

11-7-2017

## Minutes, Crummer Graduate School of Business Faculty Meeting, Tuesday, November 7, 2017

Crummer Graduate School of Business Faculty

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Crummer Graduate School of Business Faculty, "Minutes, Crummer Graduate School of Business Faculty Meeting, Tuesday, November 7, 2017" (2017). *Crummer Graduate School of Business Minutes and Reports*. 95.  
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**Roy E. Crummer Graduate School of Business  
Rollins College  
Crummer Faculty/Staff Meeting Agenda**

**November 7, 2017  
Room 107  
11:30am – 1:00pm**

**Faculty Items..... Deborah Crown**

**Approval of Minutes.....Deborah Crown**

**Marketing/Communications Brief.....Craig Kaufman**

**Corporate Social Responsibility.....Mark Johnston/Kecia Carroll**

**Curriculum Committee.....Halil Kiymaz**

**EMBA Redesign Proposal.....Keenan Yoho**

**Proposed Revisions to the Crummer Bylaws.....Bill Seyfried**

**Proposed Revisions to the Academic Integrity Policy.....,.....Mark Johnston**

**Other Business.....**

**Meeting Adjourned.....Deborah Crown**

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

**November 7, 2017  
Room 107  
11:30am – 1:00pm**

**Those Present: Listed below as they joined the meeting**

**Faculty Items..... Bill Seyfried**

**Tenured Faculty only: Conway, Correa, Johnson, Johnston, Kiymaz, Marshall, McAllaster, Seyfried, and Whittingham**

- **The PRC met to review the application for tenure for Keenan Yoho. They recommend that he receives tenure. He has exceeded the qualifications for approval. This was a meeting to notify the tenured faculty of the recommendation.**

**Faculty listed above plus: Yoho, Kizer, Turkanik, McAlindon, Ozcan, Simsek, Jentsch, Grimm, and Amoah**

- **Update of the search for Management Candidate: We have a strong candidate but was leaning Entrepreneurship rather than leadership. We are bringing in an additional candidate for consideration for possibly a second hire.**

**Faculty listed above plus staff: Pam Clark, Lynda Boyce, Jackie Brito, Susan Singer, Steve Gauthier, Pat Schoknecht, Wes Naylor, Mike Kazazis, Dawn Nagy, Jane Trnka, Millie Erichsen, Carlene Sterling, Craig Kaufman, Cari Coast, Margaret Linnane, Kecia Carroll**

**Marketing/Communications Brief.....Craig Kaufman  
See attached PowerPoint**

**Corporate Social Responsibility.....Mark Johnston/Kecia Carroll  
Kecia helps promote and explain the importance of Corporate Social Responsibility for companies. She supports companies in this process to impact the community.  
Kecia has had opportunities to work with Dr Johnston, Whittingham and Ozcan in their classes and has also started work with the various centers. If any of you think Kecia could be helpful in your classroom please contact her.**

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

**Please see attached PowerPoint**

**New Elective Course proposal process**

**MBA 616 - Approved**

**MGT625 - Approved**

**OM606 - Approved**

**EMBA Redesign Proposal.....Keenan Yoho**

**Please see attached PowerPoint**

**13 to 14 students would be the breakeven point priced at 85,000**

**Motion to approve recommendations with formatting to follow with Faculty involved in the decision making going forward: Mark Johnston**

**Second: Henrique Correa**

**Faculty approved with one opposed (McAllaster)**

**Proposed Revisions to the Crummer Bylaws.....Bill Seyfried**

- **To be discussed at the supplemental meeting on November 16th**

**Proposed Revisions to the Academic Integrity Policy.....Mark Johnston**

- **To be discussed at the Supplemental meeting on November 16<sup>th</sup>**

**Other Business.....**

**Meeting Adjourned.....Deborah Crown**





  
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CRUMMER MARKETING  
INVENTORY, OPPORTUNITIES, AND ACTION PLAN



# Agenda

- Challenges & Opportunities Overview
- Functional Inventory and Broad Recommendations
  - Branding
  - Advertising
  - Social Media
  - Website
  - Content & Media Relations
- Moving Forward
  - Shifting to an Integrated Approach
  - Priorities & Timeline







