



FISHER

COLLEGE OF BUSINESS

BUS-MHR 2292

Autumn Semester, 2016

Course Coordinator: Ty Shepfer, Senior Lecturer & Director of the Honors Cohort Program
352 Fisher Hall
Shepfer.2@osu.edu
614-292-4395

Lecturers: **Jeff Rodek** **Marc Ankerman** **Tony Wells** **David E. Freel** **Ty Shepfer**

OFFICE APPOINTMENTS:

You are expected to work through issues with your Recitation Leader (Graduate Teaching Assistant) before setting up an appointment with Professor Shepfer. Professor Shepfer is available to discuss any issues of concern to you on an individual or group basis. Email him to make an appointment for an office visit. He also has regularly scheduled office hours:

- Tuesday from 7:00 – 8:00 am @ Buckeye Donuts on High Street,
- Thursday from 7:30 – 8:30 am @ Fisher Hall 352

If you would like to meet with one of the other Lecturers, send them an email to request an appointment.

GRADUATE TEACHING ASSISTANT CONTACT INFORMATION:

Name:	Email:
Katie DeFusco	defusco.3@osu.edu
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GENERAL COURSE INFORMATION

BUS-MHR 2292 utilizes Canvas to post important information such as the syllabus, grades, announcements, articles, etc.: <http://www.carmen.osu.edu>

- **Username and password:** You will use the same username and password to log in to Canvas as you use to check your OSU e-mail, register online for classes, and enable Internet access in OIT student computer labs. The username utilized is known as your **OSU Internet username**, which takes the form of “lastname.#” (for example, “brutus.2015”).

Student Contact Information

Your Graduate Teaching Assistant will use your **OSU E-mail account** to contact you with important class information. To activate your account, visit <http://www.oit.ohio-state.edu/userpass.html> (click on How to ACTIVATE) or Call 614-688-HELP

COURSE DESCRIPTION:

BUS-MHR 2292 is the introductory course required of all undergraduate students in The Fisher College of Business. The course format is a weekly lecture, and a weekly recitation section. This course introduces students to the role of business in the lives of individuals, consumers, employees, and citizens. It introduces the concept of ethical leadership and emphasizes both oral and written communication skills for the business environment.

COURSE OBJECTIVES:

The objective of this course are to create a dynamic classroom experience where peer-to-peer learning is encouraged. Readings, assignments, projects and activities will be provided to allow each student to:

1. Recognize and appreciate various types of businesses, their purposes, how they serve their stakeholders, and how they compete in a global economy.
2. Identify how individuals are measured and rewarded in a business and how to exceed expectations to best learn and grow in an organization.
3. Develop skills and strategies needed to attain career goals and develop correspondence appropriate to the job search.
4. Demonstrate an understanding of the emerging businesses focused on social entrepreneurship and corporate social responsibility.
5. Recognize and understand the intangible value of ethics and integrity to leadership from both a US and global perspective.
6. Identify your ethical perspective and the perspectives of others, and the importance of alternative ethical perspectives and values to decision-making.
7. Demonstrate oral communication skills through individual and group presentation settings.
8. Practice the principles of written business communication and to plan, edit, and revise written work consistent with professional standards.
9. Write various business correspondences for targeted audiences including internal and external to the business organization.
10. Select and use appropriate writing formats and graphic aids to effectively and efficiently communicate a message.

REQUIRED MATERIALS:

There are two items that must be purchased for this class:

1. A course packet is utilized for the required reading materials: Business Skills and Environment:
 - a. A hard copy can be purchased at Barnes & Noble or SBX under ISBN: 9781259965425
 - b. OR direct purchase of a hard copy of the book is also available at: <http://shop.mheducation.com/mhshop/productDetails?isbn=1259965422> (Cost is \$65)
 - c. OR an EBook can be purchased at: <https://create.mheducation.com/shop/> (enter ISBN: 9781308722825) (Cost is \$65)
2. The Ethical Lens Inventory (ELI) is a mandatory assessment that you must purchase through www.ethicsgame.com. Each recitation will have a unique class code – do not start or purchase the ELI before instructed to do so because the links must be enabled. (Cost is \$15.00)

CLASSROOM ENVIRONMENT:

This course contains a mix of lectures, classroom discussions, student presentations and team/individual exercises. Classroom dialogue is a critical component to the learning experience and your participation will be a significant portion of your grade. Students are expected to have read the course material prior to coming to class and be prepared to discuss the readings. It is expected that your interactions will be well informed, constructive and respectful.

