need for a new Syllabus, but since the only changes are the new name and the addition of project management software, it is a minor tweak to the Syllabus.

Please let me know if you need anything else for the Curriculum Committee to approve the change of the name.

Best,  
Greg





**INTL 551 Global Business Syllabus, Fall 2019**

**EMBA 39**

**3 Credit Hours**

Prof. Jim Johnson

Crummer XXX

**Office Hours:** By Appointment

**Office:** Crummer 204

**Phone:** 407-646-2486

**E-mail:** [jjohnson@rollins.edu](mailto:jjohnson@rollins.edu)

*You are encouraged to contact me whenever you have a question about any aspect of the course. E-mail is the best way to reach me, but I am also available to meet either in person or by phone/Skype, etc.*

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### Course Description

From global supply chains across east Asia to the provision of skilled labor in Silicon Valley, no business today is untouched by globalization. This course develops students' understanding of the dynamics of the global economy and its impact on their organizations and industries. Participants focus on assessing foreign market attractiveness through the strategic analysis of differing political, economic, sociocultural, and legal systems and shifting foreign exchange rates, as well as developing strategies for forming and sustaining alliances, fostering socially responsible business strategies, and managing a multicultural workforce.

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### Course Objectives

Upon successful completion of this course students will be able to:

1. Explain the impact of globalization and current affairs on international business
  2. Assess the political, economic, sociocultural, technical and legal environments (PESTLE) on the operations of a multinational business in a specific region of the world
  3. Apply analytical frameworks for understanding global competition and evaluating foreign market entry
  4. Recommend and justify a market entry strategy appropriate to the local business environment
- 

### Course Materials

Book: Meyer, E. *The Culture Map*. NY: Public Affairs

Simulation (HBS): Neeley, T. *Global Collaboration Simulation: Tip of the Iceberg*

Cases (HBS):

Hedging Currency Risks at AIFS

205026-PDF-ENG

The Espresso Lane to Global Markets

W12038-PDF-ENG

VW and Tata Motors: A Strategic Alliance in India

W17642-PDF-ENG

Readings (HBS):

Foreign Exchange Markets and Transactions

205016-PDF-ENG

Int'l Economics: Politics, Globalization & the State

BEP233-PDF-ENG

Target Markets & Modes of Entry

BEP043-PDF-ENG

Note on the Design & Management of International Joint Ventures

W17243-PDF-ENG

### Course Assignments

Assignment	% of Grade
Team Research Report	30%
Team Research Presentation	20%
3 Individual Case Briefs	30%
Discussion Board Assignments	10%
Constructive Engagement	10%
	= 50% team 50% individual

### Course Grading

A	≥93	Indicates consistently excellent work, executed to a professional standard. In other words, someone would pay you for it.
A-	90	Indicates consistently excellent work, superior to the expectations of a graduate student.
B+	88	Indicates work of the quality normally expected of a graduate student
B	83	Indicates work of the quality normally expected of a graduate student
B-	80	Indicates work that is below the quality expected in graduate study
C+	78	Indicates work that is below the quality expected in graduate study
C	73	Indicates work that is below the quality expected in graduate study

\*Normal mathematical rounding applies (e.g., 89.4 = 89; 89.5 = 90)

### Instructional Materials:

1. A packet of cases and articles will be prepared for this class and will be available via BlackBoard. Students are expected to complete assigned readings and supporting material in advance of their discussion in class.
2. Additional readings and videos on global business will be posted on BlackBoard.

### Course Policies and Procedures

**Student obligation:** Students are expected to follow the letter and spirit of the code of academic conduct of the Crummer Graduate School of Business.

**Attendance:** Regular attendance is expected. If you are unable to attend class, please make every effort to inform the professor in advance. Absence 2 or more times will significantly impact your grade.

**Crummer dress code:** Please adhere to the student dress code – business casual.

**Food & Drink:** No food during class time, please. Drinks with a lid are OK.

**Class preparation:** All reading assignments for the day must be completed before class so that students are prepared to discuss their content.

**Tardiness policy:** Please be prepared for each class and ready to start class on time. If you are unavoidably delayed, please enter the class quietly and take the first available seat until there is a break.

**Mobile Phones:** Unless you have an emergency, please *switch off cell-phones, beepers, or other portable communication devices* during class.

**Laptop Computers:** Please confine the use of your laptop to class-appropriate materials -- e.g., note-taking. Please close the computer when asked and always during team presentations and/or guest speaker presentations.

**Team-based assignments** are assigned as total team activities, with all team members contributing to the processes and outcomes from team deliberations on each exercise. No team-based exercise is to be “assigned” to one person or to a sub-set of the total team for completion, and each team member should participate fully in each assignment.

**Peer Evaluation:** 50% of your total grade is based on teamwork. You will each have an opportunity to

provide feedback on your teammates. The **peer evaluation is due by the end of Week 15** and should reflect the other team members' efforts on the team assignments throughout the semester. I will use these evaluations to assess the individual grade allocation for the team assignments, which may be increased or decreased based on the aggregate peer evaluations. If an individual fails to submit an evaluation, her/his individual constructive engagement grade will be reduced by 10%.

***Submitting Assignments:***

Include a cover sheet on all written assignments and clearly identify yourself (or your team). Number the pages, except the cover page. Use standard 1" margins and regular 11 or 12 point font. Unless otherwise instructed, use double-spacing. Put your name or team number in the title of electronic files (see below).

*All written assignments must be of a professional standard and free of grammatical, spelling, punctuation and other errors.*

***Late Submissions:*** For each 24 hour period the assignment is late, the grade will be reduced by ½ a letter grade (e.g., A- → B+).

**PLEASE SUBMIT ALL ASSIGNMENTS ONLINE VIA BLACKBOARD**

**Disability Accommodations**

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**Title IX Statement**

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Sexual misconduct includes sexual harassment, stalking, intimate partner violence (such as dating or domestic abuse), sexual assault, and any discrimination based on your sex, gender, gender identity, gender expression or sexual orientation that creates a hostile environment. For information, visit <http://www.rollins.edu/titleix/>

**Crummer Student Handbook and Academic Integrity Policy**

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As stated in the *Crummer Graduate School of Business Academic Integrity Policy*, faculty, students and staff are expected to uphold the highest level of ethical standards. This course requires that all students meet expectations of academic honesty. Plagiarism, collusion, or cheating in any form will not be tolerated. Failure to abide by these standards will result in full punishment as prescribed by the *Policy*. (<http://www.rollins.edu/business/student-services/student-academics/student-handbook.html>)

### Weekly Course Schedule

Week	Topic	Materials
Week 1 <i>By Aug 11</i>	<b><i>Introduction to Globalization</i></b>	Readings and videos on BBoard Discussion Board assignment
Week 2 <i>By Aug 18</i>	<b><i>Foreign Exchange &amp; Exchange Rate Risk</i></b>	Readings and HBS Case 1 on BBoard Discussion Board assignment
<b>Week 3</b> <b>On Campus</b> <b>Aug 23-25</b>	Day 1: <b><i>Cultural Differences.</i></b> Day 2: <b><i>Foreign Exchange</i></b> Day 3: <b><i>Team Project.</i></b> PESTLE analysis – Team presentations	Readings & video on BBoard; In-class simulation Forex & case discussion. Guest speaker (TBD). Global Business research workshop
Week 4 <i>By Sep 1</i>	<b><i>Differences in Political Economy</i></b>	Readings on BBoard Discussion Board assignment. <b>Case 1 assignment due.</b>
Week 5 <i>By Sep 8</i>	<b><i>Selecting &amp; Entering Foreign Markets</i></b>	Readings and HBS Case 2 on BBoard
Week 6 <i>By Sep 15</i>	<b><i>Regional Integration &amp; Emerging Markets</i></b>	Readings and videos on BBoard Discussion Board assignment
<b>Week 7</b> <b>On Campus</b> <b>Sep 20-22</b>	Day 1: <b><i>Off-Site Friday</i></b> Day 2: <b><i>Global Operations Management</i></b> Day 3: <b><i>Foreign market selection</i></b>	TBD. (Tupperware?) Readings on BBoard. Guest speaker (TBD) Case 2 discussion.
Week 8 <i>By Sep 29</i>	<b><i>Prep for Global Immersion 1</i></b>	<b>Case 2 assignment due.</b>
Week 9	<b><i>Global Immersion 1 (Oct 7-12)</i></b>	
Week 10	<b><i>Global Immersion 1</i></b>	
Week 11	<b><i>Global Immersion 1</i></b>	
Week 12 <i>By Oct 27</i>	<b><i>Ethics in Global Business</i></b>	Readings on BBoard Discussion Board assignment
Week 13 <i>By Nov 3</i>	<b><i>Global Marketing</i></b>	Readings on BBoard Discussion Board assignment
Week 14 <i>By Nov 10</i>	<b><i>Managing Globally</i></b>	Readings and HBS Case 3 on BBoard
<b>Week 15</b> <b>On Campus</b> <b>Nov 15-17</b>	Day 1: <b><i>Global Marketing</i></b> Day 2: <b><i>Managing Globally</i></b> Day 3: <b><i>Team Presentations</i></b>	Guest speaker (TBD); Team project <b>Case 3 assignment due.</b> Case 3 discussion. <b>Peer evaluation due</b>
Dec 1	<b>Team Research Report due on BBoard</b>	

**Please refer to BlackBoard for details of each week's schedule.**

## Individual Requirements (50%)

### INDIVIDUAL CASE BRIEFS (3 x 10%)

Each student will prepare a **1-page (single-spaced) brief** on each of the 3 cases. For Case 1 and Case 2, a draft is due online before class starts on the day that the case is discussed in class. A revised version is due online one week later. For Case 3, the final version is due on the day that the case is discussed in class. You do not need to cite references to the case. The brief should address the following questions:

#### 1. Hedging Currency Risks at AIFS (HBS)

- What are the causes of the currency exposure at AIFS?
- What would result if Archer-Lock and Tabaczynski did not hedge at all?
- What would happen with a 100% hedge with forwards? A 100% hedge with options? Use the forecast final sales volume of 25,000 and analyze the possible outcomes relative to the 'zero impact' scenario described in the case.

#### 2. The Espresso Lane to Global Markets (HBS)

- Which variables from Exhibit 4 in the case should be most important in Reale's decision-making? Why?
- How should Reale prioritize the foreign markets? (use a CAGE or PESTLE analysis to guide you). Identify the top 3 markets for entry.
- What mode of entry do you recommend for each of the top 3 markets? Why?

#### 3. VW and Tata Motors: A Strategic Alliance in India (HBS)

- What is the strategic logic to this alliance?
- What probable risks do VW, Škoda and Tata face in this alliance? What can they do to protect themselves against those risks?
- What should the companies do – work out their differences or dissolve the alliance? Be sure to justify your answer.

Each brief is worth 10% of the course grade. Assignments with multiple writing errors will not receive a passing grade. Focus on answering the questions above, not on repeating the facts of the case. I'm looking for reasoned analysis, not just your opinion. Please justify your answers/ recommendations with facts.

### DISCUSSION BOARD ASSIGNMENTS (10%)

There will be regular online assignments via BlackBoard that will address readings and other materials during the off-campus weeks. Questions will be posted on the discussion board and students will be graded on both the style and content of their responses. Substantive responses to the questions posted must be at least 150 words; responses what other students have posted must be at least 50 words. Refer to the grading rubric posted on BlackBoard for more information.

### CONSTRUCTIVE ENGAGEMENT (10%)

Regular *attendance* is expected. *Constructive engagement* is the practice of engaging the professor and fellow students during class discussions with thoughtful and timely contributions:

- Come to class prepared. Do the assigned reading(s) in advance and be ready to share your thoughts and observations both online and in the class.
- In class, please make every effort to be recognized by the discussion facilitator before speaking. Many cultures and communication styles find it difficult to interject into active discussions. Being recognized before you contribute allows everyone to have their say.
- Opinions vary, civility is constant. You should feel free to question or disagree with other students; however, such disagreement must be based on the idea and not the person. Respect for your peers and

- professor is essential to superior discussions and superior learning experiences.
- As part of the constructive engagement grade, each student must submit a completed peer-evaluation form (on BBoard). Due online after the final on-campus meeting (see Weekly Schedule)

**Team Requirements (50%)**

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**TEAM RESEARCH PROJECT [Presentation 20%; Report 30%]**

See BlackBoard for details. Each team must select TWO similarly-sized potential country markets in the assigned region and identify a US-based public company that is not currently operating there. Taking the role of internal or external consultants and using appropriate analytical tools, evaluate the comparative attractiveness of the markets to the US company. Identify which one is more attractive and recommend a market entry strategy for that country. Prepare a **20-minute presentation** for delivery in the final class meeting. The presentation will be graded on content, style, creativity, and interest. A written report (20-25 pages) is due two weeks after the final class meeting.

<b>T1</b>	South America	<u>Suitable industries:</u>	Pharmaceutical (ethical or OTC); Fast Food; Beer;
<b>T2</b>	SouthEast Asia		Luxury Automotive; Mobile phones; Home
<b>T3</b>	Middle East/N. Africa		appliances; Carbonated beverages; Personal
<b>T4</b>	Central/Eastern Europe		banking; Fitness club; Fast Casual Restaurants;
<b>T5</b>	Sub-Saharan Africa		Organic Foods; Digital Entertainment;

+++++

**Reminder: No team assignment is to be delegated to one person or a sub-set of the total team for completion. Each team member is expected to participate fully in each assignment. All team members are expected to review/edit the final draft of the research report to ensure that it is complete and error-free.**

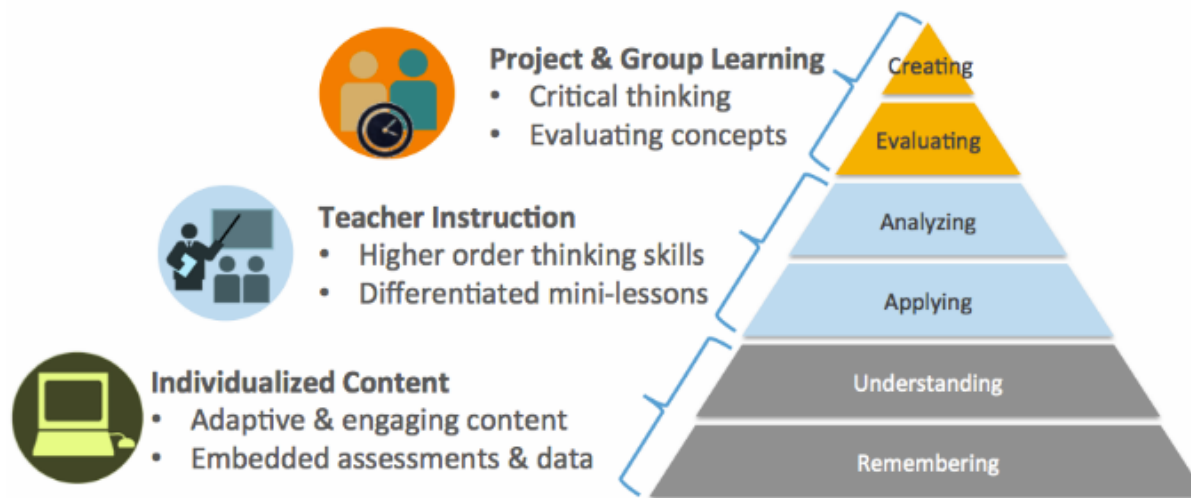


Figure 1. Delivery Mode According to Bloom's Taxonomy

## EMBA 39 - INTL 552 - Global Immersion 1 - Fall 2 2019

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Instructor: Dr. Mary Conway Dato-on  
Office: Bush Exec. Center 215  
Phone: 407-646-2514

E-mail: [mconwaydatoon@rollins.edu](mailto:mconwaydatoon@rollins.edu)  
IPADE International Week: October (to be confirmed) - either October 01<sup>st</sup> to 04<sup>th</sup> // October 08<sup>th</sup> to 11<sup>th</sup> 2019  
On-campus session in Room XX

**You are encouraged to contact me whenever you have a question on any aspect of the class. You may contact me at any time throughout the semester. Basically, I am available when you need to meet. Sending an email may be the quickest way to reach me.**

### Course Description

The purpose of this course is to broaden the students' global perspective on business and to give them an opportunity to gain first-hand experience in Latin American markets, particularly Mexico. The course includes a one-week immersion program from October 2019 in conjunction with our partner school IPADE in Mexico City. The International Week brings together more than 500 Executive MBA students from nine business schools and eight different countries to share experiences, compare points of view, and enrich the understanding of the focal theme: Social Responsibility and Business. In addition to visiting Mexican businesses and cultural attractions, students will engage in case analyzes and team presentations with participants, thus increasing their cross-cultural business knowledge as well as team-work and communication skills.