  
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FUNCTIONAL INVENTORY AND RECOMMENDATIONS

# Challenges and Opportunities At-a-Glance

## CHALLENGE

## OPPORTUNITY

No explicit brand presence

**BUT**

A strong implicit brand

Siloed marketing across Crummer

**BUT**

Surprisingly few siloed attitudes

Lack of end-to-end communication strategies and instruments

**BUT**

An exceptionally engaged community of faculty, staff, students & alumni

Weak advertising campaign (no branding) and media strategy

**BUT**

A healthy media budget and market opportunity

No centralized editorial content development

**BUT**

Plenty of potential content

Small marketing staff to accomplish a long list of goals

**BUT**


A clear opportunity to take Crummer to the next level



brand

brand





# WHO ARE WE?

We educate **leaders** who make a difference in the **world**.

We are committed to educating and developing **leaders** and builders of enterprises who **create value** for their stakeholders and society at large.

To educate, equip & inspire brave **leaders** who build strong organizations and wisely leverage the power of markets to **create lasting value**.

*Our mission is* to develop **principled, innovative** **leaders** who improve the **world** and to generate ideas that advance management practice.

*Our mission is* to offer high-quality academic programs designed to give students a competitive advantage in the **world** of business now and in the future.

Our mission is to create ideas that deepen and advance our understanding of management and with those ideas to develop **innovative, principled**, and insightful **leaders** who change the **world**.

Harvard Business School

Northwestern Kellogg

Columbia Business School

CFU College of Business Administration

MIT Sloan

Stanford Graduate Business School

POWER (?) OF MISSION  
AS DIFFERENTIATOR



# WHAT MAKES US DIFFERENT

Why do employers choose Crummer grads over other grads?

What sets our curriculum apart from other schools' curricula?

What do we look for in prospective students that other schools may not be looking for?

How does being at Rollins make us different?

Why are our alumni special?

How is the *Crummer Leader* different than most other leaders?

What can we offer that other schools can't?



Advertising

# Advertising

- Strengths
  - Strong market presence
  - Great photographer resource
- Challenges
  - Lack of branding
  - Lack of visual appeal
  - Outdated, disjointed media strategy
  - Poor, incomplete analytics
  - Commission-based media vendor model
  - Lack of strong advertising creative vendor





# Current Banner Ads





**18-Month  
Executive  
MBA**

Saturday Classes  
from 8:00 am-3:00 pm

Concentrations in  
Entrepreneurship,  
Finance & Marketing

LEARN MORE AT  
INFORMATIC  
SESSION LUNCHEON  
March 25 @ 12

EXPLORE  
THE  
EMBA!




**18-MONTH  
EXECUTIVE  
MBA**

The Executive MBA is  
designed for  
professionals with  
10+ years progressive  
managerial experience.

Classes meet on  
Saturdays from  
8:00 am - 3:00 pm.

No GMAT or GRE  
required.

Join Us For A Free  
Information Session  
Luncheon  
Saturday, March 25  
12:00 pm



**FREE Executive MBA  
Information Session**

March 25<sup>th</sup> at 12 pm

VISIT [ROLLINS.EDU/MBA](http://ROLLINS.EDU/MBA)



## EXECUTIVE MBA

CLASSES ON SATURDAY  
FROM 8:00 AM - 3:00 PM

CONCENTRATIONS IN  
ENTREPRENEURSHIP,  
FINANCE & MARKETING

ABOUT OUR EXECUTIVE MBA

FREE EMBA INFORMATION  
SESSION LUNCHEON  
March 25<sup>th</sup> at 12:00 pm



## 18-MONTH EMBA

Saturday classes from 8 am - 3 pm.  
Concentrations in Entrepreneurship,  
Finance and Marketing.

**LEARN MORE AT AN  
INFO SESSION LUNCHEON**

March 25<sup>th</sup> at 12:00 pm

[LEARN MORE >](#)



## 18-MONTH EXECUTIVE MBA

Classes from 8:00 am -3:00 pm  
Learn more about our EMBA Program!