Laptops, cell phones or any other electronic devices will not be permitted during class time unless otherwise stated. Please silence your phones during class. Classes will begin on time and it is expected for all students to be in their seats when class begins.

If you would like to use your laptop during lecture, you must sit in the first 5 rows of the class.

GRADE APPEAL POLICY:

Grades on exams, presentations and assignments are intended to reflect the overall quality of performance of the student(s). If you think your grade on an exam or assignment does not reflect the quality of your performance, you must:

- **Step 1:** Submit a clear written explanation of your reasoning *within one week after the return of your assignment or test* to your Graduate Teaching Assistant. The written document need not be long, but must clearly identify the problem or issue of concern. Any grade appeals must be conducted in writing. Your Graduate Teaching Assistant will carefully consider all such appeals and they reserve the right to re-grade all portions of an assignment or test. *There will be no grading appeals after the one-week deadline has passed.*
- **Step 2:** The Graduate Teaching Assistant will review and respond to the appeal
- **Step 3:** If you are still not satisfied with the outcome, submit your appeal to the Course Coordinator, Ty Shepfer, who will review it and make a final decision. The grade given to you by Professor Shepfer will be the grade that you receive for the assignment regardless if it is the same, higher or lower.

STUDENTS WITH DISABILITIES:

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let your Recitation Leader know immediately so that they can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with your Recitation Leader as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

- **SLDS contact information:** slds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

STANDARDS OF INTEGRITY & CONDUCT:

Each student in this course is expected to be familiar with and abide by the principles and standards set forth in The Ohio State University's code of student conduct and code of academic conduct. You can view these documents or download pdf versions at:

http://studentaffairs.osu.edu/resource_csc.asp and <http://oaa.osu.edu/coam/faq.html#academicmisconductstatement>

It is also expected that each student will behave in a manner that is consistent with the Fisher Honor Statement, which reads as follows:

As a member of the Fisher College of Business Community, I am personally committed to the highest standards of behavior. Honesty and integrity are the foundations from which I will measure my actions. I will hold myself accountable to adhere to those standards. As a future leader in the community and business environment, I pledge to live by these principles and celebrate those who share these ideals.

While most students have high standards and behave honorably, like every academic institution we sometimes encounter cases of academic misconduct. It is the obligation of students and faculty to report suspected cases of academic and student misconduct. Students can report suspected violations of academic integrity or student misconduct to faculty or to a program's leadership. All reported cases of academic misconduct are actively pursued and confidentiality is maintained.

If a Professor or Recitation Leader suspects that a student has committed academic misconduct in this course, he or she is obligated by University Rules to report suspicions to the Committee on Academic Misconduct (COAM). If COAM determines that you have violated the University's Code of Student Conduct, the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

COURSE REQUIREMENTS:

Assignment/Activity	Number of Points
1. Class contribution as evaluated by your peers	30
2. Class contribution/attendance as evaluated by your instructor	50
3. Pop quizzes (10 points each)	50
4. QUIC modules completion	15
5. Resume completion	15
6. LinkedIn profile completion	15
7. Individual oral presentation	50
8. Individual written assignment #1	50
9. Midterm examination	100
10. Ethical lens inventory completion	30
11. Group presentation & handout	100
12. Individual written assignment #2	60
13. In class group exercise/presentation	35
14. Final Exam	100
TOTAL	700

1. Class contribution as evaluated by your peers (30 points)

This class contains a great deal of group work and team projects, both inside and outside of class. Constructive performance feedback will be emphasized throughout the course. At the end of the semester, each team member will have the opportunity to evaluate one another's performance (see the peer-to-peer evaluation form at the end of the syllabus for more details).