### Course Objectives

Upon successful completion of this course students will:

1. Utilize individual reflection skills to analyze self-learning and plan for future managerial development and challenges;
2. Analyze how different Latin American markets conduct business through face-to-face interaction with executive students from around the world, business leaders, and case studies;
3. Navigate business and personal communication in an immersive bi-lingual setting
4. Compare different approaches to learning about and implementing social responsibility in business.

### Grading Policies:

Percentage	Assignments/Deliverables
35	Individual reflection papers (1 pre-travel @ 15%, 1 post-travel @ 20%)
45	Individual Case Analyzes (1 pre-travel @ 10%, 3 post travel @ 15% each)
20	Constructive engagement, Citizenship & Professionalism, Preparedness
100	TOTAL



## EMBA 39 - INTL 552 - Global Immersion 1 - Fall 2 2019

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### Grading Scale:

	PERCENTAGE*	DESCRIPTION
<b>A</b>	93-100	Indicates consistently excellent work, executed to a professional standard. Consultant quality - in other words, someone would pay you for it.
<b>A-</b>	90-92	Indicates consistently excellent work, superior to the expectations of a graduate student.
<b>B+</b>	87-89	Indicates work of the quality normally expected of a graduate student
<b>B</b>	83-86	
<b>B-</b>	80-82	Indicates work that is below the quality expected in graduate study
<b>C+</b>	77-79	Indicates work that is below the quality expected in graduate study, with particular disregard for assignment requirements, failure to demonstrate critical thinking, and /or poor writing
<b>C</b>	73-76	
<b>C-</b>	70-72	
<b>F</b>	69 or below	Indicates work that is unacceptable in graduate level of study. May also result from failure to submit course requirements in timely manner
<b>I</b>	Incomplete	Indicates that at the instructor's discretion and prior to semester's end, the student and instructor have agreed that outstanding work will be completed and the grade changed to A, B, C or F by the mid-term of the following semester

\*Normal mathematical rounding applies (e.g., 89.4 = 89; 89.5 = 90)

### Instructional Materials:

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1. Article: An Introductory Note on the Case Method
2. A packet of cases and articles has been compiled by IPADE for this class and will be disseminated prior to travel. Students are expected to read all cases and supporting material.
3. Additional readings on Latin American business and corporate social responsibility will be disseminated through BB.
4. Readings on reflection and strategic thinking will be utilized to frame discussion and expectations on reflection assignments.

### Disability Accommodation

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### Title IX Statement

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Rollins College is committed to making its campus a safe place for all. If a student tells a faculty or staff member about sexual misconduct involving members of the campus community, they are required to report this information to the Title IX Coordinator, Oriana Jiménez ([TitleIX@rollins.edu](mailto:TitleIX@rollins.edu) or 407-691-1773). If you have any questions or concerns regarding this statement or policy, contact the Title IX Coordinator. If you would prefer to speak to someone on campus confidentially, call the Wellness Center at 407-628-6340. They are not required to report any information you share.

Sexual misconduct includes sexual harassment, stalking, intimate partner violence (such as dating or domestic abuse), sexual assault, and any discrimination based on your sex, gender, gender identity, gender expression or sexual orientation that creates a hostile environment. For information, visit <http://www.rollins.edu/titleix/>

### **Crummer Student Handbook and Academic Integrity Policy**

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As stated in the *Crummer Graduate School of Business Academic Integrity Policy*, faculty, students and staff are expected to uphold the highest level of ethical standards. This course requires that all students meet expectations of scholastic honesty. Plagiarism, collusion, or cheating in any form will not be tolerated. Failure to abide by these standards will result in full punishment as prescribed by the *Policy*. (<http://www.rollins.edu/business/student-services/student-academics/student-handbook.html>)

**Detailed Description of Assignments/Deliverables:** additional grading rubrics may be found on BB

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### **Reflection Papers**

- Pre-departure Reflection: submitted individually, is a 1000-word guided writing submission to prepare students for effective travel component of the course. The submission must, at a minimum, integrate learning from readings and include answers to the following questions.
  - What are your personal/professional objectives for this course, particularly the Week at IPADE?
  - What 3-to-5 activities do you plan to engage in while in Mexico to enhance your professional network and prepare for the next step in your career?
- Post-travel Reflection: submitted individually reporting on what was learned from the IPADE experience based on goals and objectives delineated in the pre-departure reflection.

### **Individual Case Analyzes**

The objectives of these assignments are:

1. To improve your ability to analyze a situation, to generate and evaluate alternative courses of action
2. To give a succinct recommended plan of action
3. To improve your critical thinking and writing skills.
4. To ensure that you are reading the cases and applying the concepts.

### **Case Analysis Tips:**

To be successful in the assignments rely heavily on the IVEY article “An Introductory Note on the Case Method.”

- When writing a case analysis, remember it is designed to **analyze the case content** and **integrate other learning** to arrive at a specific decision point for the focal actor.
- Get to the point as fast as you can. Remember this is an *analysis/integration* -exercise and **not a summary** of the case. Each analysis should consider other readings from this/other classes.
- **Deliverable:** The maximum length is 2 pages with 11 point fonts and 1” margins (citations, graphs, tables, if needed, can be on a separate page). **Late submissions will not be accepted.**
- **Four case analyzes must be completed by each student.** Each write-up should include and will be graded on the following:

	<b>Focus Area</b>	<b>Points</b>
1.	Brief introduction of case situation (who, when, where, 3-5 main situational factors)	20

## EMBA 39 - INTL 552 - Global Immersion 1 - Fall 2 2019

2.	Description of case problem / challenge faced by main actor	20
3.	Explanation of 3 possible alternatives to identified problem	30
4.	Recommended solution with brief justification	20
5.	Correct grammar, spelling, professional presentation (points deducted for failure to put name on assignment)	10
	<b>TOTAL</b>	100

**Constructive Engagement:** Not to be confused with attendance, constructive engagement is the practice of engaging your professor, guest lecturers, and fellow students during class meetings, as well as presentations and discussions at IPADE with thoughtful and timely contributions. IPADE provides data on students' participation in sessions held in Mexico.

- **Opinions vary, civility is constant.** You should feel free to question or disagree with other students; however, such disagreement must be based on the idea and not the person. Respect for your peers and professor is the *sine qua non* of great discussions and great learning experiences.

### These are the elements considered in evaluating Constructive Engagement:

*Are you a good listener?*

- Do you contribute to the learning environment by sharing your relevant business and personal experiences and those you read about?
- Do your comments show evidence of thorough analysis?
- Do you ask constructive questions of other students that help to deepen everyone's understanding?
- Do you distinguish between different kinds of data (i.e., facts and opinions)?
- Are you willing to share ideas and information in a collegial fashion?
- Are you willing to test new ideas, or are all comments "safe" (e.g., a repetition of the case facts without new insights)?
- Are you willing to interact with other class members to help refine ideas?
- Do your comments build on earlier comments to advance the discussion or are you merely repeating earlier comments or raising points that do not fit into the current discussion?
- Do your comments incorporate concepts presented in lectures, readings and earlier cases?
- Do you make your points succinctly?

*Hierarchy of comments* – more comments toward the top of the hierarchy result in higher grade

- Stage 1: Agreeing with someone else's statement
- Stage 2: Describing events/content of reading
- Stage 3: Explaining events/ content in reading
- Stage 4: Demonstrating an understanding of the situation/problem in reading
- Stage 5: Synthesizing events in the reading with knowledge developed during the discussion, prior analysis, and from readings/lectures to develop a higher level of understanding and recommendations

**Citizenship & Professionalism** refers to in-class as well as in-country attitudes, behaviors, and demeanor. At the very least, students must be:

- Present at and on time for all scheduled events and ready to take notes,
- Courteous towards all IPADE International Week participants, staff and faculty,
- Dressed in appropriate business attire for all events visits as well as culturally appropriate

## EMBA 39 - INTL 552 - Global Immersion 1 - Fall 2 2019

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during down times.

- Overall students should behave decorously at all times, in a manner that reflects well on the Rollins College Crummer School Graduate School of Business.

At all times when you travel with the Crummer group, whether by air, by bus, or on foot, and in the designated group hotel, you are “on duty” and you represent the Rollins College/Crummer brand. Any behavior that infringes local laws will be dealt with appropriately and those involved are subject to being sent home immediately and/or receiving a grade of “F” for the course (regardless of other work completed). Such behavior includes, but is not limited to, being intoxicated; lewd behavior; being a public nuisance; causing a commotion or disturbing the peace; and obscene or foul language. Do not permit others to use your hotel room as a “party room” or for any other inappropriate activity.

**Preparedness** To receive a passing grade for the course, students must submit all proper documentation requested to facilitate travel by the posted deadlines. This includes but is not limited to: airline flight itineraries, Rollins forms, visa applications & copies, student information spreadsheets. Each student is responsible for understanding visa requirements for traveling to Mexico and must have a **current passport valid until April 2020**.

### Class Schedule

DATE	Class Topic	Readings, Assignment, Speakers
Class 1 <b>DATE</b>	Introduction to class, travel logistics, case analysis practice	<ol style="list-style-type: none"> <li>1. Mexican Business Etiquette</li> <li>2. McKinsey report on Latin American Business</li> <li>3. IPADE Conference Safety Briefing</li> <li>4. “Introductory Note on the Case Method” (IVEY)</li> </ol>
Class 2 <b>DATE</b>	Reflection, critical thinking, cross-cultural communication, social responsibility	<ol style="list-style-type: none"> <li>1. Reflection Articles</li> <li>2. Cross-cultural communication tips</li> <li>3. 5 Levers for Change,</li> <li>4. How companies manage sustainability,</li> <li>5. Integrating Human Rights in Business Education: Embracing the Social Dimension of Sustainability</li> </ol>
OCTOBER <b>DATE</b>	Pre-departure reflection paper due	
OCTOBER 2019: TRAVEL TO AND PARTICIPATE IN IPADE INTERNATIONAL WEEK Travel dates: Oct. 7-12		
Class 3 <b>DATE</b>	Final submissions due: 4 case analyzes & post-travel reflection paper	



**Crummer Graduate School of Business  
Rollins College**

**INTL 553 Syllabus  
Spring 2020**

**Global Immersion 2**

**EMBA 39**

**3 Credit Hours**

Prof. Jim Johnson

Times TBD, Crummer XXX

**Office Hours:** By appointment  
**Office Location:** 224  
**Email Address:** [jjohnson@rollins.edu](mailto:jjohnson@rollins.edu)  
**Phone:** (407) 646-2486

**COURSE DESCRIPTION AND OBJECTIVES**

The Global Immersion 2 course is a 3-credit experiential learning course designed to complement your core MBA courses and to provide an understanding of the business practices and culture in a specific overseas location. We will be looking at the big picture of local customs, business practices and life in a specific region of the world (TBD).

Consistent with Crummer's mission of providing experiential learning, we will visit one or two countries in the region to see what they are doing – right or wrong – to improve their economy.

**Academic Objectives**

1. Demonstrate research and presentation competencies on the political, economic and cultural environments of international markets.
2. Develop effective oral and written communication skills applicable to work in cross-cultural professional environments.
3. Gain experience in planning for and conducting primary research in a foreign market and conveying learning to a wider audience
4. Analyze and critically evaluate ideas, arguments, and points of view.

In addition, this course is expected to help students to:

1. Exhibit the ability to observe, describe, and evaluate differences in the political, economic and cultural environments of business overseas.
2. Explain challenges facing expatriates who work overseas.
3. Develop and describe a professionally relevant personal strategy and plan for coping with overseas business trips and opportunities.
4. Compare managerial and strategic aspects of the domestic (US) and international environments.

Each student will be responsible for much of her/his own learning. The instructor will be the facilitator and catalyst for discussion.

There is no formal text for this class although there will be background readings available on the course website on BBoard. These readings will cover various general topics relating to the country/countries and to the companies to be visited there, but they are not a substitute for your own research prior to departure. In addition, there will be guest speakers to talk about various aspects of living/working in the region, and student teams will present factual information on the locations and companies that we plan to visit. You are strongly encouraged to buy or borrow guidebooks and to use them to help orientate yourself to the area and to decide how to spend your free time. Suitable guidebooks include *Fodor's*, *Knopf City Guides*, and *Lonely Planet*. I also encourage you to start reading up about current events in the region. *The Economist*, the BBC Online and CNN International are excellent place to start.

You are strongly encouraged to keep the subscription to *The Economist*. In addition, *Financial Times*, and *Business Week* are also excellent sources of international information, and subscribers have access to their archives and other resources.

### GRADING

The following ranges will be used to determine grades for the course:.