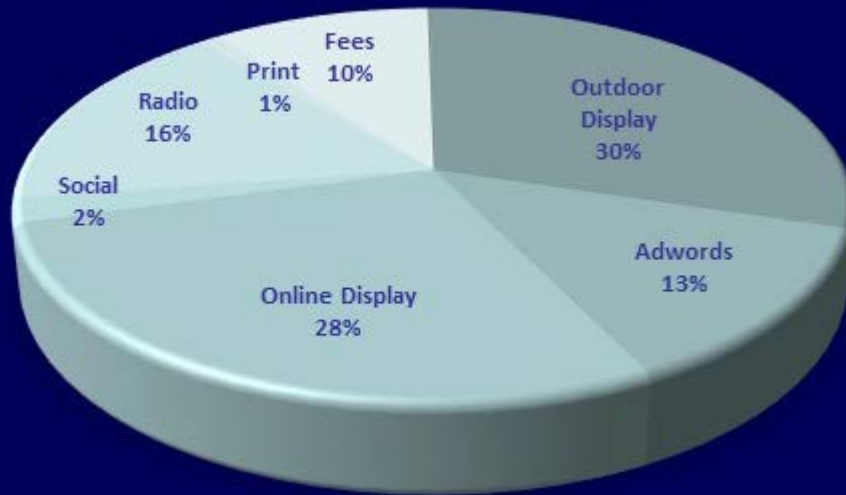
FREE EMBA INFORMATION SESSION  
LUNCHEON

Friday, March 25<sup>th</sup> at 12:00 pm

[REGISTER TODAY >>](#)

What do our ads  
say about us?  
Are they compelling?

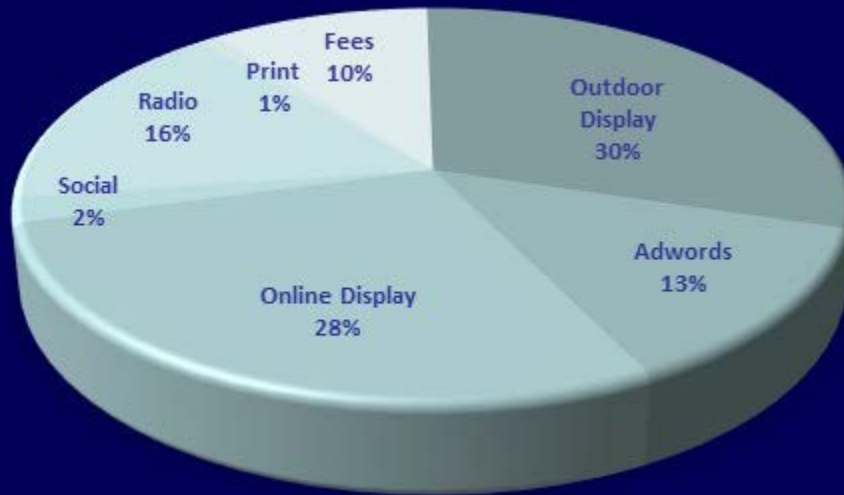
## Approximate Current Media Spend Distribution



- Spending too much on impression-based media
  - Outdoor display (billboards)
  - Radio
- Not spending enough on clickable, targetable, and retargetable ads (*currently no retargeting ads in the field!*)
- Not spending enough on social advertising
- Not spending anything on targeted html email advertising (!)
- Almost entire spend is currently local

We are Currently  
Running a Branding  
Campaign without the  
Branding!

## Approximate Current Media Spend Distribution



### Decrease spend on:

- Outdoor billboards
- Radio
- Pandora
- Targeted banner vendors (MaxPoint and IQAdNet)

## Recommended Media Spend Distribution



### Increase spend on:

- Google Retargeting Network
- Facebook, Instagram, and LinkedIn Targeted Ads
- Social Content Ads (Boosts)
- HTML Email Advertising
- Creative Development Fees
- Regional advertising

# Advertising Recommendations

1



Launch a new branding ad campaign based on the school's new strategic planning/identity.

- Issue RFP for a marketing firm with both creative and media-buying services and a clear retainer fee structure.
- Create more visually appealing, people-focused ads with clear brand messaging and calls to action.

2



Significantly modernize our ad spend to focus less on impression-based media and more on click-through media.

- Shift online display to include significantly more retargeting advertising to help with conversions.