2. Class contribution/attendance as evaluated by your instructor (50 points)

It is expected that you attend the lecture and the recitation every week. Classroom discussions will serve as a critical component to the learning experience and to your professional development. Speaking in front of a classroom of peers or a board room of business executives can be difficult and uncomfortable, however, with practice, nervous tendencies will lessen. Each class session will include opportunities to discuss the reading material or current events. There will also be impromptu speaking opportunities. It is expected that your interactions will be well informed, constructive and respectful. Some key items that will be considered by your Instructor include:

- Frequency: You regularly attend and contribute to class discussion
- Quality: You contribute quality comments and advance the discussion forward
- Respect: You take seriously what your peers say and when you disagree, you do so respectfully
- Listening: You listen attentively to other students and to the instructor

Students will be called upon if needed but voluntary participation is what will be most important for your grade. It is up to you to ask for feedback on your class contribution. Below are two general examples to give you an idea on what you might be able to expect for your grade in this category:

- Show up to all classes and significantly contribute in almost all class discussions and projects – A (93% or greater)
- Show up to all classes but don't contribute in any class discussions – D (~66%)

As a general rule, please follow the 4 P's*:

1. **Preparation** – complete all required out of class work prior to coming to class
2. **Presence** – If the student is not present, she or he cannot learn and, more important, cannot add her or his unique thoughts and insight to the group discussion.
3. **Promptness** – Students who enter the classroom late disrupt the discussion and deprecate the decorum of the process.
4. **Participation** – Each student's learning is best facilitated by regular participation. More important, the student has the responsibility to share his or her understanding and judgement with the class to advance the group's collective skills and knowledge.

**From Harvard Business Review's "A Guide to Case Analysis."*

3. Pop quizzes (50 points total, 10 points each)

There will be 5 unannounced pop quizzes that will take place during lecture or recitation. For students enrolled in the online lecture, all quizzes will take place during recitation. Each quiz will be based on the content and associated articles from the prior and current class meeting. No quiz will be dropped.

4. QUIC modules completion (15 points)

You will be required to complete the QUIC modules as assigned by the Office of Career Management. Additional details will be provided on the course website.

5. Resume completion (15 points)

You will be required to turn in a hard copy of your resume. Additional details will be provided on the course website.

6. LinkedIn profile completion (15 points)

You will be required to complete a LinkedIn profile. Additional details will be provided on the course website.

7. Individual oral presentation (50 points)

Students will have the opportunity to choose a company that you might want to work for some day. You will be responsible for developing a 3 minute presentation. Additional details will be provided on the course website.

8. Individual written assignment #1 (50 points)

Students will be required to write a one page paper (not including attachments) conducting a SWOT analysis for a chosen organization. Additional details will be provided on the course website.

9. Midterm exam (100 points)

All material covered in the class and the readings are "fair game" for the midterm. The midterm will contain multiple choice questions.

10. Ethical lens inventory completion (30 points)

You will need to access and complete the Ethics Lens Inventory and bring the 2 page summary to class. Please do not complete the ELI before instructed to do so as there is a link that must be enabled. The cost of taking this assessment is \$15.00.

11. Group presentation & handout (100 points)

Your group will select, research and orally present an example of ethical leadership and decision making or the failure of such. Each team member will be required to present as part of this presentation. A more detailed scoring rubric with expectations of content will be provided on the course website.

12. Individual Written Assignment #2 (60 points)

Students will be required to write a one page paper (not including attachments) that analyzes an organization's Corporate Social Responsibility report. Additional details will be provided on the course website.

13. In class group presentation/exercise (35 points)

Details of this exercise will not be provided until the day of the class when this takes place.

14. Final Exam (100 points)

All material covered in the class and the readings are “fair game” for the final.