A	93-100%	Indicates consistently excellent work, executed to a professional standard. In other words, someone would pay you for it.
A-	90-92%	Indicates consistently excellent work, superior to the expectations of a graduate student.
B+	87-89%	Indicates work of the quality normally expected of a graduate student
B	83-86%	Indicates work of the quality normally expected of a graduate student
B-	80-82%	Indicates work that is below the quality expected in graduate study
C+	77-79%	Indicates work that is below the quality expected in graduate study
C	73-76%	Indicates work that is below the quality expected in graduate study
C-	70-72%	Indicates work that is below the quality expected in graduate study
F	Below 70%	Indicates work that is unacceptable in graduate level of study

### Course Assessment

Pre-Departure Team Briefings (2 x 10%):	20%
In-Country Project Final Presentation:	15%
In-Country Project Final Report:	30%
Participation & Professionalism	15%
Personal Reflection Paper:	20%

### ASSIGNMENTS

Since this is an intensive immersion class, students are expected to be prepared for and fully involved in all scheduled activities. Participants are expected to prepare **4 assignments** relating to our travel:

1. The first, **Team Briefing #1**, prepared by student teams, is a presentation on a general topic, consisting of a PowerPoint presentation and a 1-2 pages executive summary for the class (not just the presentation slides, please). Briefing #1 is **due online by March 8, 11:59 PM**.
2. The second, **Team Briefing #2**, is a team briefing presentation, also consisting of an oral presentation and a 1-2 pages executive summary for the class, on one of the

companies/organizations that we will visit. Briefing #2 will be presented to the class when we arrive at our destination, on **the evening of March 15.**

3. The third is a **personal reflection paper** on what was learned from the experience. Due online on **April 12, 11:59 PM.**
4. The fourth is the **team report and presentation** on the team research topic, using information and resources gathered overseas and elsewhere. Due in class on **April 17.**

For the team assignments, I expect all members of the team to do their best to contribute to the research and presentation. At the final class meeting, I will ask you to indicate each team member's contribution to the team assignments on the attached **Peer Evaluation Form**. I use this evaluation to assess the individual grade allocation for the team assignments.

**1. Pre-departure Briefing #1 (10%)**

Team	Topic
1	TBD
2	TBD
3	TBD
4	TBD
5	TBD

**Team Task:** Research the topic and prepare a ± 20 mins. presentation that will inform the class, plus a 1-2 pages handout (preferably in brochure format). Due online by March 8.

**(All team members must contribute to the research and the creation of the presentation).**

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**2. Pre-departure Briefing #2 (10%)**

Team	Topic: Preparing for Visits to Companies/Organizations
1	TBD
2	TBD
3	TBD
4	TBD
5	TBD

**Team Task:** Provide general background information on the company's industry, and then focus on the company's operations and any problems/issues it is currently facing. Your aim is to provide your classmates with sufficient information to help them get the most out of our visit to each company, in a ± 20 mins. presentation, delivered live on March 15, along with an informative 1-2 pages handout (preferably in brochure format).

**2. Personal Reflection (upload to BlackBoard) (20%)**

In experiential courses, an important part of the learning process is taking time to reflect on the experience, to examine our preconceptions and assumptions, and to determine how these were changed or confirmed by the experience. Each student will write a personal reflection paper (5-6 pages, double-spaced) outlining his/her reflections on the overseas experience and what s/he has learned from the experience, both personally and professionally. See BlackBoard for details.

**3. In-Country Research Project due in class April 17 (15% presentation, 30% written report)**

Each student team will select or be assigned a research project which will require research overseas. See BlackBoard for details of this assignment.

**OTHER ACTIVITIES**

**Participation & Professionalism (15%)**

**a. Participation:** Class attendance, group interaction, tours, and presentations by host organizations will be an important part of this class. At the very least, you must be present at and on time for all scheduled events, unless excused in advance. Active participation and a high quality of interaction are expected. We are all busy but we have an obligation to each other to be prepared, share value-added knowledge and insights, and be ready to work and learn during this important experience. Specifically, you are expected to "do your homework" on the places and companies to be visited and prepare one or two questions per visit.

**b. Professionalism** refers to your attitude toward attending to your responsibilities before and during travel and to your professional demeanor. You are expected to respond in a timely manner to requests for documentation; be on time and with proper documentation for airline flights; be on time for all land transportation and visits; be courteous towards our local hosts; be courteous towards fellow Crummer students, staff and faculty; dress in appropriate business attire for company visits; and behave decorously at all times, in a manner that reflects well on the Crummer School and Rollins College. Please remember that at all times you are an ambassador for Rollins College and the Rollins Executive MBA.

Bus and public transportation for group visits is subject to tight scheduling. We cannot wait for students who are not ready to go by the scheduled time of departure, so plan to be ready at least 5 minutes before departure time. For company visits, students who are late will be expected to make their own way to the company site and to arrive on time. Rollins College and the Crummer School will not be responsible for reimbursing taxi fares or any additional transportation costs.

**GUESTS**

TBD

***NOTE: Students are responsible for ensuring that their passport is valid at least through September 2020 and for obtaining any necessary visas prior to departure. See BlackBoard for additional information about whether visas are required for our destination.***

**CRUMMER ACADEMIC INTEGRITY POLICY**

As stated in the *Crummer School of Business Academic Integrity Policy*, faculty, students and staff are expected to uphold the highest level of ethical standards. The *Policy* requires that all students meet expectations of academic honesty, particularly while taking tests or exams. During in-class tests or exams, you may not share any information, materials or electronic files with others. Collusion or cheating in any form will not be tolerated. Failure to abide by these standards will result in full punishment as prescribed by the *Policy*. When compiling information for presentations or reports, be meticulous about citing outside sources of data and other information. If it was not originated by you and is not common knowledge, **cite it**.



### **SPECIAL ACCOMMODATIONS**

In accordance with Rollins College policies, we will make reasonable accommodations for students with documented disabilities. Students must notify the Director of the Student Disability Services and the Crummer Director of Student Services of any special needs.

To utilize accommodations, students must refer themselves to the Director of Accessibility Services and submit documentation to verify eligibility under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If you are a person with a disability on this campus and anticipate needing any type of academic accommodations in order to participate in your classes, please make timely arrangements by disclosing this disability to the Office of Accessibility Services in the Mills Memorial Building, 2<sup>nd</sup> Floor, 1000 Holt Ave., Winter Park, FL, 32789. Appointments can be scheduled by calling (407) 975-6463 or email: [access@rollins.edu](mailto:access@rollins.edu)

Some of the site visits may involve considerable walking, including steep stairways. Please notify Dr Johnson in advance if this presents a challenge for you.

**CLASS SCHEDULE (SUBJECT TO CHANGE)**

<b>DATE</b>	<b>TOPIC</b>
Week 1 <b>March 8</b>	Online readings. Team briefing #1 due online
Week 2 <b>March 15</b>	Online readings. Team briefing #2 at destination
Weeks 3-4 <b>March 15-21</b>	In-country residency
Week 5	Work on individual/team assignment (No Class)
Week 6	Work on individual/team assignment (No Class)
Week 7 <b>April 12</b>	Work on individual/team assignment (No Class) Individual reflection paper due online
Week 8 <b>April 18</b>	Final team report & presentation Course debrief

## Appendix: PEER EVALUATION FORM FOR TEAM PROJECTS

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Team Name/#: \_\_\_\_\_

Your Name \_\_\_\_\_

### GUIDELINES FOR ASSIGNING GRADES

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**A=** Attended all meetings. Work turned in on time. Work was of high quality. Outstanding contributions to team goals.

**B=** Attended most or all meetings. Work of good quality. Contributed well to team goals. (Default Grade)

**C=** Unreliable attendance/punctuality at meetings. Occasionally late with deadlines. Work of inadequate quality. Made little effort to contribute to team goals.

**F=** Missed most of the meetings. Work was uniformly late. Work was of poor quality. Made no effort to contribute to team goals.

**Please do not grade yourself on this form.**

NAME	SCALE (CIRCLE ONE)
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1. \_\_\_\_\_ A----B----C----F

Given the opportunity, I would voluntarily work with this individual again: **YES** / **NO**

2. \_\_\_\_\_ A----B----C----F

Given the opportunity, I would voluntarily work with this individual again: **YES** / **NO**

3. \_\_\_\_\_ A----B----C----F

Given the opportunity, I would voluntarily work with this individual again: **YES** / **NO**

4. \_\_\_\_\_ A----B----C----F

Given the opportunity, I would voluntarily work with this individual again: **YES** / **NO**

**The default grade is B.**

**For each member assigned A, C, or F, provide a brief justification for your assigned grade.**



**Crummer Graduate School of Business  
Rollins College**

**MBA 552 Syllabus  
Spring 2020**

**Program Finale**

**EMBA 39**

**1 Credit Hour**

Prof. Jim Johnson / Prof. Keenan Yoho  
Times TBD, Crummer XXX

**Johnson**

**Office Hours:** By appointment  
**Office Location:** Crummer 224  
**Email Address:** [jpjohnson@rollins.edu](mailto:jpjohnson@rollins.edu)  
**Phone:** (407) 646-2486

**Yoho**

By appointment  
Crummer 205  
[kyoho@Rollins.edu](mailto:kyoho@Rollins.edu)  
(407) 646-2499

**COURSE DESCRIPTION AND OBJECTIVES**

The Program Finale is a 1-credit course designed to be the culmination of the Executive MBA program. It consists of final student presentations from the Global Immersion 2 course, team workshops, case discussions, guest speakers, a team debate, one-on-one mentoring, and a student program evaluation. The course ends with a graduation banquet to which students may invite a guest.

**Academic Objectives**

1. Demonstrate research and presentation competencies on the political, economic and cultural environments of international markets.
2. Develop persuasive arguments to support and defend a perspective on a current topic in business.
3. Learn from and apply the experience of recognized industry leaders to one's own career trajectory.
4. Analyze and critically evaluate ideas, arguments, and points of view.
5. Review and analyze team dynamics and growth over the course of the EMBA program.

**COURSE RESOURCES**

There is no formal text for this class although there will be readings available on the course website on BBoard. In addition, there will be guest speakers who will talk about their own executive journeys and share their insights on management and leadership.

**Course Assessment**

Guest Speaker Panel	20%
Team Workshop	20%
Current Topics Debate	20%
Case Discussions	20%
Participation	20%

## ASSIGNMENTS

1. **Guest Speaker Panel. (20%)** Students will be assigned readings relevant to the members of the panel and the industries that they represent. Panel members will address a critical decision that they had to make in their career and, in teams, students will discuss the situation and offer their recommendation for action.
2. **Team Workshop. (20%)** Through readings, discussions and exercises, teams will review and discuss their trajectory through the EMBA program, identifying areas of potential conflict and how they were handled in order to identify exemplary practices.
3. **Current Topics Debate (20%)** Student teams will be given limited time to prepare and defend a position on a current topic in business. Following a standard debate format with a moderator, teams will debate for or against the motion that “This house believes ....” before a jury of Crummer faculty and EMBA alumni.
4. **Case Discussions (20%)** Students will lead a discussion on a selection of mini-cases on topics that they have been exposed to during the EMBA program. These topics may include, but are not limited to, business ethics, big data , disruptive technologies, demographic change, consumer data privacy, global trends, and the next financial crisis.

## GRADING

The following ranges will be used to determine grades for the course:

A	93-100%	Indicates consistently excellent work, executed to a professional standard. In other words, someone would pay you for it.
A-	90-92%	Indicates consistently excellent work, superior to the expectations of a graduate student.
B+	87-89%	Indicates work of the quality normally expected of a graduate student
B	83-86%	Indicates work of the quality normally expected of a graduate student
B-	80-82%	Indicates work that is below the quality expected in graduate study
C+	77-79%	Indicates work that is below the quality expected in graduate study
C	73-76%	Indicates work that is below the quality expected in graduate study
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To utilize accommodations, students must refer themselves to the Director of Accessibility Services and submit documentation to verify eligibility under Section 504 of the

Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If you are a person with a disability on this campus and anticipate needing any type of academic accommodations in order to participate in your classes, please make timely arrangements by disclosing this disability to the Office of Accessibility Services in the Mills Memorial Building, 2<sup>nd</sup> Floor, 1000 Holt Ave., Winter Park, FL, 32789. Appointments can be scheduled by calling (407) 975-6463 or email: [access@rollins.edu](mailto:access@rollins.edu)

**CLASS SCHEDULE (SUBJECT TO CHANGE)**

DATE	TOPIC
<b>April 17</b>	Team presentations & course debrief for INTL 553 Guest Speaker Panel: Managing your executive journey Team Workshop Current Topics debate
<b>April 18</b>	Case Discussions Individual Mentoring Program Evaluation Graduation Banquet (Location TBD)



**Crummer Graduate School of Business  
Rollins College**

**Course Syllabus  
Fall 2018 Modules 1 and 2  
Spring 2019 Modules 1 and 2**

**Domestic Consulting Project - venVelo  
MBA611  
1 Credit Hour per Module  
Kyle S. Meyer, PhD**

**Office Location:** 314 Crummer  
**Email Address:** [ksmeyer@rollins.edu](mailto:ksmeyer@rollins.edu)  
**Phone:** 407-691-1377 (office)  
850-591-0828 (cell)

#### **COURSE DESCRIPTION AND OBJECTIVES**

The venVelo Domestic Consulting Project requires a two-term (four module) commitment from students. Each module is a one credit-hour course. This course counts as two credits toward the Entrepreneurship concentration. At the conclusion of this Domestic Consulting Project, students should be able to explain how venture capital firms make investment decisions, how start-up ventures raise capital and put growth capital to work, and the many other issues facing entrepreneurial ventures.. Students will also have developed a network within the Central Florida venture capital and entrepreneur communities.

The fall term will consist of two modules, each of which is a one credit-hour course. The first fall module will be an introduction and immersion with the venVelo board, an early stage venture group. In this module, students will participate in weekly venVelo board meetings. These meetings typically include pitches by start-up companies seeking financing from venVelo, as well as discussion around investment opportunities and progress of portfolio companies. At the conclusion of this module, students will be proficient with venture capital terminology and will understand the attributes that venture capital firms look for when making capital investment decisions. During the first fall module, students will work with VenVelo representatives to select a venVelo investment company to work with during the second fall module and the first spring module. In the second fall module, students will work directly with venVelo investment companies as an immersion experience to develop an understanding of the issues facing start-ups. The spring term will also consist of two modules, each of which is a one credit-hour course. The first spring module will be a continuation of the second fall module. That is, students will continue working with a venVelo investment company. In the second spring module, students will again work directly with the venVelo board, utilizing the knowledge and skills acquired during the first three modules. At the conclusion of the venVelo experience, students will qualify for recognition as entrepreneurial scholars of distinction.

Assessment of learning is based on reflection papers submitted at the end of each module and presentations to venVelo board members and Crummer faculty at the end of the second and fourth modules.

#### **COURSE PREREQUISITES**

Successful completion of all FDN and DBC courses.

#### **COURSE RESOURCES**

N/A

**COURSE REQUIREMENTS**

Students are expected to complete the entire course across two-terms (four modules) from Fall 1 to Spring 2 (i.e., one academic year). At the end of each module, the faculty will meet with each student to discuss progress and continued participation in the course.