3



Leverage #1 in Florida ranking.

- Integrate into new branding campaign.
- Expand brand campaign to Miami, Tampa, and coastal markets, and explore expanding media spend to include the Atlanta market for our EMBA program.

4



Improve planning and reporting.

- Produce a clear media plan/budget as well as clear monthly reports based on integrated agency data, Google analytics data, and admissions database data.
- Leverage new CRM solution, Slate, to more thoroughly track end-to-end conversions.



# SOCIAL

# MEDIA



# Social

- Need to be storytelling. Social is not for pushing news and announcements. Its greater impact is its ability to pull engagement.
- Should have a much more substantial Facebook strategy and be investing in more content development and content boosting.
- Strategy is not aligned throughout the school.
- Need to increase video content to have greater engagement impact.





# Social Recommendations

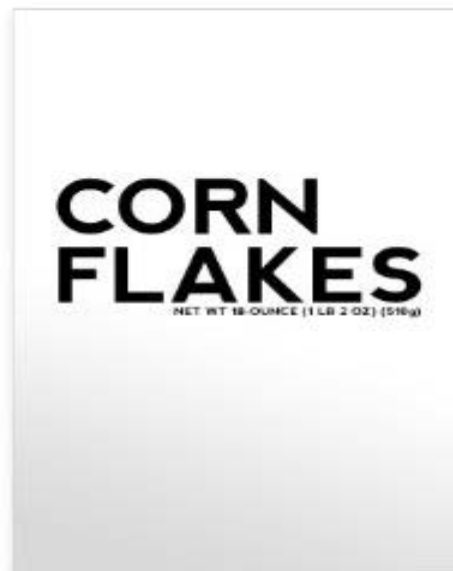
- Increase value of social media feeds by doing less information-based posts and more storytelling and engagement activities.
- Increase use of videos
- Create formalized social media structure throughout Crummer to closely monitor and optimize effectiveness and manage resources.
- Seek addition of a editor/media relations position within Crummer marketing to manage schoolwide content creation and local media efforts.





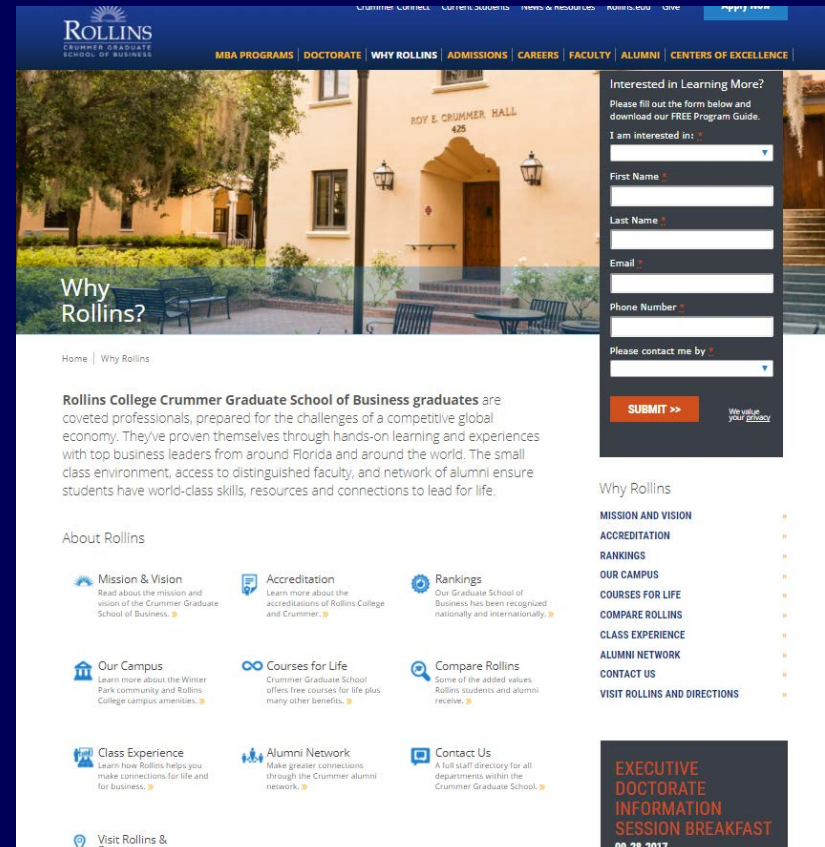
# Web

- Absence of explicit brand messaging. Who are we, and why are we different?
- Clean website with some freedom to customize.
- A clunky content management system that slows us down.
- Good responsive mobile design...but because banners are minimized so much, navigation to specific program pages from the homepage is practically non-existent on mobile platforms
- Many departments within Crummer feel that they are not represented well on the website and/or navigation prevents visitors from finding their content.