LATE ASSIGNMENTS:

A hard copy of assignments are due at the beginning of class and an electronic copy is due on the course website, unless otherwise indicated. Any assignment that is turned in late will be reduced in half. Any assignment that is not turned in 24 hours after the due date will not be accepted and will count as zero.

GRADING SCALE

Final grades are calculated based on point values. There are a total of 700 points. The BSBA program recommends a mean GPA of 2.9 – 3.2 for this, and all other business core classes. The actual grade assigned will be based on what you earn and there will be no rounding up of grades. All sections of 2292 follow the same grading policy.

Grading Scale			
Points	Grade	Points	Grade
651 - 700	A	546 - 559	C+
630 - 650	A-	511 - 545	C
616 - 629	B+	490 - 510	C-
581 - 615	B	476 - 489	D+
560 - 580	B-	441 - 475	D
		less than 441	F

LECTURE & RECITATION SCHEDULE:

- Face to face lectures are held on Friday's in Schoenbaum 105 at 8:00 am and 11:30 am. Half of the class is enrolled in the virtual lecture and they will receive a link to the lecture video on Friday afternoon via Canvas. It should be watched prior to your recitation the following week. Ensure you check your schedule to ensure which lecture you are in, so that you attend the correct one.
- Readings should be completed prior to lecture
- The schedule is subject to change

Week #1

RECITATION: Wednesday, August 24	<ul style="list-style-type: none"> • Class introductions • Syllabus overview • Student questionnaire completion • Introduction of first presentation • Introduction of individual written assignment #1 	Recitation Leader
LECTURE: Friday, August 26	<ul style="list-style-type: none"> • COURSE OVERVIEW, INTRODUCTION AND THE SWOT ANALYSIS <p><i>Readings:</i></p> <ul style="list-style-type: none"> • None required 	Ty Shepfer

Week #2

RECITATION: Wednesday, August 31	<ul style="list-style-type: none"> • Team Assignments & Team Activity • SWOT analysis and research • T3 and IGP and first presentation discussion • Individual written assignment #1 discussion 	Recitation Leader
LECTURE: Friday, September 2	<ul style="list-style-type: none"> • TEAM SELECTION, SHARING THE WORK, TUCKMAN'S FORM, STORM, NORM, PERFORM MODEL, BUSINESS WRITING AND COMMUNICATION SKILLS <p><i>Readings/Videos:</i></p> <ul style="list-style-type: none"> • Planning Writing and Revising, Module 4. Locker and Kaczmarek, 6th edition. McGraw Hill. Out of Business Communication Building Critical Skills. 2014. Pages 79-92 in the course packet. • How to Grab Your Audience's Attention by Nick Morgan. Pages 72-73 in the course packet. • Lessons in Public Speaking from Recent Presidents. Pages 76-78 in the course packet. • Watch two online videos (T3 and IGP by Professor Marc Ankerman), located on Canvas under the week #2 module 	Marc Ankerman

Week #3

RECITATION: Wednesday, September 7	<ul style="list-style-type: none"> • Individual Presentations (Team #1, #2, #3, #4) • Individual presentation practice and additional presentation skill building • Tuckman's model 	Recitation Leader
LECTURE: Friday, September 9	<ul style="list-style-type: none"> • TYPES OF BUSINESSES, VISION AND MISSION STATEMENTS, TITLES/FUNCTIONS <p><i>Readings:</i></p> <ul style="list-style-type: none"> • "Organizing the Enterprise: Which Form is Best for You?" Oct 30, 2004. Pages 3-20 in the course packet. 	Jeff Rodek