**GRADING**

Grades for each module are based on the quality and content of reflection papers submitted at the end of each module and the quality of presentations at the end of the second modules in the fall and spring terms. Input from venVelo board members will also be a factored into assigning grades for each term. At the beginning of each module, students will meet with the instructor to set goals for the upcoming module. Students are graded based on progress towards the achievement of those goals during the module. Presentations should cover the same topics as the reflection papers for the term. That is, presentations should address, among other things, progress towards the achievement of goals set for the first and second modules of each term. Details are provided below.

<b>Deliverables for Each Module</b>		
Module	Deliverable	Weight
Fall 1	Contributions in venVelo board meetings	30%
	Reflection paper	<u>70%</u>
		100%
Fall 2	Feedback from venVelo client company	30%
	Reflection paper	35%
	Board presentation	<u>35%</u>
		100%
Spring 1	Feedback from venVelo client company	30%
	Reflection paper	<u>70%</u>
		100%
Spring 2	Contributions in venVelo board meetings	30%
	Reflection paper	35%
	Board presentation	<u>35%</u>
		100%

**Individual reflection assignment:**

Each student will set individual goals for learning outcomes for each module and for the course. Students will report progress to Crummer faculty at the end of the first and third modules and to Crummer faculty and the venVelo board at the end of the second and fourth modules. The following criteria are used to grade reflection papers and presentations.

1. Content: Extent to which the reflection papers and presentations includes adequate detail about the following:
  - a. Identify the goals you set at the beginning of each module. Examples of goals might be:
    - i. Identify process improvement opportunities for the board and investment decision-making process.
    - ii. Fully immerse within a start up venture (venVelo portfolio company) to understand and add value to the capital raising and financial functions (or any other functional areas of interest)
    - iii. Build a network of investment professionals and founders in order to launch a start up.
    - iv. Benchmark leaders of entrepreneurial ventures to fully understand the leadership attributes and requirements to successfully lead a venture from start up to exit.



- b. Identify what you learned about yourself, the venture capital industry, and venVelo operations and investments during the module.
  - c. Describe specific concepts/theories/experiences you found most valuable in your learning.
  - d. Identify how your future behavior will be affected by your experiences in the venVelo course.
  - e. Track progress towards goals set for each module and for the program as a whole.
2. Organization and Creativity
    - a. Extent to which reflection papers and presentations are properly organized and flow in a coherent manner.
    - b. Extent to which reflection paper sections and/or sub-sections connect with one another.
  3. Grammar, Spelling, and Quality of writing
    - a. Extent to which language, format, and tone are appropriate for a papers and presentations at this level.
    - b. Extent to which writing is professional – free of grammar, spelling mistakes, etc.

### **ATTENDANCE AND PARTICIPATION**

venVelo ESD students are expected to attend **and contribute in** regularly scheduled venVelo meetings. During the second and third modules, venVelo students will work directly with venVelo companies on a weekly basis. Students are encouraged, but not required, to attend regularly scheduled venVelo meetings during the second and third modules (Fall 2 and Spring 1).

### **CRUMMER ACADEMIC INTEGRITY POLICY**

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### **SPECIAL ACCOMMODATIONS**

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### **TITLE IX STATEMENT**

Rollins College is committed to making its campus a safe place for students. If you tell any of your faculty about sexual misconduct involving members of the campus community, your professors are required to report this information to the Title IX Coordinator. Your faculty member can help connect you with the Coordinator, Oriana Jiménez ([TitleIX@rollins.edu](mailto:TitleIX@rollins.edu) or 407-691-1773). She will provide you with information, resources and support. If you would prefer to speak to someone on campus confidentially, please call the Wellness Center at 407-628-6340. They are not required to report any information you share with the Office of Title IX.

Sexual misconduct includes sexual harassment, stalking, intimate partner violence (such as dating or

domestic abuse), sexual assault, and any discrimination based on your sex, gender, gender identity, gender expression or sexual orientation that creates a hostile environment. For information, visit <http://www.rollins.edu/titleix/>

<b>TERM/MODULE</b>	<b>ASSIGNMENT</b>	<b>DELIVERABLES</b>
Fall/Module 1	venVelo orientation Contribute in venVelo board meetings	Reflection paper
Fall/Module 2	Immersion experience with venVelo companies	Reflection paper and presentation
Spring/Module 1	Immersion experience with venVelo companies	Reflection paper
Spring/Module 2	Contribute in venVelo board meetings	Reflection paper and presentation



**Crummer Graduate School of Business**  
**Rollins College**

**Course Syllabus**  
**Term: Fall 2018 Dec. 14 & 15 2018**

**STRATEGIC LEADERSHIP: A HIGH-LEVEL VIEW**

MGT 552

EMBA 39 CRN ????

1 Credit Hour

Cari H. Coats

Misty L. Loughry, Ph.D.

Friday: 10-12, 1-3, 3:30-7:30

Saturday 8-12:30 & 2-6:30

Classroom: Crummer ?????

**Office Location:** Coats: Crummer 316  
Loughry: Crummer 202

**Email Address:** [Ccoats@Rollins.edu](mailto:Ccoats@Rollins.edu)  
[MLoughry@Rollins.edu](mailto:MLoughry@Rollins.edu)

**Phone:** Coats: (407) 646-2067  
Loughry: (407) 646-2404

**COURSE DESCRIPTION AND OBJECTIVES**

Leaders must continually evolve to succeed in today's rapidly changing business environment. This course introduces strategy and leadership as academic concepts, primary responsibilities of top executives, and drivers of business innovation. Effective strategic leaders engage with followers to develop and execute a clear and responsible purpose and vision of the future, and a coherent set of actions to achieve them that fits with the external environment and the organization's internal resources and capabilities. This course presents a high-level view of these topics with evidence and examples of effective and innovative approaches to strategic leadership.

Students will:

1. Compare and contrast strategy and the strategic planning process.
2. See strategy and leadership in action at Pepsi.
3. Identify personal leadership strengths.
4. Discuss executive leadership skills that strongly impact leader success.
5. Choose personal development goals to focus on during the next year.

**COURSE PREREQUISITES**

None.

**COURSE RESOURCES**

Videos and readings listed below available from Olin Library (see Blackboard).

## GRADING

The following ranges will be used to determine grades for the course.

A	93-100%
A-	90-92.99%
B+	87-89.99%
B	83-86.99%
B-	80-82.99%
C+	77-79.99%
C	73-76.99%
C-	70-72.99%
F	Below 70%

### Individual Grades

<b>Pre-class Assignments due Dec. 8</b>	<b>30%</b>
<b>Class Participation and Contribution</b>	<b>35%</b>

### Team Grade

<b>Post-class Team Discussion Post due Dec. 18</b>	<b>35%</b>
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## ATTENDANCE POLICY

Students are expected to attend all class sessions. Absences from any of the 12 class hours will result in a zero on the class participation and contribution portion of the grade for the time missed.

## COPYRIGHTED MATERIALS

Copyrighted materials are used in this course. Many of these materials are available through the Olin Library and are posted in Blackboard, where access is restricted to students and faculty. Examples are articles, such as those from *Harvard Business Review*, the professor's lecture notes, and materials created by students. Sharing copyrighted materials outside of the course is not permitted and is likely to violate copyright laws.

## CRUMMER ACADEMIC INTEGRITY POLICY

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Sexual misconduct includes sexual harassment, stalking, intimate partner violence (such as dating or domestic abuse), sexual assault, and any discrimination based on your sex, gender, gender identity, gender expression or sexual orientation that creates a hostile environment. For information, visit <http://www.rollins.edu/titleix/>

## DESCRIPTION OF ASSIGNMENTS

### Pre-class Assignments

Students will read/watch the assigned learning materials and complete required activities before their class weekend. Some of these activities will involve seeking feedback from other people and some will facilitate introspection to gain self-knowledge. Students will submit graded assignments approximately a week before the class weekend.

### Post-class Team Discussion Post

On their own time after the last class session, teams will meet in-person or virtually to reflect on the weekend's learning and complete a team discussion post synthesizing new perspectives they gained on strategy and their roles as executive leaders.

### Class Participation & Contribution

At Crummer, students don't just attend and observe classes, they actively contribute to the learning environment for everyone's benefit. Students should:

1. **Actively participate in class discussions:** Make high-quality comments that show insight about the material, use information from the course materials to support points, and provide examples from real life, such as what happened in the student's life, at the student's company, or in events reported in the media. Make comments that build on, or show a different perspective than what the professor or other students have said. Comments such as "I agree with Bob" do not add value unless additional insights or examples are provided. Students should prepare notes on how they will contribute to a discussion of the readings and videos, and bring them to class.
2. **Listen actively:** Respond appropriately to other speakers' comments, maintain good eye contact with the speaker, and encourage the participation and success of others via verbal and/or nonverbal communication.

**TENTATIVE CLASS SCHEDULE**

**Note: Pre-class assignments are due Dec. 8. Post-class team discussion post is due Dec. 18.**

SESSION	HOURS	TOPIC	ACTIVITY
<b>1</b> Fri., 12/14 10:00-12:00	2	Strategy and Strategic Planning	Discuss Rumelt video Discuss the strategic planning process and key strategy concepts.
<b>2</b> Fri., 12/14 1:00-2:00	1	Strategy and Leadership at Pepsi	Discuss Pepsi video & article
<b>3</b> Fri., 12/14 2:00-5:00	3	Strategy and Leadership at Pepsi	Pepsi offsite visit with Derek Lewis, Senior Vice President & General Manager, Pepsi North America Field Operations <a href="https://www.linkedin.com/in/dereklewis1">https://www.linkedin.com/in/dereklewis1</a>
Fri., 12/14 5:00-5:30			Dinner
<b>4</b> Fri., 12/14 5:30-7:30	2	Strategy: Where to Play and How to Win	Debrief Pepsi Visit Discuss A.G. Lafley video & article Introduce Executive Coaching
<b>5</b> Sat., 12/15 8:00-12:00	4	Executive Leadership Skills	Discuss pre-class readings. Discuss pre-class skills feedback. See commonly coached executive skills. View Carucci research on executive skills Debrief Drawing activity Debrief Walk & Talk activity Complete Peer Coaching activity Commit to personal development goal

**Pre-class Readings/Videos by Session****Session 1.**

Video - Rumelt, R. P. (2012). Intelligent Strategy. Stanford Breakfast Briefing.

<http://ezproxy.rollins.edu:2048/login?url=https://rollins.kanopystreaming.com/video/intelligent-strategy>

**Session 2.**

Video - Indra Nooyi, PepsiCo Chairman and CEO & Doug McMillon, Walmart President and CEO. Fireside chat at Stanford Graduate School of Business. May 20, 2016.

<https://www.youtube.com/watch?v=x132J4TCS0E>

Ignatius, A. (2015). How Indra Nooyi Turned Design Thinking Into Strategy. *Harvard Business Review*, 93(9), 80-85.

**Session 4.**

Video: Lafley, A. G., & Martin R. L. (2013). Playing to Win: How Strategy Really Works. Stanford Breakfast Briefing.

<http://ezproxy.rollins.edu:2048/login?url=https://rollins.kanopystreaming.com/video/playing-win-how-strategy-really-works>

Lafley, A. G., Martin, R. L., Rivkin, J. W., & Siggelkow, N. (2012). Bringing Science to the Art of Strategy. *Harvard Business Review*, 90, 54-61.

**Session 5.**

Accendo Self-Discovery Walk and Talk Exercise (posted in Blackboard)

Video – Ted Talk by Patti Dobrowolski <https://www.youtube.com/watch?v=4vl6wCiUZYc>

Botelho, E. L., Rosenkoetter Powell, K. Kincaid, S., & Wang, D. (2017). What sets successful CEOs apart. *Harvard Business Review*, 95(3), 70-77.

Zenger, J. H., Folkman, J. R., & Edinger, S. K. (2011). Making yourself indispensable. *Harvard Business Review*, 89(10), 84-92.





Crummer Graduate School of Business  
Rollins College

Course Syllabus  
Spring 2019  
January-March

## CREATING EFFECTIVE ORGANIZATIONS

MGT 551

EMBA 39

3 Credit Hours

Kimberly Jentsch, Ph.D.

Office 204

Email Address [Kjentsch@Rollins.edu](mailto:Kjentsch@Rollins.edu)

Phone:

407-247-1254

### COURSE DESCRIPTION AND OBJECTIVES

Scholarship in the areas of *human resource management* and *organizational behavior* seeks to understand, explain, and improve human behavior in organizations. Lessons learned from this scholarship can be used to help organizations compete in a global economy by: selecting and retaining the right talent, composing high performing teams, creating work environments that are safe, fair, and facilitate productivity, measuring and rewarding effective performance, leading and inspiring ethical behavior, creativity, and innovation. This course will familiarize you with best practices in these areas, placing a heavy emphasis on experiential learning.

The specific objectives for students taking this course are:

1. To gain *factual knowledge* of key terminology, classifications, methods, principles, theories and trends in the areas of human resource management and organizational behavior.
2. To learn to *apply* this factual knowledge in ethical and innovative ways to solve problems and make decisions associated with human relations and management.
3. To learn to respectfully *analyze* and *critically evaluate* ideas, arguments, and points of view orally and in writing.
4. To develop effective *team skills*.

### COURSE PREREQUISITES

There are no prerequisites for this course.

**CRUMMER ACADEMIC INTEGRITY POLICY**

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**COURSE RESOURCES*****Textbook***

There is no textbook assigned for this class.

***Outside Reading Materials***

PowerPoint presentations, handouts, relevant links, and supplemental reading materials will be posted on the Rollins *Blackboard Academic Suite*; <http://blackboard.rollins.edu/>. Please check *Blackboard* regularly.

**GRADING**

The following ranges should be used to determine grades for the term.

A	93-100%
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
F	Below 70%

### *Quizzes/Reflections*

You will take **3 Blackboard quizzes**. These quizzes are designed to assess your **knowledge of facts, principles, and theories** from the **readings** as well as your ability to **apply the material** in the context of your own professional experience. Quizzes will consist of multiple choice, short answer, and essay questions. The first quiz will be worth 10-points, and the second and third quizzes will be worth 20-points each. Cumulatively, quizzes will count for **50 points toward your final grade**.

### *Projects*

#### **Individual Assignment**

This project will be worth a total of **30 points**. You will develop an innovative strategy for improving work motivation. You will give a 10-minute **presentation** describing your strategy (**10 points**) and will write a 5-page **paper** describing your strategy (**20 points**).

#### **Team Assignment**

Your team will calculate the monetary impact of turnover for a real organization (see rubric for details) – **20 points**.

### *Class Attendance and Participation*

To facilitate engagement and active participation, I ask that students close their laptops during lectures and class discussions. You may use your laptops on class breaks. If you must miss class, I ask that you contact me, if possible, prior to our class meeting. I will post slides each week on Blackboard. If needed, I am happy to schedule a meeting with you in person, via the internet, or on the telephone to update you on any material covered during an absence.