# Web Recommendations

- Add differentiators, clear messaging throughout.
- Add videos.
- Add student, alumni, faculty, and board member profiles.
- Build out *Why Rollins?* section to include Dean profile/letter and higher profile for Board of Overseers.
- Optimize navigation where possible.
- Feature rankings more prominently.
- Leverage wasted space.  
Example: Text under *About Rollins* menu items is unnecessary, taking up too much valuable space.







# Content and Media Relations

- Press release vs. storytelling culture.
- Retaining a firm to manage a PR campaign to build national brand, but the campaign has only had minimal impact, and primarily only at the local level.
- No basic internal content production:
  - Crummer newsletter
  - Research articles
  - Regular content feed to Rollins 360 newsletter
  - Limited video production
  - Very limited student or alumni profiles
- No content gatekeeper
- No centralized speaker strategy



# Content and Media Relations Recommendations

- Tighten content relationships (formally) with all offices currently producing content. Marketing office should be primary content creator/driver across the school.
- Launch a Crummer monthly newsletter to be distributed to entire Crummer community.
- Create vehicle for promotion of faculty research.
- Invest more budget in video and photography production.
- Reassess PR vendor involvement.



# Content and Media Relations Recommendations

- Tighten content relationships (formally) with all offices currently producing content. Marketing office should be primary content creator/driver across the school.
- Launch a Crummer monthly newsletter to be distributed to entire Crummer community.
- Create vehicle for promotion of faculty research.
- Invest more budget in video and photography production.
- Reassess PR vendor involvement.
- All mass email sends across the school need to be approved and scheduled through the marketing department to control volume and timing of communication.
- All persons performing marketing functions within their areas should convene bi-weekly to report on what they are doing.
- Launch a Dean's Speaker Series with 3-4 high-profile speakers per year, perhaps each in sponsorship with one of our centers (co-branding).





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MOVING FORWARD

# Top 4 Proposed Priorities – Next 6 Months

1. Marketing Integration  
Across Crummer
2. Branding & Advertising  
Campaign
3. Content Development  
Strategy & Implementation
4. Create Schoolwide  
Marketing Plan with Clear  
Benchmark Goals



# Why Integrate Our Marketing Efforts?





# Reactive



VS.

# Proactive



Reactive advertising and media buying



Long-term strategic planning of advertising creative and media buying, as well as media relations efforts

Creating new marketing and media plans for every event, story or issue that arises



Create systematic processes for publicizing events and stories and for dealing with issues that arise

Designing and messaging in silos



Develop a style guide that addresses look and feel of collateral, and standardizes brand guidelines

Coordinating events and schedules



Strategize events and schedules to maximize impact and brand building while minimizing “noise”

Sharing social posts across groups after they are created and published



Strategize creation of social media content and publishing of that content schoolwide

Pushing information in silos



Creating engagement (pulling engagement) strategically schoolwide

# Marketing Integration Across Crummer



Facilitate and implement clear email messaging strategy tied to a more robust content strategy.

Develop comprehensive, integrated social media strategy.

Create and administer brand standard guidelines.

Leverage IT solutions that allow us to integrate and streamline marketing efforts schoolwide.

Centralize all *high-level, brand-facing* design projects under Crummer Marketing.

Produce guidelines, tools, and templates for more standardization.

Develop a comprehensive event strategy and calendar.

An expanded, more accessible marketing office that provides a wider range of services to the Crummer community and produces high-quality, cohesive, and integrated marketing and communications results!

Reduction in individual emails sent by all centers and departments. Marketing department will co-own email lists with specific centers and departments.

Integrated social media content and strategy will increase content for all social channels but reduce the amount of time and effort for centers and departments.