	<ul style="list-style-type: none"> • “Can You Say What Your Strategy Is?” Collins, etc. HBR, April, 2008. Pages 21-31 in the course packet. <p>Questions to prepare for lecture:</p> <ol style="list-style-type: none"> 1. What are the three main legal types of business structures? 2. What is the difference between a business’s Vision statement and their Mission Statement? 	
Week #4		
RECITATION: Wednesday, September 14	<ul style="list-style-type: none"> • Individual Presentations (Team #5, #6, #7, #8) • Individual Written Assignment #1 Due • Types of Businesses, Mission & Vision Statements, Titles/Functions 	Recitation Leader
LECTURE: Friday, September 16 VIA VIDEO FOR ALL	<ul style="list-style-type: none"> • VALUE CHAIN & CAPITALISM • The face to face lecture is cancelled on this day. A link will be provided to all students. <p>Readings:</p> <ul style="list-style-type: none"> • “Market Segmentation, Target Market Selection, and Positioning” Pages 37-41 in the course packet. • “Why Capitalism has an Image Problem”, <i>WSJ, July 28029, 2012</i>. See link to article in the course packet. <p>Questions to prepare for lecture:</p> <ol style="list-style-type: none"> 1. What are the key elements of Market segmentation and what might be changing regarding who might control a business’s brand? 2. What is Capitalism and why may it be getting a bad name? 3. What can and should be done to improve Capitalism to improve its image? 	Jeff Rodek
Week #5		
RECITATION: Wednesday, September 21	<ul style="list-style-type: none"> • Presentation by the Office of Career Management • Resumes due 	Recitation Leader
LECTURE: Friday, September 23	<ul style="list-style-type: none"> • LEADERSHIP INTEGRITY <p>Readings:</p> <ul style="list-style-type: none"> • “Value Shift,” Paine, Lynn Sharp. 2004 in Business Ethics: Decision Making for Personal Integrity and Social Responsibility, by Hartman, Laura P.; DesJardins, Joe. McGraw-Hill, 2010. Pages 94-99 in the course packet. • “What the Best Business Leaders do Best.” Rucci, Anthony J. <u>In the 21st Century Executive: Innovative Practices for Building Leadership at the Top</u>, by Silzer, Rob; Pfeiffer Wiley. John Wiley and Sons, Inc. 2000. Pages 100-120 in the course packet. <p>Questions to prepare for lecture:</p> <ol style="list-style-type: none"> 1. What do the terms Ethics and Business Ethics mean? 2. Why is it important to discuss Ethics in relation to business? 3. What are five reasons why business values have “shifted?” 4. Who are your ethical role models and what values do they exhibit that have influenced your view of ethics/integrity? 5. Who does Principled Leadership mean and what are the three P’s? 	David Freel

Week #6

RECITATION: Wednesday, September 28	<ul style="list-style-type: none"> • LinkedIn Profiles due • Leadership Integrity • Introduction to group presentation/handout • Review for Mid-term 	Recitation Leader
LECTURE: Friday, September 30	<ul style="list-style-type: none"> • GROWING A BUSINESS, PERFORMING WELL & THE PAY GAP <p>Readings:</p> <ul style="list-style-type: none"> • “How to Write a Great Business Plan”, HBR, <i>William Sahlman</i>, July 1997. Pages 43-54 in the course packet. • “5 Steps to a Performance Evaluation System”. See link to article in the course packet. • “What Your Leader Expects from You”, pages 1-5, <i>Bossidy</i>, HBR, <i>April 2007</i>, Pages 59-69 in the course packet. • “Voter discord over wages isn’t easily resolved”, WSJ, A2, Aug. 8, 2016. Posted to Canvas under the Week #6 module. • “Why the Democrats have turned left”, WSJ, A11, July 23-24, 2016. Posted to Canvas under the Week #6 module. • “Obama’s misguided obsession with inequality”, WSJ, Dec 23, 2013. Posted to Canvas under the Week #6 module. <p>Questions to prepare for lecture:</p> <ol style="list-style-type: none"> 1. If you are evaluating a new revenue opportunity, such as a new product launch, what are some questions you might ask regarding the people in charge of this program? About the customer? 2. Have the rich been getting richer and why might rage against the 1% be valid or misplaced? What solutions are you hearing <i>out there</i>? 3. What is the difference between a Pay Philosophy and a Pay Structure? 4. What are the primary goals of a performance evaluation system? 5. What are the five steps to develop a system? 6. What are some guidelines for giving feedback to an employee? 7. What are the normal disciplinary procedures? 8. What are 5 things you can do to positively impact your own performance? 	Jeff Rodek