***Individual Assignment: Innovative Strategy for Improving Work Motivation***

**Rubric:** In order to receive the full **30 points** for this assignment you must.

1. Clearly and convincingly present your idea to the class (using slides) in **8-10 minutes**.
2. Document your innovation in the form of a **4-5 page (double-spaced) paper** (separate page for references) written in language that a lay person (i.e., someone who has not taken a course in organizational behavior) would understand.
  - a. Describe current practice in general (what strategy are you interested in improving?)
  - b. Bring this to life by describing a concrete application of this practice
  - c. Explain the benefits and problems associated with this practice as noted by researchers and organizations (with a citation or source)
  - d. Describe your innovative idea for improving this practice
  - e. Provide a convincing argument for why it should work that is based in a tested theory of work motivation. First, the theory itself must be clearly described (with a scientific literature reference). Next, the specific linkage between your innovation and the theory (or a part of a theory) must be made. Choose any of the theories discussed in class:
    - i. 3-needs theory
    - ii. Job characteristics theory
    - iii. Reinforcement theory
    - iv. Equity theory
    - v. Expectancy theory
    - vi. Goal setting theory
    - vii. Person-environment fit theory
    - viii. Affective events theory

***Team Assignment: What is the Financial Impact of Turnover?***

Your team will determine the costs of turnover for a specific organization. Your deliverables will be a **one-page single-spaced executive summary with a separate page of references**, and a **presentation including slides**.

Rubric: In order to receive the full **20 points** for this assignment **one or two members** of your team must give a presentation to the class that is **no shorter than 3 minutes and no longer than 5 minutes**. In addition, both your executive summary and presentation must clearly answer the following questions.

- 1) What job did you target and within what organization?
- 2) What does an employee filling the job you targeted do?
- 3) List, describe, and provide some reference for all of the costs associated with one employee leaving the organization?
  - a. Recruiting costs (e.g., referral bonus)?
  - b. Hiring costs?
  - c. Training-related costs?
  - d. Start up costs (e.g., licensing, equipment, uniforms)?
  - e. Others?
- 4) Given these costs, what is the total amount of money it costs the organization for one person to turnover?
- 5) Currently how many people turnover from the particular job in question over the course of a year?
- 6) If you could reduce that turnover by 10% how many fewer people would turnover?
- 7) Given the costs per one turnover you identified what would a 10% reduction in turnover save the company?

**TENTATIVE CLASS SCHEDULE**

WEEK OF	FORMAT	LECTURE TOPICS	HOMEWORK AND OTHER ASSIGNMENTS
January 11	On-Campus	<b>Diversity and Job Performance</b> <ul style="list-style-type: none"> <li>• Personality, age, gender, race</li> <li>• Dimensions of job performance</li> <li>• Validation of selection measures</li> </ul> <b>In-class exercise:</b> “How valid is this test?”	Quiz #1 due
January 12	Off-Campus	<b>Team Performance</b> <ul style="list-style-type: none"> <li>• Major theories</li> <li>• Shared leadership</li> <li>• Virtual teams</li> </ul> <b>In-class exercise:</b> “Guided team self-correction”	
January 13	On-Campus	<b>Training and Development</b> <ul style="list-style-type: none"> <li>• Major theories</li> <li>• Needs assessment</li> <li>• Evaluation methods</li> </ul> <b>In-class exercise:</b> “Who is in your developmental network?”	
February	On-Campus	<b>Team Presentations</b>  <b>Work Motivation</b> <ul style="list-style-type: none"> <li>• Major theories</li> <li>• Job design, job crafting</li> <li>• Physical environment</li> </ul>	Quiz #2 due  Team presentation slides and executive summaries due
February	On-Campus	<b>Emotional Intelligence (EQ)</b> <ul style="list-style-type: none"> <li>• Self-awareness and regulation</li> <li>• Empathy</li> <li>• Communicating with EQ</li> </ul> <b>In-class exercise:</b> “Reading between the lines”	
February	On-Campus	<b>Innovation</b>  <b>In-class exercise:</b> “Thinking outside the box”	
March 8	Off-Campus	<b>TBD</b>	Quiz #3 due Individual papers and slides due
March 9	On-Campus	<b>Topic of off-site TBD</b> <b>Discussion and reflections</b>  <b>Individual Presentations</b>	
March 10	On-Campus	<b>Individual Presentations</b>	





Crummer Graduate School of Business  
Rollins College

Course Syllabus  
Summer 2018 Module II  
June-August

## EMOTIONAL INTELLIGENCE

MGT629

EAMBA 32

2 Credit Hours

Kimberly Jentsch, Ph.D.

Thursdays 1:00-4:00

Office 204

Email Address [Kjentsch@Rollins.edu](mailto:Kjentsch@Rollins.edu)

Phone:

407-247-1254

### COURSE DESCRIPTION AND OBJECTIVES

Emotional Intelligence, or EQ, has been defined as the capacity to be aware of, control, and express one's emotions, as well as to handle interpersonal relationships empathetically. EQ is considered to be key for effective leadership, teamwork, and psychological wellbeing at work. This course will give students an understanding of research findings regarding EQ and its relationship to work-related outcomes. Students will hone their EQ skills through participation in experiential exercises and guided self-reflection. Finally, concrete strategies for applying EQ in the context of workplace situations will be discussed and practiced.

The specific objectives for students taking this course are:

1. To gain *factual knowledge* of key terminology, classifications, methods, principles, theories and trends relevant to the topics of self-awareness, self-regulation, empathy, self-motivation, communication of emotional messages, and emotionally intelligent leadership.
2. To learn to *apply* this factual knowledge in ethical and innovative ways to solve problems and make decisions associated with human relations and management.
3. To learn to respectfully *analyze* and *critically evaluate* ideas, arguments, and points of view orally and in writing.
4. To develop effective *emotional intelligence skills*.

### COURSE PREREQUISITES

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A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
F	Below 70%

### ***Weekly Quizzes/Reflections***

You will take **6 Blackboard quizzes**. These quizzes are designed to assess your **knowledge and ability to apply facts, principles, and theories** from the readings, lectures, and class exercises. Quizzes will consist of multiple choice, short answer, and essay questions. Each quiz will be worth **10 points** for a total of **60 points toward your grade**.

### ***Class Attendance and Participation Points***

This course is highly experiential. Much of the learning will take place during in-class exercises. Because of this, I ask that students close their laptops during lectures, class discussions, and exercises. You may use your laptops on class breaks. One of our eight classes will not be held due to your International trip in week 4. Missing more than one class (beyond the IBE week which everyone will miss) will result in a grade of Incomplete for the course.

If you must miss class, I ask that you contact me, if possible, prior to our class meeting. I will post slides each week on Blackboard. If needed, I am happy to schedule a meeting with you in person, via the internet, or on the telephone to update you on any material covered during an absence.

During **weeks 2, 3, 5, and 6** you will have the opportunity to earn **5 points per class** for your **active participation in discussions and exercises** for a total of **20 points** toward your final grade.

### ***Final In-Class Assessment (EQ Olympics)***

During our 8<sup>th</sup> and final class, you will participate in a series of **exercise-based challenges** designed to assess your emotional intelligence. These will be **exercises we practiced during the prior 7 weeks**. Specifically, the exercises will give you an opportunity to demonstrate **your growth in the areas of self-awareness, self-regulation, empathy, communication of your emotions, and emotionally intelligent leadership**. Your performance in these exercises will be worth **20 points** toward your final grade.

## Readings

### Week 1: What is Emotional Intelligence and Why is it Important?

1. Porath, C. and Pearson, C. (January–February 2013). The price of incivility: Lack of respect hurts morale—And the bottom line. *Harvard Business Review*.
2. Wilkins, M. (December 2014). Signs that you lack emotional intelligence. *Harvard Business Review*.
3. Beck, M. and Libert, B. (February, 2017). The rise of AI makes emotional intelligence more important. *Harvard Business Review*.
4. Schaufenbuel, K. (December, 2015). Why google, target, and General Mills are investing in mindfulness. *Harvard Business Review*.

### Week 2: Self-Awareness and Self-Regulation

1. Wiens, K. (December, 2017). Breaking the cycle of stress by using your emotional Intelligence. *Harvard Business Review*.
2. David, S. (September, 2016). Managing the hidden stress of emotional labor. *Harvard Business Review*.
3. Hougaard, R., Carter, J., and Afton, M. (January 2018). Self-awareness can help leaders more than an MBA can. *Harvard Business Review*.
4. Torres, N. (December, 2014). Mindfulness mitigates biases you may not know you Have. *Harvard Business Review*.

### Week 3: Empathy

1. Molinsky, A. (April, 2015). Emotional intelligence doesn't translate across borders. *Harvard Business Review*.
2. McKee, A. (March, 2015). Empathy is key to a great meeting. *Harvard Business Review*.
3. Brett, J., Behfar, K., and Kern, M. (November, 2006). Managing multi-cultural teams. *Harvard Business Review*.
4. Parmar, B. (January, 2015). Corporate empathy is not an oxymoron. *Harvard Business Review*.

### Week 5: Motivating Self and Others

1. Amabile, T. and Kramer, S. (May 2011). The power of small wins. *Harvard Business Review*.
2. Flowers, V. and Hughes, C. (2000). Why employees stay. *Harvard Business Review*.
3. Halvorson, H. and Higgins, T. (March, 2013). Know what really motivates you. *Harvard Business Review*.
4. Amabile, T. and Kramer, S. (May 2007). Inner work life: Understanding the subtext of business performance. *Harvard Business Review*.

### **Week 6: Emotionally Intelligent Teams**

1. Schwartz, T. (July, 2012). Emotional contagion can take down your entire team. *Harvard Business Review*.
2. Druskat, V. and Wolff, S. (March, 2001). Building the emotional intelligence of groups. *Harvard Business Review*.
3. McKee, A. (February, 2016). How to hire for emotional intelligence. *Harvard Business Review*.
4. Riordan, C. and O'Brien, K. (April, 2012). For great teamwork, start with a social contract. *Harvard Business Review*.

### **Week 7: Leading with Emotional Intelligence**

1. Riordan, C. (January 2014). Three ways leaders can listen with more empathy. *Harvard Business Review*.
2. Smith-Jentsch, K.A. (2017). How to conduct a high impact team self-evaluation session. *Organizational Dynamics*.
3. Talbot-Zorn, J. and Edgette, F. (May, 2016). Mindfulness can improve strategy, too. *Harvard Business Review*.

**TENTATIVE CLASS SCHEDULE**

<b>WEEK OF</b>	<b>FORMAT</b>	<b>LECTURE TOPICS</b>	<b>HOMEWORK AND OTHER ASSIGNMENTS</b>
<b>June 28</b>	On-Campus	<b>What is Emotional Intelligence and Why is it Important?</b> <ul style="list-style-type: none"> <li>• Civility in the Workplace</li> <li>• Workplace Stress and Health</li> <li>• Emotions and Cognition</li> </ul>	<b>In-class exercises:</b> “Emotions Tasting” “Mindfulness”
<b>July 5</b>	Off-Campus	<b>Self-Awareness and Self-Regulation</b> <ul style="list-style-type: none"> <li>• Personality</li> <li>• Emotional Labor</li> </ul>	<b>Quiz #1 due – Self-awareness and regulation</b>  <b>In-class exercises:</b> “What Pushes Your Buttons?” “Mindfulness”
<b>July 12</b>	On-Campus	<b>Empathy</b> <ul style="list-style-type: none"> <li>• Perspective Taking</li> <li>• Culture and Emotional Expression</li> </ul>	<b>Quiz #2 due - Empathy</b>  <b>In-class exercises:</b> “Reading Between the Lines” “Emotional Charades” “Mindfulness”
<b>July 19</b>	Off-Campus	<b>Emotional Intelligence and Culture</b>	<b>International Business Experience</b>
<b>July 26</b>	On-Campus	<b>Motivating Self and Others</b> <ul style="list-style-type: none"> <li>• Theories of Motivation</li> <li>• Job Crafting</li> </ul>	<b>Quiz #3 due – EI during IBE</b>  <b>In-class exercises:</b> “Motivation Mapping” “Mindfulness”
<b>August 2</b>	On-Campus	<b>Emotional Intelligence and Teams</b> <ul style="list-style-type: none"> <li>• Emotional Contagion</li> <li>• Innovation and Creativity</li> </ul>	<b>Quiz #4 due - Motivation</b>  <b>In-class exercises:</b> “Thinking Outside the Box” “Mindfulness”
<b>August 9</b>	On-Campus	<b>Leading with Emotional Intelligence</b> <ul style="list-style-type: none"> <li>• Active Listening</li> <li>• Facilitation Skills</li> </ul>	<b>Quiz #5 due – EI and Teams</b>  <b>In-class exercises:</b> “Seeing the Forest for the Trees” “Facilitating Team Self-Correction” “Mindfulness”
<b>August 16</b>	On-Campus	<b>EQ Olympics</b>	<b>Quiz #6 due – Leading with EI</b> <b>In-class exercises:</b> “Emotions Tasting” “Button Ball” “Emotional Charades” “Reading Between the Lines” “Seeing the Forest for the Trees” “Facilitating Team Self-Correction”



## **Executive Master's in Business Administration**

**OM 551 Operations and Supply Chain Strategy  
(3 credit course) - Fall II, 2019, Room TBD  
August 23 – 25, September 20-22, November 15-17**

**Professor Henrique Correa, PhD**

Office: Crummer Hall, Room 206  
Office hours: Flexible, by appointment  
Office phone: 407-646-2284 (redirected to cell if I am not in the office) Fax: 407-646-1550  
E-Mail: [HCorrea@Rollins.edu](mailto:HCorrea@Rollins.edu)

### **COURSE DESCRIPTION AND OBJECTIVES:**

*Operations and supply chains* involve all activities required for the production of goods and the delivery of services to customers. The Operations Function of the organization is the arrangement of resources and processes that are devoted to the production and delivery of its products and services. Every organization has an operations function because every organization produces some type of products and/or services. Operations Management (OM) concerns the strategic and tactical planning, execution and control of the organization's hard and soft resources and processes that get actual product made and service delivered.

*Managing operations and supply chains is important.* When it is done well, operations and supply chain management provide a major competitive advantage. Even the most brilliant marketing strategy will founder without solid operational support. If the operations and supply chain functions are to contribute to the success of the organization, they must use (own and third party) resources effectively and creatively to produce and deliver products and/or goods that satisfy its customers. An effective operation can give a number of advantages to the organization:

- It can reduce costs by being efficient and innovative in managing its resources
- It can increase revenue by continuously increasing customer satisfaction through better products and services and, faster, more reliable and flexible deliveries
- It can reduce the amount of capital investment necessary to produce the required products and/or services by being creative in increasing the effective capacity of the operation
- It can provide the basis for future innovation by building a solid base of operations skills and knowledge within the business

*Managing operations and supply chains is hard.* Production of physical goods and service processes are generally complex. A single company's operations may involve hundreds of pieces of capital equipment, thousands of people, tens of thousands of materials, components and products, and countless items of information.

To coordinate all these, to get them to work together as a coherent system, to create those goods and services at low cost and high quality so that competitive advantage and economic prosperity is created has always been a major challenge; however, throughout the 20th century, technological development and product complexity accelerated at an unprecedented rate. Manufacturers and service providers started finding it very difficult to keep up with the evolution of all technologies involved in their products by relying only on internal resources.

Companies began to delegate to specialized suppliers, wherever in the globe they are, first the manufacturing and then also the conception and design of increasing portions of their products. Outsourcing, while intensifying, forced operations managers to adapt and learn to cross another border: the border between companies in supply chains.

The alignment of incentives between companies with diverse property ownership became mandatory – new mechanisms are needed to align the interests of the companies in the chain with the interests of the chain itself. The fates of all supply chain members are interlinked. If the companies work together to effectively deliver goods and services to consumers, they will all win.

By the beginning of the 21st century, a substantial change had begun to take shape. Many organizations are now adjusting their objectives to respond to pressures from organized society: from aiming to maximize their results only in the traditional single “bottom line” (profit) these progressive companies are now striving to maximize their performance in the “triple bottom line” (3BL) that consists of 1) economic prosperity (profit), 2) environmental sustainability (planet) and, 3) social responsibility (people) with evident implications to operations and supply chain management.

The style of the course varies from topic to topic. Getting work done smartly is partly a matter of quantitative techniques that require comprehending analytical methods. The deeper operational issues can be addressed only through a broad, conceptual approach we call synthesis.

The following topics will be covered:

- a. Introduction and basic concepts: the large context
- b. Operations strategy
- c. Operations performance and improvement
- d. The process of operations strategy
- e. Capacity and process technology strategy
- f. Supply chain management: concepts, challenges and opportunities
- g. Supply chain strategy
- h. Strategic relationships in supply chains
- i. The alignment of incentives in supply chains
- j. Strategic demand management
- k. Understanding supply chain dynamics

I. Sustainability and risk management in supply chains

Students are expected to master the following skills during the term:

- a. To gain factual knowledge (terminology, classification, methods and trends in operations management)
- b. To apply course material to practical situations (to improve thinking and problem solving in the field of operations management)
- c. To gain competence to be able to identify, understand, analyze, synthesize and recommend solutions in all topics covered in the course

Experiential aspects of the course include:

- a. Case analyses relating to the main topics discussed
- b. Games and computer-based simulations
- c. Possible guest speakers
- d. Possible plant tours

**COURSE RESOURCES:**

We will use two books:

- Slack, N. and Lewis, M. *Operations Strategy*. Pearson. London, 2018. (first half of the course)
- Correa, H.L. *Global Supply Chain Management*, Ed. Atlas, 2014. This is an interactive eBook, available only for Apple products (it will work best on an iPad). (second half of the course)  
<https://itunes.apple.com/us/book/global-supply-chain-management/id899237729?l=pt&ls=1&mt=11>

If you do not have an iPad, selected chapters will be made available for download, from the Harvard website where the case book is available – see below). This book is copyrighted material exclusively made available for your personal use. Please do not post or re-transmit the pdf files that you download from the Harvard website below.

The PowerPoint slides and additional slides or presentations actually used in the classes (except case discussion material) will be available for download from Black Board.

There is also a case book – please note that you can purchase the cases and supplemental reading material directly from Harvard Business Online, from the website below:

<http://cb.hbsp.harvard.edu/cbmp/access/XXXXXXXXXX> (TBD)

If you have not registered with Harvard Business Publications, you will be required to do so. This URL will provide you with a list of required materials for use in this course. Please refer to the course schedule for the list of required articles.

I hope you find this a convenient way to access your course materials.



For technical assistance, please view the Quick Tips section or contact Harvard Business School Publishing at 1-800-810-8858 or 617-783-7700. They are open 8am-6pm Eastern Standard Time. They can also be reached at [techhelp@hbsp.harvard.edu](mailto:techhelp@hbsp.harvard.edu)

**GRADING:**

Final exam (individual)	15%	
Midterm (individual)	15%	
Case report & presentation (2 per team)	20%	
Graded simulation exercises (team work)	20%	(simulation performances & reports)
Peer assessment (individual)	15%	(description below)
Class engagement (individual)	15%	(engagement in class and off class as assessed by professor)

Grade table:

A	≥ 93%	Outstanding (rare)
A-	≥ 90%, < 93%	Excellent
B+	≥ 87%, < 90%	Very good (better than expected)
B	≥ 83%, < 87%	Good (as expected)
B-	≥ 80%, < 83%	Still good (but lower than expected)
C+	≥ 77%, < 80%	High(er) pass
C	≥ 73%, < 77%	Just enough, pass
C-	≥ 70%, < 73%	Low pass
F	< 70%	Fail

**Course requirements and Student Expectations:**

Students are expected to be in class and on time for all the on campus sessions. If you have a (very serious, family or health) problem attending an on-class session you are expected to communicate this to the professor BEFORE the class you will have to miss. The professor will determine if and what make up work will be required. More than two missed classes will necessarily have a negative impact on the students' engagement grade regardless of makeup work. More than 3 missed classes will result in the student failing the class (exceptions will be considered for major reasons only on a case by case basis at professor's discretion). All students should come to class prepared, having read all the pre-reads (cases, chapters, articles) defined in this syllabus and done all suggested exercises so that they can positively contribute to the class learning environment. The use of notebooks in class is authorized but strictly for class related activities (taking notes, etc.) and NEVER for other private activities not related to this class.

***Case report evaluation***

Your cover page should include the number of the Team, the names of team members, name of the case, date and course title. The exhibits should contain specific types of analysis (e.g. financial, break-even, capacity, cost, competitive), and also information that supports your analysis and is relevant but would be too detailed for the report body. Exhibits should not be simply an extension of the text.

Clarity and organization of the case report are critical elements of success. Use the available pages wisely. In addition the following guidelines will be used to evaluate the reports and quality of case discussion in class:

- Understanding of the decision situation;
- Completeness, depth and accuracy of analysis;
- Incorporation of relevant tools of analysis;
- Demonstration of the relationships among the important factors in the situation;
- Ability to relate concepts discussed in class to the case situations;
- Effectiveness, practicality, specificity, and completeness of the action plan and recommendations;
- Appropriateness, relevancy and quality of exhibits;
- Effective communication of key issues;
- Effective leading of discussion and stimulating class interest.

Case presentations should be engaging and participatory. Be creative. The use of relevant games and activities involving the audience is encouraged. Not all team members are required to actively present the team's case but all are required to take questions from the professor and from the audience.

### ***Peer evaluation***

For each team (separately) here is how the Peer assessment is calculated:

1. I calculate the average of the peer evaluation grades received by each of the Team members. So Team member "i" received in average evaluation "E<sub>i</sub>" from his/her team mates.
2. I average out all individual average evaluations for the Team.  $AVG_{team} = (E_1 + E_2 + \dots + E_n) / n$  (for a team with "n" team members).
3. I calculate each of the Team members "relative" position as compared to the average of the Team:  $R_i = E_i / AVG_{team}$  for the i<sup>th</sup> member of the Team in consideration.
4. For each Team, I then consider the Teamgrade = (Grade of the case + Grade of the final project)/2
5. I multiply  $R_i * Teamgrade$  to define the Peer-related grade (the one that you see on Black Board)

So if you are Team member "i" and your individual peer evaluation (given by your Team mates) AVERAGE "E<sub>i</sub>" is higher than the average peer grade (AVG<sub>Team</sub>) of your Team you get a grade that is higher than the average of the grades that your Team got for the Team work (case & project) - this should have the effect of elevating your general "Teamwork grade" because your team as a whole considered that you worked more than the average of the team. The opposite applies too.

### **CRUMMER ACADEMIC INTEGRITY POLICY:**

As stated in the Crummer School of Business Academic Integrity Policy, faculty, students and staff are expected to uphold the highest level of ethical standards. This course requires that all students meet expectations of scholastic honesty, particularly while taking exams. During in-class exams, you may not share any information, materials or electronic files with others. Collusion or cheating in any form will not be tolerated. Failure to abide by these standards will result in full punishment as prescribed by the Policy.

## **SPECIAL ACCOMMODATIONS:**

### **Disability Services**

Rollins College is committed to equal access and inclusion for all students, faculty and staff. The Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 create a foundation of legal obligations to provide an accessible educational environment that does not discriminate against persons with disabilities. It is the spirit of these laws which guides the college toward expanding access in all courses and programs, utilizing innovative instructional design, and identifying and removing barriers whenever possible.

If you are a person with a disability and anticipate needing any type of academic accommodations in order to fully participate in your classes, please contact the Disability Services Office, located in the Mills Memorial Building, Room 217, as soon as possible. You are encouraged to schedule a Welcome Meeting by filling out the “First Time Users” form on the website: <http://www.rollins.edu/disability-services/> and/or reach out by phone or email: 407-975-6463 or [Access@Rollins.edu](mailto:Access@Rollins.edu).

### **Title IX Statement (updated 7/12/16)**

Rollins College is committed to making its campus a safe place for students. If you tell any of your faculty about sexual misconduct involving members of the campus community, your professors are required to report this information to the Title IX Coordinator. Your faculty member can help connect you with the Coordinator, Oriana Jiménez (TitleIX@rollins.edu or 407-691-1773). She will provide you with information, resources and support. If you would prefer to speak to someone on campus confidentially, please call the Wellness Center at 407-628-6340. They are not required to report any information you share with the Office of Title IX.

Sexual misconduct includes sexual harassment, stalking, intimate partner violence (such as dating or domestic abuse), sexual assault, and any discrimination based on your sex, gender, gender identity, gender expression or sexual orientation that creates a hostile environment. For information, visit <http://www.rollins.edu/titleix/>

## **TENTATIVE CLASS SCHEDULE:**

### **Schedule**

#### **Weekend 1 (August 23-25)**

##### *Topics*

- Introduction and basic concepts: the large context
- Operations strategy
- Operations performance and improvement
- The process of operations strategy

##### *Readings:*

- Slack, 2018 – chapter 1 (Operations strategy – developing resources and processes for strategic impact) – week of July 29; please post comments in the discussion board (Bb)
- Slack, 2018 – chapter 2 (Operations performance) – week of August 05; please post comments in the discussion board (Bb)

- Slack, 2018 – chapter 7 (Improvement strategy) – week of August 12; please post comments in the discussion board (Bb)
- Slack, 2018 – chapter 9 (The process of operations strategy – formulation and implementation) – week of August 19; please post comments in the discussion board (Bb)

*Experiential activities: Cases*

- American Connector (A) – HBSP (team 1 presents, team 3 main discussant)
- Southwest Airlines in Baltimore – HBSP (team 2 presents, team 4 main discussant)

*Experiential activities: Business Game*

- Benihana Operations Management Simulation (HBSP)

**Weekend 2 (September 20 - 22)**

*Topics*

- Capacity and process technology strategy
- Supply chain management: concepts, challenges and opportunities
- Supply chain strategy
- Strategic relationships in supply chains

*Readings*

- Slack, 2018 – chapter 4 (Capacity strategy) – week of August 26; please post comments in the discussion board (Bb)
- Slack, 2018 – chapter 6 (Process technology strategy) – week of August 26; please post comments in the discussion board (Bb)
- Correa, 2014 – chapter 1 (Introduction to global supply chain management) – week of September 02; please post comments in the discussion board (Bb)
- Correa, 2014 – chapter 2 (Strategic Supply Chain Management) – week of September 9; please post comments in the discussion board (Bb)
- Correa, 2014 – chapter 3 (Managing Relationships in Global Supply Chains) – week of September 16; please post comments in the discussion board (Bb)

*Experiential activities: Cases*

- “VW Resende” in Correa, 2014, Chapter 2 (team 3 presents, team 5 is main discussant)
- “Crocs (A), Revolutionizing an Industry's Supply Chain Model for Competitive Advantage” – HBSP (Team 4 presents, Team 6 is main discussant)
- “Metalcraft” – HBSP (Team 4 presents, Team 6 is main discussant)

*Videos*

- VW Resende
- Corning and Samsung
- FedEx and Calix & Corolla

*Midterm exam/assignment*

- Take home. To be turned in in the next two weeks

### **Weekend 3 (November 15 – 17)**

#### *Topics*

- The alignment of incentives in supply chains
- Strategic demand management
- Understanding supply chain dynamics
- Sustainability and risk management in supply chains

#### *Reading*

- Correa, H.L. Chapter 6 (Performance Measurement and Incentive Alignment in Global Supply Chain Management) – week of October 21; please post comments in the discussion board (Bb)
- Correa, H.L. Chapter 8 (Demand Management in Global Supply Chains) – week of October 28; please post comments in the discussion board (Bb)
- Correa, H.L. Chapter 11 (Reverse Logistics and Sustainability in Global Supply Chain Management) – week of November 4; please post comments in the discussion board (Bb)
- Correa, H.L. Chapter 5 (Global Supply Chain Risk Management) – week of November 11; please post comments in the discussion board (Bb)

#### *Internet (websites in ppts)*

#### *Experiential activities: Cases*

- IKEA's Global Sourcing Challenge: Indian Rugs and Child Labor (A) Product 906414-PDF-ENG 189 (team 5 presents, team 1 is main discussant) - Saturday
- HP (Correa, 2014, chapter 11) (Team 6 presents, team 2 is main discussant) - Saturday

#### *Experiential activities: Simulations*

- Global supply chain management simulation (Saturday)
- The root beer game (Sunday)

#### *Experiential activities: visit (Friday)*

- Off-campus: Tupperware (to be confirmed)

#### *Experiential activities: videos*

- IKEA
- Reduce, Reuse, Recycle (Subaru, Indiana)
- Cradle to cradle (Xerox)

#### *Final exam/ assignment*

- Take home, to be turned in in the next 2 weeks.



## **QBA551 Business Analytics**

3 Credit Hours

EMBA [Cohort #]

Fall 2018

**INSTRUCTOR:** Keenan D. Yoho, PhD

Contact: (o) 407.646.2499; (e) kyoho@rollins.edu

Class meeting dates: September 21-23; October 19-21; November 16-18

Class meeting times: Friday 3:30-7:30pm

Saturday 2:00-6:30pm

Sunday 12:30-4:00pm

Office hours: 1 hour prior to class or by appointment.

Office: Room 205

### **REQUIRED COURSE MATERIALS**

The primary course materials you will need for this course are:

1. *Business Analytics*, Global Edition, paperback (2<sup>nd</sup> edition) by James R. Evans [format – e-book or paper – to be determined]
2. Prepared business cases with data that may be purchased at [http://INSERT\\_CURRENT\\_URL](http://INSERT_CURRENT_URL)
  - *Web Analytics at Quality Alloys, Inc.*, product id: CU44-PDF-ENG
  - *Goats: The Green Alternative – C Case*, product id: W15123-PDF-ENG
  - *JSW Steel Ltd.: A Logistics Dilemma*, product id: W17363-PDF-ENGThere will be a registration process necessary to access the materials.
3. Course notes and articles that will be available on the course website on Blackboard.