Week #7

RECITATION: Wednesday, October 5	<ul style="list-style-type: none"> • Career Management Modules due • Mid-term Examination 	Recitation Leader
LECTURE: Friday, October 7	<ul style="list-style-type: none"> • OUR ETHICAL LENS (PERSPECTIVE) <p>Readings:</p> <ul style="list-style-type: none"> • “Starting Assumptions for Giving Voice to Values.” Gentile, Mary C. in Giving Voice to Values Curriculum, Babson College. Pages 131-133 in the course packet. <p>Questions to prepare for lecture:</p> <ol style="list-style-type: none"> 1. What is your lens (perspective) and what does it mean? Does it accurately reflect your values? 2. Why is it important to your leadership to know the strengths and weaknesses of your own perspective in approaching difficult ethical challenges? 	David Freel

	3. What are the four lenses and what are their differences? 4. Can others have different, yet ethical outlooks on the same events? Can those alternative approaches assist your leadership and ethical decision-making in facing a tough ethics challenge?	
Week #8		
RECITATION: Wednesday, October 12	<ul style="list-style-type: none"> • Our ethical lens (perspective) • Hydro Quebec Case • Business writing skills: email etiquette 	David Freel
LECTURE: Friday, October 14	<ul style="list-style-type: none"> • OFF – Fall Break 	
Week #9		
RECITATION: Wednesday, October 19	<ul style="list-style-type: none"> • Business writing skills: email etiquette • The use of PowerPoint • Group presentation/handout check-in and work shop 	Recitation Leader
LECTURE: Friday, October 21	<ul style="list-style-type: none"> • ETHICAL DECISION MAKING & CHALLENGES TO DOING THE “RIGHT” THING <p>Readings:</p> <ul style="list-style-type: none"> • “Ethics: A Basic Framework.” Paine, Lynn Sharp. 10/12/2006, revised 5/15/2007. Harvard Business School Publishing. Pages 123-128 in the course packet. • “An Action Framework for Giving Voice to Values.” Gentile, Mary C. In Giving a Voice to Values, 2010. Babson College, Giving Voice to Values, 2012. Pages 167-168 in the course packet. <p>Questions to prepare for lecture:</p> <ol style="list-style-type: none"> 1. What are the four steps in Paine’s decision-making process? 2. What are the reasons to consider a framework, rather than solely instinct or gut to make significant ethics decisions? 3. What is a stakeholder? Give examples. 4. Define duties, rights, best practices, and commitments. 5. How do the lenses (perspectives) of others and your core values help you define these and consider ethical alternatives in making a difficult decision? 	David Freel
Week #10		
RECITATION: Wednesday, October 26	<ul style="list-style-type: none"> • In class ethical dilemmas <p>Readings:</p> <ul style="list-style-type: none"> • “An Ethical Hero or a Failed Businessman?” In Business Ethics: Decision Making for Personal Integrity and Social Responsibility, by Hartman, Laura P.; DesJardins, Joe. McGraw-Hill 2010. Pages 140-146 in the course packet. • “Bend the Rules: Problem Solving Strategies for Quiet Leaders.” Badaracco, Joseph L., Jr. 2/11/2002, Harvard Business School Press. Pages 147-164 in the course packet. <p>Questions to prepare for lecture:</p>	Recitation Leader