### **COURSE PREREQUISITES:**

- Undergraduate-level course in statistics
- Experience using Microsoft Excel

### **COURSE DESCRIPTION AND SUMMARY**

Business analytics is an integration of business intelligence (BI), information systems, statistics, and modeling and optimization. Many of these topics have been around for more than fifty years but the intersection of all of them is what makes business analytics unique. The scope of business analytics encompasses descriptive and diagnostic analytics (what happened and why it happened), predictive analytics (what will happen), and prescriptive analytics (what should happen). This course is a survey of business analytic methods to support decision making in complicated complex environments.

### **OBJECTIVE**

The objective of this course is to immerse executives and decision makers in the science and practice of business analytics to support decision making in complicated and complex environments. This course

will be of benefit to anyone who is engaged in business with access to large or small volumes of data and wishes to make sense of it and use it to improve future business outcomes. This course will prepare leaders to create their own “self-service” analytic solutions as well as develop their ability to create business analytics plans for others in their organizations to execute.

## LEARNING OUTCOMES

Upon completion of the course, students will be able to:

- Explain the role of business analytics in supporting business decisions
- Analyze data and create visual products that support business decisions
- Utilize probability models to develop predictive analyses that support business decisions
- Predict trends and relationships using statistical methods
- Forecast future trends using statistical methods
- Apply data reduction methods, classification techniques, and cause-and-effect modeling to business decisions
- Build and create decision models using mathematical methods and influence diagrams
- Build spreadsheet decision models involving multiple time periods
- Create decision models to support "what-if" analysis and scenarios
- Build and create decision models to assess risk in decision making
- Build simple Monte Carlo simulation models to support business decisions and assess risk
- Develop prescriptive decision models using simple linear optimization methods
- Develop optimization models for prediction and insight into complicated business problems
- Develop decision models with and without outcome probabilities
- Develop decision models to support decisions with conflicting objectives
- Use decision trees to support business decisions
- Assess the value of information in decision making

## COURSE REQUIREMENTS AND STUDENT EXPECTATIONS

Students will complete two exams and two case write-ups as part of the course requirements. The specific requirements for the exams and the case write-ups will be available on the course website. The exams will be completed as an individual assignment. The case write-ups will be completed in assigned teams. Participation is also an important part of the course and students will be evaluated by their peers on their contributions to the team assignments and evaluated on their participation in the class meetings by their attendance and the instructor’s assessment of the quality of their contributions.

## GRADING

**Exam 1:** 20%

**Exam 2:** 20%

**Case write-ups:** 24% (12% each)

**Participation:**

Peer-evaluation: 5%

Attendance 30% (see the “Attendance and Participation” policy, below, for more details)

Instructor’s assessment of student classroom contributions: 1%

The following range will be used to determine final grades.

A	≥ 93%	C+	≥ 77%, < 80%
A-	≥ 90%, < 93%	C	≥ 73%, < 77%
B+	≥ 87%, < 90%	C-	≥ 70%, < 73%
B	≥ 83%, < 87%	F	< 70%
B-	≥ 80%, < 83%		

## **ATTENDANCE AND PARTICIPATION**

*Rollins College Policy for Absences – religious holidays and/or campus business (as of April 2017)*

The professor will accommodate a reasonable number of excused absences for religious holidays and official off-campus college business such as academic conference presentations and athletic competitions. However, per the College's policy on excused absences ([http://www.rollins.edu/catalogue/academic\\_regulations.html#class-attendance](http://www.rollins.edu/catalogue/academic_regulations.html#class-attendance)), students must discuss with the professor the dates of the anticipated absences no later than the last day of the drop period. Students must present to their professor written evidence of the anticipated absences and discuss with him/her how and when make-up work should be completed prior to missing the class. Students should not expect to receive allowance for excused absences if they do not meet with the professor beforehand and clarify the dates as necessary. Absences will be addressed by the faculty member in accordance with his/her attendance policy. The professor retains the right to determine what would be considered to be a reasonable number of absences (excused or otherwise) for the course. A student will not fail a course because the number of religious observances and/or college business absences exceed the number of absences allowed, except if excessive absences make it impossible to fulfill the expectations of the course. The student's class participation grade in the course, though, may still be affected.

### *Specific Policy for Attendance and Absences in this Course*

Due to the experiential nature of the course, attendance is a vital component of participation. A student missing one class session will have their participation grade reduced by 25%. A student missing a second class session will have their participation grade reduced by an additional 40%. A student missing more than 2 courses will receive a grade of no higher than a "C." A student missing 4 or more class sessions will not be able to fulfill the expectations of the course and will therefore receive an "F."

### *Excused absences*

The only excused absences in this course are those that are due to a student's severe illness or the death of a parent, child, or spouse. If the student is ill, their absence will be excused only one time due to hospitalization or at the direction of a licensed physician; written evidence in the form of a note from a physician will be required for the absence to be excused. Any absence due to illness greater than missing one class session will fall under the normal policy for absences in this course as described above. Students who suffer from the death of a parent, child, or spouse will be granted an excused absence of one class session and any additional absences beyond the one excused class absence will fall under the normal policy for absences in this course as described above.

## **CRUMMER ACADEMIC INTEGRITY POLICY:**

*As stated in the Crummer School of Business Academic Integrity Policy, faculty, students and staff are expected to uphold the highest level of ethical standards. This course requires that all students meet expectations of scholastic honesty, particularly while taking exams. During in-class exams, you may not share any information, materials or electronic files with others. Collusion or cheating in any form will not be tolerated. Failure to abide by these standards will result in full punishment as prescribed by the Policy.*



Complete text of the Academic Integrity Policy should be posted on the course web site and referred to in this section of the syllabus.

**SPECIAL ACCOMMODATIONS:**

**Rollins College Statement on Accessibility Services** (as of July 2017)

Rollins College is committed to equal access and inclusion for all students, faculty and staff. The Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 create a foundation of legal obligations to provide an accessible educational environment that does not discriminate against persons with disabilities. It is the spirit of these laws which guides the college toward expanding access in all courses and programs, utilizing innovative instructional design, and identifying and removing barriers whenever possible. If you are a person with a disability and anticipate needing any type of academic accommodations in order to fully participate in your classes, please contact the Office of Accessibility Services, located on the first floor of the Olin Library, as soon as possible. You are encouraged to schedule a Welcome Meeting by filling out the “First Time Users” form on the website: <http://www.rollins.edu/accessibility-services/> and/or reach out by phone or email: 407-975-6463 or [Access@Rollins.edu](mailto:Access@Rollins.edu). All test-taking accommodations requested for this course must first be approved through the Office of Accessibility Services (OAS) and scheduled online through Accommodate at least 72 hours before the exam. Official accommodation letters must be received by and discussed with the faculty in advance. There will be no exceptions given unless previously approved by the OAS with documentation of the emergency situation. We highly recommend making all testing accommodations at the beginning of the semester. OAS staff are available to assist with this process.

**RECORDING DEVICE USE**

In order to protect the integrity of the classroom experience, the use of recording devices is limited to either the expressed permission of the faculty member or with proper documentation from the Office of Accessibility Services. Information about accommodations through Accessibility Services can be found at <http://www.rollins.edu/accessibility-services/>. Recording without the proper authorization is considered a violation of the Rollins Code of Community Standards.

**ROLLINS COLLEGE TITLE IX STATEMENT** (updated 8/24/17)

Rollins College is committed to making its campus a safe place for students. If you tell any of your faculty about sexual misconduct involving yourself or other member of the campus community, your professors are required to report this information to the Title IX Coordinator. Your faculty member can help connect you with the Coordinator, Oriana Jiménez ([TitleIX@rollins.edu](mailto:TitleIX@rollins.edu) or 407.691.1773). She will provide you with information, resources and support. Anyone who files a good faith report of sexual misconduct is entitled to protection from retaliation. Sexual misconduct includes sexual harassment, stalking, intimate partner violence (dating or domestic abuse), sexual assault, sexual coercion, sexual exploitation and any discrimination based on your sex, gender, gender identity, gender expression or sexual orientation that creates a hostile environment. For information, visit [Rollins.edu/titleix](http://Rollins.edu/titleix)

CLASS MTG	DATE	TOPIC	LEARNING OUTCOMES ADDRESSED	ACTIVITY
1	21-Sep	Introduction to business analytics	Explain the role of business analytics in supporting business decisions	<i>Web Analytics at Quality Alloys, Inc. case</i>
2	22-Sep	Descriptive analytics: visualizing and exploring data, descriptive statistical measures	Analyze data and create visual products that support business decisions	<i>Performance Lawn Equipment case analysis; Drout Advertising Research Project case</i>
3	23-Sep	Descriptive analytics: probability models and data modeling	Utilize probability models to develop predictive analyses that support business decisions	<i>Performance Lawn Equipment case analysis.</i>
4	19-Oct	Predictive analytics: trends, regression, and forecasting techniques	Predict trends and relationships using statistical methods; forecast future trends using statistical methods	<i>Performance Lawn Equipment case analysis.</i>
5	20-Oct	Predictive analytics: data mining	Apply data reduction methods, classification techniques, and cause-and-effect modeling to business decisions	<i>Performance Lawn Equipment case analysis.</i>
6	21-Oct	Predictive analytics: predictive decision modeling	Build and create decision models using mathematical methods and influence diagrams; build spreadsheet decision models involving multiple time periods; create decision models to support "what-if" analysis and scenarios	<i>Performance Lawn Equipment case analysis.</i>
7	16-Nov	Predictive analytics: risk analysis	Build and create decision models to assess risk in decision making; build simple Monte Carlo simulation models to support business decisions and assess risk	<i>Performance Lawn Equipment case analysis.</i>

8	17-Nov	Prescriptive analytics: optimization, decision analysis	Develop prescriptive decision models using simple linear optimization methods; develop optimization models for prediction and insight into complicated business problems	<i>Goats: The Green Alternative – C Case.</i>
9	18-Nov	Prescriptive analytics: decision analysis	Develop decision models with and without outcome probabilities; develop decision models to support decisions with conflicting objectives; use decision trees to support business decisions; assess the value of information in decision making	<i>JSW Steel Ltd.: A Logistics Dilemma case.</i>

# Domestic Consulting Project - *Rally*: SE Accelerator - MBA611



**Course Dates:** Fall 1, Fall 2 2018 and  
Spring 1, Spring 2 2019

**Course Times:** as arranged

**Instructor:** Dr. Mary Conway Dato-on  
PHONE: 407-646-2514

E-mail: [mconwaydatoon@rollins.edu](mailto:mconwaydatoon@rollins.edu)

## COURSE DESCRIPTION AND OBJECTIVES

The *Rally* Social Enterprise Accelerator / Entrepreneurs in Action (EIA) Fund (MBA 611) course requires a two-term (four module) commitment from students. Each module is a one credit-hour. Entrance into the course is competitive. Selection is based on faculty and partner organizations' assessment of students' applications and previous academic experience. This course may be counted toward the Entrepreneurship concentration. At the successful conclusion of the four-module sequence, students will qualify for recognition as entrepreneurial scholars of distinction.

The four-module course is designed to offer an increasingly immersive and intense experience based on the students' ownership for their learning and mentoring received from faculty and partner organizations. At the outset, students are introduced to *Rally* and EIA Boards, through participation in regularly scheduled meetings.<sup>1</sup> From these introductions, students quickly begin to observe and participate in *Rally* Accelerator curriculum and programming while continually communicating with EIA funders to develop a 360-degree understanding of the social enterprise development process. With this knowledge in hand, students will then be asked to apply their learning to specific tasks with assigned social enterprises within the *Rally* network. Through immersive interaction with various stakeholders in the social enterprise ecosystem, students will develop a network within the Central Florida communities.

At the conclusion of this course, students should be able to explain how:

- a social impact investment fund is formed and investment decisions made,
- nascent social enterprises develop their business models and present these models to potential investors,
- social entrepreneurial ventures overcome challenges on the road to success, and
- to utilize reflective thinking to monitor progress on individual goals while maximizing mentoring afforded through the course.

## COURSE PREREQUISITES

Successful completion of all FDN and DBC courses.

## COURSE REQUIREMENTS

Students are expected to complete the entire course across two-terms (four modules) from Fall 1 to Spring 2 (i.e., one academic year). At the end of each module, the faculty will meet with each student to discuss progress and continued participation in the course. Students who do not perform at an acceptable level may be asked to withdraw from the course and will thus not qualify for the recognition as entrepreneurial scholars of distinction.

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<sup>1</sup> Rally Board meets on the 3<sup>rd</sup> Thursday of each month @ 9:00AM; EIA meets **XX**. Students must be available during these meeting times to participate in the course.

# **Domestic Consulting Project - *Rally*: SE Accelerator - MBA611**

# Domestic Consulting Project - Rally: SE Accelerator - MBA611

## REQUIRED COURSE READINGS (see APPENDIX A for recommended readings)

### Module Fall 1:

1. *Getting beyond better: How social entrepreneurship works* by R.L. Martin, and S.R. Osberg
2. Select one of the following:
  - a. *How to change the world: Social entrepreneurs and the power of new ideas* by David Bornstein.
  - b. *Social Entrepreneurship: What everyone needs to know* by David Bornstein and Susan Davis.
  - c. *Rippling: How social entrepreneurs spread innovation throughout the world* by Beverly Schwartz and Bill Drayton.

### Module Fall 2:

1. *The B Corp Handbook: How to use business as a force for good* by Ryan Honeyman, Jay Coen Gilbert, Bart Houlahan (Foreword), and Andrew Kassoy
2. Select one of the following:
  - a. *All is a Startup: Launching a New Idea when everything is on the line* by Diana Kander
  - b. *The Homeless Entrepreneur* by Becky Blanton.

### Module Spring 1:

1. *Lean Startups for Social Change* by Michel Gelobter

### Module Spring 2:

1. *Measuring and Improving Social Impacts: A Guide for Nonprofits, Companies, and Impact Investors* by Marc J. Epstein and Kristi Yuthas

Deliverables for Each Module		
Module	Deliverable	Weight
Fall 1	Constructive Engagement, Attendance/ participation at board meetings/ faculty one-on-one, and Professionalism (assessed by faculty based on feedback from Rally & EIA partners)	30%
	Individual Reflection Papers at conclusion of each module (including references to assigned readings)	<u>70%</u>
		100%
Fall 2	Constructive Engagement, Attendance/ participation at board meetings/ faculty one-on-one, and Professionalism (assessed by faculty based on feedback from Rally & EIA partners)	30%
	Individual Reflection Papers at conclusion of each module (including references to assigned readings)	35%
	Board presentation	<u>35%</u>
		100%
Spring 1	Constructive Engagement, Attendance/ participation at board meetings/ faculty one-on-one, and Professionalism (assessed by faculty based on feedback from Rally & EIA partners)	30%
	Individual Reflection Papers at conclusion of each module (including references to assigned readings)	<u>70%</u>
		100%

## **Domestic Consulting Project - Rally: SE Accelerator - MBA611**

Spring 2	Constructive Engagement, Attendance/ participation at board meetings/ faculty one-on-one, and Professionalism (assessed by faculty based on feedback from Rally & EIA partners)	30%
	Individual Reflection Papers at conclusion of each module (including references to assigned readings)	35%
	Board presentation	<u>35%</u>
		100%

### **Grading Scale**

	PERCENTAGE*	DESCRIPTION
<b>A</b>	93-100	Indicates consistently excellent work, executed to a professional standard. Consultant quality - in other words, someone would pay you for it.
<b>A-</b>	90-92	Indicates consistently excellent work, superior to the expectations of a graduate student.
<b>B+</b>	87-89	Indicates work of the quality normally expected of a graduate student
<b>B</b>	83-86	
<b>B-</b>	80-82	Indicates work that is below the quality expected in graduate study
<b>C+</b>	77-79	Indicates work that is below the quality expected in graduate study, with particular disregard for assignment requirements, failure to demonstrate critical thinking, and /or poor writing
<b>C</b>	73-76	
<b>C-</b>	70-72	
<b>F</b>	69 or below	Indicates work that is unacceptable in graduate level of study. May also result from failure to submit course requirements in timely manner
<b>I</b>	Incomplete	Indicates that at the instructor's discretion and prior to semester's end, the student and instructor have agreed that outstanding work will be completed and the grade changed to A, B, C or F by the mid-term of the following semester

\*Normal mathematical rounding applies (e.g., 89.4 = 89; 89.5 = 90)

### **DESCRIPTIONS OF ASSIGNMENTS/DELIVERABLES**

#### **Individual reflection assignment:**

Each student will set individual goals for learning outcomes for each module and for the entire course. Students will review these goals with faculty at the beginning of each module and report progress through regular meetings with faculty as well as in reflection papers and presentations to Rally and EIA partners as noted in course deliverables. The following criteria are used to grade reflection papers and presentations.

1. Content: Extent to which the reflection papers and presentations includes adequate detail about the following:
  - a. Identify the goals set at the beginning of each module. Examples of goals might be:
    - i. Identify process improvement opportunities for the board and investment decision making process.
    - ii. Fully immerse within a start-up venture (*Rally* enterprise) to add value by applying MBA learning to specific enterprise

# Domestic Consulting Project - Rally: SE Accelerator - MBA611

- iii. Benchmark leaders of social entrepreneurial ventures to fully understand the leadership attributes and requirements to successfully lead a nascent venture.
  - b. Identify what you learned about yourself, the social enterprise ecosystem, *Rally* and EIA operations and investments during the module.
  - c. Describe specific concepts/theories/experiences most valuable in your learning (including assigned readings).
  - d. Identify how future behavior will be affected by your experiences in the course.
  - e. Track progress towards goals set for each module and for the program as a whole.
2. Organization and Creativity
    - a. Extent to which reflection papers and presentations are properly organized and flow in a coherent manner.
    - b. Extent to which reflection paper sections and/or sub-sections connect with one another.
  3. Grammar, Spelling, and Quality of writing
    - a. Extent to which language, format, and tone are appropriate for papers and presentations at for both the academic and practitioner audience.
    - b. Extent to which writing is professional – free of grammar, spelling mistakes, etc.

**L** = Look interested - get interested  
**I** = Involve yourself by responding  
**S** = Stay on target  
**T** = Test your understanding  
**E** = Evaluate the message  
**N** = Neutralise your feelings

<http://www.faculty.londondeanery.ac.uk/liste>

## **Constructive Engagement**

Not to be confused with attendance, constructive engagement is the practice of engaging with other participants during presentations and discussions with thoughtful and timely contributions. A minimum expectation is students attend regularly scheduled board meetings for *Rally* and EIA. Additionally, students are strongly encouraged to attend various Founder Talks and other specially organized sessions as part of the Accelerator curriculum.

- Students are responsible for recording and reporting their own attendance to meetings and trainings. A spreadsheet with details of meetings attended, outcomes, etc. may be included in reflection papers as documentation of participation. Faculty will consult with *Rally* and EIA partners to assess students' attendance, engagement, and professionalism.
- Opinions vary, civility is constant. You should feel free to question or disagree with others; however, such disagreement must be based on the idea and not the person. Respect for others is the "*sine qua non*" of great discussions and learning experiences.

## **These are the elements considered in evaluating Constructive Engagement:**

### **1. Are you a good listener?**

- Do you contribute to the learning environment by sharing your relevant business and personal experiences and those you read about?
- Do your comments show evidence of thorough analysis?
- Do you ask constructive questions of other students that help to deepen everyone's understanding?
- Do you distinguish between different kinds of data (i.e., facts and opinions)?
- Are you willing to share ideas and information in a collegial fashion?
- Are you willing to test new ideas, or are all comments "safe" (e.g., a repetition of the facts without new insights)?
- Are you willing to interact with other class members to help refine ideas?



# **Domestic Consulting Project - Rally: SE Accelerator - MBA611**

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- Do your comments build on earlier comments to advance the discussion or are you merely repeating earlier comments or raising points that do not fit into the current discussion?
- Do your comments incorporate concepts presented in lectures, readings and earlier cases?

## **2. Hierarchy of comments** – more comments toward the top of the hierarchy result in higher grade

**Stage 1:** Agreeing with someone else's statement

**Stage 2:** Describing events/content

**Stage 3:** Explaining events/ content

**Stage 4:** Demonstrating an understanding of the situation/problem

**Stage 5:** Synthesizing thoughts with knowledge developed during the discussion, prior analysis, and from readings/lectures to develop a higher level of understanding and recommendations

## **Disability Accommodation**

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Rollins is committed to equal access and does not discriminate unlawfully against persons with disabilities in its policies, procedures, programs or employment processes. The College recognizes its obligations under the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 to provide an environment that does not discriminate against persons with disabilities. If you are a person with a disability on this campus and anticipate needing any type of academic accommodations in order to participate in your classes, please make timely arrangements by disclosing this disability in writing to the Disability Services Office at (box 2613). Should you have questions, concerns or need support related to Accessibility Services, please call 407-975-6463 or email [Access@Rollins.edu](mailto:Access@Rollins.edu).

## **TITLE IX STATEMENT**

Rollins College is committed to making its campus a safe place for all. If a student tells a faculty or staff member about sexual misconduct involving members of the campus community, they are required to report this information to the Title IX Coordinator, Oriana Jiménez ([TitleIX@rollins.edu](mailto:TitleIX@rollins.edu) or 407-691-1773). If you have any questions or concerns regarding this statement or policy, contact the Title IX Coordinator. If you would prefer to speak to someone on campus confidentially, call the Wellness Center at 407-628-6340. They are not required to report any information you share.

Sexual misconduct includes sexual harassment, stalking, intimate partner violence (such as dating or domestic abuse), sexual assault, and any discrimination based on your sex, gender, gender identity, gender expression or sexual orientation that creates a hostile environment. For information, visit <http://www.rollins.edu/titleix/>

## **Crummer Academic Integrity Policy**

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As stated in the *Crummer Graduate School of Business Academic Integrity Policy*, faculty, students and staff are expected to uphold the highest level of ethical standards. This course requires that all students meet expectations of scholastic honesty. Plagiarism, collusion, or cheating in any form will not be tolerated. Failure to abide by these standards will result in full punishment as prescribed by the *Policy*. (<http://www.rollins.edu/business/student-services/student-academics/student-handbook.html>)

# Domestic Consulting Project - *Rally*: SE Accelerator - MBA611

## Course Schedule\*

Term/Module	Assignment	Deliverables
Fall/Module 1	One-on-one faculty meetings every 2 weeks <i>Rally</i> & EIA orientation Attend and participate in <i>Rally</i> & EIA board meetings Attend <i>Rally</i> Accelerator Programming as appropriate	Reflection paper
Fall/Module 2	One-on-one faculty meetings every 2 weeks Attend and participate in <i>Rally</i> & EIA board meetings Immersion experience with <i>Rally</i> enterprise Attend <i>Rally</i> Accelerator Programming as appropriate	Reflection paper and presentation
Spring/Module 1	One-on-one faculty meetings every 2 weeks Attend and participate in <i>Rally</i> & EIA board meetings Immersion experience with <i>Rally</i> enterprise Attend <i>Rally</i> Accelerator Programming as appropriate	Reflection paper
Spring/Module 2	One-on-one faculty meetings every 2 weeks Attend and participate in <i>Rally</i> & EIA board meetings Immersion experience with <i>Rally</i> enterprise Attend <i>Rally</i> Accelerator Programming as appropriate	Reflection paper and presentation

\*Much of the learning in this course is self-paced and individually scheduled. Each student will arrange mutually agreeable meeting times with faculty and attend *Rally* and EIA events as required. See Constructive Engagement section for recommendations on documenting participation and learning.

# **Domestic Consulting Project - Rally: SE Accelerator - MBA611**

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## **APPENDIX A**

### **Recommended Reading**

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The following books and articles, while not required, are worth reading for a deeper understanding of global marketing:

#### **Business built on values:**

- *Raising the Bar: Integrity and Passion in Life and Business: The Story of Clif Bar*, By Gary Erickson.
- *Do the KIND Thing: Think Boundlessly, Work Purposefully, Live Passionately* by Daniel Lubetzky
- *Ben & Jerry's: The Inside Scoop: How Two Real Guys Built a Business with a Social Conscience and a Sense of Humor* by Fred Lager
- *Start with Why* by Simon Sinek

#### **Overviews of the Social Entrepreneurship/ Enterprise Field:**

- *People, Planet, Profits* by Fisk, Peter (2010). Kogan Page Publishers
- *The New Entrepreneurial Leader: Developing Leaders who shape social and economic opportunity* by Danna Greenberg, Kate McKone-Sweet, H. James Wilson
- *Social Entrepreneurship for the 21<sup>st</sup> Century: Innovation Across the nonprofit, Private and Public Sectors* by Georgia Levenson Keohane
- *Change by Design* (HarperCollins, 2009) by Tim Brown (of IDEO)

#### **Textbooks:**

- *Understanding social entrepreneurship: The relentless pursuit of mission in an ever change world* by Jill Kickul and Thomas S. Lyons.
- *Business planning for enduring social impact: A social entrepreneurial approach to solving social problems* by Andrew Wok and Kelley Kreitz.
- *Managing and measuring social enterprise* by Rob Paton.
- *Social Entrepreneurship: A modern approach to social value creation* by Arthur C. Brooks

#### **International viewpoints**

- *The Fortune at the Bottom of the Pyramid* by C.K. Prahalad.
- *Entrepreneurial Solutions for Prosperity in BoP Markets* by Eric Kacou.
- *Base of the Pyramid 3.0: Sustainable Development through Innovation and Entrepreneurship* by Fernando Casado Caneque and Stuart L. Hart

#### **Useful Websites on Social Entrepreneurship**

- Social Enterprise Coalition – (<http://www.socialenterprise.org.uk> )
- SEEP Network – (<http://www.seepnetwork.org> ).
- Center for the Advancement of Social Entrepreneurship (CASE) at Duke University's Fuqua School of Business (<http://www.fuqua.duke.edu/centers/case> )
- Next Billion – a project of the World Resources Institute ([www.NextBillion.net](http://www.NextBillion.net))
- Change Makers - (<http://www.Changemakers.net> ) by Ashoka.
- The Skoll Foundation's Social Edge (<http://www.socialedge.org/> ).
- B Corporation <http://www.bcorporation.net/>



CRUMMER GRADUATE  
SCHOOL OF BUSINESS

### **Classroom Recording Policy**

We understand that some instructors desire to record classes or parts of a class; some may prefer to record every class while others record presentations. The following classrooms are equipped with recording software: 107, 108 and 222. In addition, WebEx is available in all classrooms. In most cases, instructors can record sessions on their own. If you haven't done it before or need a refresher, we can provide training along with a brief guide as to how to record classes.

We do not have a staff member dedicated to recording classes, but can provide assistance, when necessary. If you need someone to assist you with recording a class, the deadline to submit the request is 1 week before the module begins. Since these events are typically known ahead of time, this shouldn't be an inconvenience (it also enables us to plan staff time more effectively). There's no guarantee that late requests can be fulfilled.

If you need special assistance with recording, please submit your request to the Associate Dean for Academics.

# Template of Course Evaluation 2018

The careful appraisal by students of the instruction they are receiving is of real value to their instructors. Each of the items below deals with a characteristic of instruction which is deemed to be important. Please use your best judgment and note your evaluation by selecting the appropriate scale number for each item.

Your responses to this online Course Evaluation will remain anonymous and confidential. The instructor will receive a summary report with a listing of all comments. No instructor will ever see the names of individual respondents.

**In your opinion, did your instructor demonstrate the following:**

## 1. Please use the scale for each question below

	Poor	Unsatisfactory	Neutral	Good	Excellent
Clarity regarding the course objectives?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help you learn the course objectives?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to communicate ideas and information?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparedness for each meeting?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effective use of class time?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accessibility outside of course meeting time (office hours, e-mail, phone)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation of the course materials?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incorporate experiential learning (cases, projects, simulations)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge of the subject?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enthusiasm in teaching this course?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your overall evaluation of the instructor?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your overall evaluation of the course?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**2. Did the Course:**

	YES	NO
Relate course content to leadership?	<input type="radio"/>	<input type="radio"/>
Incorporate discussion of global issues?	<input type="radio"/>	<input type="radio"/>
Incorporate discussion of ethics issues?	<input type="radio"/>	<input type="radio"/>

**Student Comments**

**Additional comments, whether they deal with a specific question or are of a general nature, are extremely helpful to your instructor in improving teaching performance. In this sense, your comments are solicited, and space provided for them.**

**3. Please list the major strengths and weaknesses of this course. (type "None" if applicable).**

**4. Please include any additional comments you wish to make.**

## **CRUMMER POLICY FOR WEEK 4 TRAVEL COURSES**

The Crummer faculty has approved Week 4 of each term as “travel week”, when students may travel overseas with their cohort for INTG 605 (Int’l Business Experience), for ICE Global Consulting, or in an INTL elective course.

Crummer faculty should be aware that such travel courses are usually intensive, with students scheduled for a full day of activities throughout the week. Furthermore, factors such as travel fatigue and jet-lag can impose stress on students when they travel. Also, depending on the location, students may have limited or no access to the internet. For these reasons, the Crummer faculty has agreed that students will not be required to complete academic work while traveling overseas in Week 4 as part of a Crummer course and should be granted extended time to submit any regular assignments expected in Week 4.

Students should not be penalized for not attending class in Week 4 when they are traveling on a Crummer course, nor should they be expected to complete any make-up work that is not required from students who do not travel.