	<ol style="list-style-type: none"> 1. Describe stakeholders in the tragedy of Aaron Feuerstein's Malden Mills "Polartec" business – did all agree with his decisions in facing two ethical alternatives? Why is this important to achieving the best ethical outcome? 2. How did the Bend the Rules characters honor the spirit of the rules, and bend, but not break them? What ethical options does Badaracco endorse? 3. How are "quiet leaders" and how can they offer creative ethical alternatives? 4. Describe the four of the rationalizations that create hurdles to ethical decisions. 5. Describe four of the solutions or strategies to avoid hurdles to ethical decisions. 6. Would an objective, decision-making process that incorporates diverse views, alternatives, and solutions enhance ethical leadership? 	
LECTURE: Friday, October 28	<ul style="list-style-type: none"> • CORPORATE SOCIAL RESPONSIBILITY & SHARED VALUE PRINCIPALS <p>Readings:</p> <ul style="list-style-type: none"> • "Creating Shared Value," Porter. 2011. Pages 171-187 in the course packet. • "The Hidden Cost of Cause Marketing," Elkenberry 2009. Stanford Social Innovation Review. See link to article in the course packet. • "Is There a Culture of Secrecy Behind Corporate Responsibility," Business Ethics: Magazine of Corporate Responsibility, 2010. See link to article in the course packet. <p>Questions to prepare for lecture:</p> <p><i>Corporate Social Responsibility vs. Corporate Shared Value:</i></p> <ol style="list-style-type: none"> 1. Be prepared to discuss the merits of Porter's recommendations vs. traditional corporate social responsibility <ol style="list-style-type: none"> 1. Can the examples in the article be applied across all industries and organizations of different sizes? 2. Analyze organizations from previous lectures to make recommendations for new CSV initiatives <p><i>The Hidden Cost of Cause Marketing:</i></p> <ol style="list-style-type: none"> 1. Discuss the advantages to nonprofits and business by creating a Cause Marketing Program. 2. Discuss the disadvantages to nonprofits and business by creating a Cause Marketing Program 3. What are the merits of the author's arguments against Cause Marketing <p><i>Overall Discussion:</i></p> <ol style="list-style-type: none"> 1. What creates more long-term value for society and business; CSR, CSV or Cause Marketing? 	Tony Wells
Week #11		
RECITATION: Wednesday, November 2	<ul style="list-style-type: none"> • Group Presentations/Handouts: Team #6, #7, #8 and Group Paper: Team #6, #7, #8 • Corporate Social Responsibility & Shared Value Principals • Challenges to doing the "right" thing • Introduction to written assignment #2 	Recitation Leader
LECTURE: Friday, November 4	<ul style="list-style-type: none"> • NONPROFITS, CHARITABLE GIVING & CHANGING PERCEPTIONS <p>Readings:</p> <ul style="list-style-type: none"> • "Should Nonprofits Seek Profits", Foster W., Bradach J.. Harvard Business Review, February 2005. Pages 197-206 in the course packet. <p>Questions to prepare for lecture:</p> <ol style="list-style-type: none"> 1. What are the motivations that encourage nonprofits to pursue new earned income social enterprise activities? 	Tony Wells

	2. Discuss the challenges for nonprofit to become more businesslike. Discuss the author's suggestion that any new ventures should address social needs first before considering financial returns.	
Week #12		
RECITATION: Wednesday, November 9	<ul style="list-style-type: none"> Group Presentations/Handouts: Team #3, #4, #5 and Group Paper: Team #3, #4, #5 	Recitation Leader
LECTURE: Friday, November 11	<ul style="list-style-type: none"> OFF – VETERAN'S DAY. You are encouraged to participate in Fisher Impact Day to honor of our Veterans (this is an organized half day of community service). 	
Week #13		
RECITATION: Wednesday, November 16	<ul style="list-style-type: none"> Group Presentations/Handouts: Team #1, #2 and Group Paper: Team #1, #2 Nonprofits, Charitable Giving & Changing Perceptions Individual written assignment #2 check-in 	Recitation Leader
LECTURE: Friday, November 18	<ul style="list-style-type: none"> SOCIAL ENTERPRISE – A NEW HYBRID BUSINESS MODEL <p>Readings:</p> <ul style="list-style-type: none"> “A New Approach to Funding Social Enterprises,” Harvard Business Review, January-February 2012. Pages 189-195 in the course packet. “In Search of the Hybrid Ideal,” Stanford Social Innovation Review, Summer 2012. See link to article in the course packet. <p>Questions to prepare for lecture:</p> <ol style="list-style-type: none"> Discuss the motivations of investors for social enterprises compared to traditional investments. What will change for impact investing for social enterprises if the economy grows or contracts? Discuss your expectations for a blended model of both social and financial returns on your future investments. What are the employment and management pros and cons for a Social Enterprise? What are the ethical challenges of a business providing more activities that are social and for charities providing activities that are more business like? Will private foundations become the new venture capitalist for Social Impact Investing? 	Tony Wells
Week #14		
RECITATION: Wednesday, November 23	<ul style="list-style-type: none"> OFF – Thanksgiving Break 	
LECTURE: Friday, November 25	<ul style="list-style-type: none"> OFF – Thanksgiving Break 	
Week #15		
RECITATION: Wednesday, November 30	<ul style="list-style-type: none"> Social Enterprise – a New Hybrid Model Individual Written Assignment #2 Due In class group presentation exercise 	Recitation Leader
LECTURE: Friday, December 2	<ul style="list-style-type: none"> HOW TO PLAY TO YOUR STRENGTHS, COURSE WRAP UP & REVIEW <p>Readings:</p>	Ty Shepfer

	<ul style="list-style-type: none"> • “How to Play to Your Strengths,” Harvard Business Review by Laura Morgan Roberts. January, 2005. Pages 215-220 of the course packet. <p>Questions to prepare for lecture:</p> <ol style="list-style-type: none"> 1. What would you identify as your biggest strength? 2. What are you doing to improve on your biggest strength? 3. What else can you be doing to enhance your strength? 	
Week #16		
RECITATION: Wednesday, December 7	<ul style="list-style-type: none"> • Peer-to-peer evaluations due • How to play to your strengths exercise • Final exam review 	

- *We will have a common final exam time for all sections during finals week on Tuesday, December 13 at 8:00 pm. Your recitation leader will provide you with the location.*

PEER-TO-PEER STUDENT EVALUATION FORM

Name: _____

Group #: _____

Day/Time of Recitation: _____

Description: This document is confidential and will only be shared with your Instructor. It will count towards 30 points of your final grade and it will be due during the last recitation meeting unless otherwise stated by your Recitation Leader. Late submissions (within the 24 hour time frame), will result in a 15 point deduction off your personal score.

Instructions: Write down the name of each person in your group, **including yourself (failure to do so will result in a 5 point deduction)**. Rate each person by entering a recommended score out of 30. The three dimensions are listed to assist you with your overall evaluation. The only score that will be considered for your actual grade is the one out of 30 points. The overall average from each person in your group, including yourself will determine your peer to peer score.

Name	Dimension			<u>Recommended score out of 30 :</u>
	<u>I.</u>	<u>II.</u>	<u>III.</u>	
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

- I. **Task Orientation.** The extent to which the person coordinates individual efforts with group members' efforts in order to attain the goals of the group.
 C = Unsatisfactory. Usually exhibits uncooperative behavior.
 B = Competent. Organizes assignments to enable group to achieve average grade.
 A = Excellent. Comes to meetings with prepared notes and schedules; coordinates group discussions.
- II. **Attendance.** The extent to which the person shows up for scheduled meetings unless otherwise excused.
 C = Unsatisfactory. Frequently misses meetings; rarely arrives on time or stays for entire meeting.
 B = Competent. Attends the majority of meetings; meetings missed are excused absences; occasionally arrives late or leave early.
 A = Excellent. Shows up for all scheduled meetings on time and stays for the duration of the meeting.
- III. **Preparation.** The extent to which the person completes assigned work in an efficient and punctual manner, and offers assistance on associated assignments.
 C = Unsatisfactory. Less than 50% of the time the person completes assignments, turns in assignments, or offers help in paper preparation.
 B = Competent. Completes assignments in a reasonable period of time, and offers assistance in paper preparation.
 A = Excellent. Does more than 100% of the assigned portion, works ahead, and completes assignments in an efficient and punctual manner.