All publications, signage, branded giveaway items, and electronic content will need to be produced or approved through the marketing office.

All marketing vendor relationships will be owned by the marketing office (with exceptions to be approved by the marketing office).

A coordinated effort to elevate the brand through visual representation, standardized naming conventions, and repetitive messaging benefits everyone!

All members of Crummer will have access to a brand style guide and more extensive tools and templates.

Promotional schedule, brand optimization, audience availability, and Dean availability will all be greater factors in scheduling and promoting events going forward.

## What it means

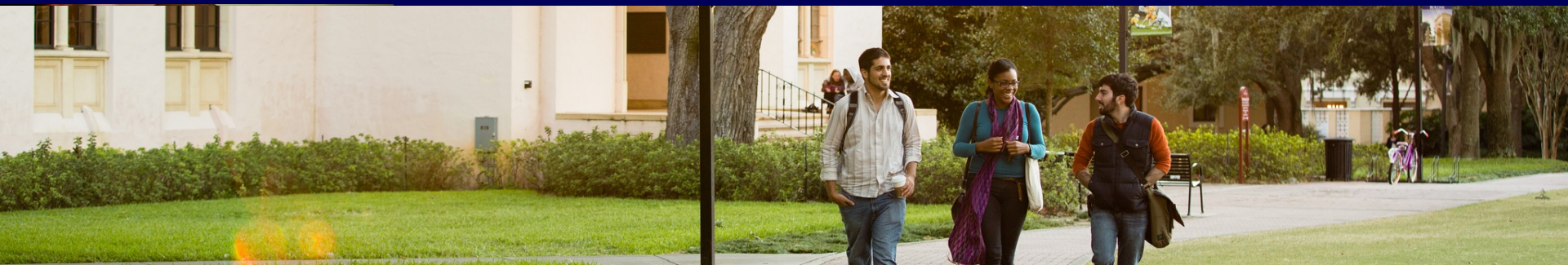
# Proposed Marketing Office Functional Structure



Craig Kaufman Executive Director	Kate Kehrberger Associate Director	Carolyn Turner Marketing & Events Manager	TBD Marketing & Communications Writer
<ul style="list-style-type: none"> <li>• Strategy, Budgeting</li> <li>• Advertising Management</li> <li>• Style Guide and Brand Management</li> <li>• Editing, Brand-facing Communications Support</li> <li>• Chief Designer/Signage, PowerPoints, etc.</li> <li>• Faculty Liaison</li> </ul>	<ul style="list-style-type: none"> <li>• Media Relations Management</li> <li>• Email Marketing Management</li> <li>• Analytics Management</li> <li>• Print Publication Management</li> <li>• Website and Slate Management</li> <li>• Centers Liaison</li> </ul>	<ul style="list-style-type: none"> <li>• Event Logistics, Scheduling, and Management</li> <li>• Advertising Support/Landing Page Production</li> <li>• Website Support</li> <li>• Invoice Processing</li> <li>• Analytics Support</li> <li>• Slate Support</li> </ul>	<ul style="list-style-type: none"> <li>• Social Media Manager</li> <li>• Article, Profile, and Press Release Writing and Editing</li> <li>• Alumni Magazine</li> <li>• Crummer Newsletter Manager</li> <li>• Research Newsletter Manager</li> <li>• Video Production and Photo Asset Management</li> </ul>

# Marketing Priorities Timeline

November	December	January	February	March	April	May
<p><b><u>Integration:</u></b> Present plan to staff, faculty. Begin transitioning functions within marketing department.</p> <p><b><u>Advertising:</u></b> Issue RFP for new firm. Create transition ads to get us through beginning of new year.</p> <p><b><u>Content:</u></b> Issue job posting for writer position.</p>	<p><b><u>Integration:</u></b> Work with centers and staff to increase social media and email integration across Crummer.</p> <p><b><u>Advertising:</u></b> Interview creative/media firm candidates.</p> <p><b><u>Content:</u></b> Interview writers.</p> <p><b><u>Plan:</u></b> Begin drafting formal marketing communications plan.</p>	<p><b><u>Integration:</u></b> Kate officially joins the marketing team. Begin assessing and formulating a plan for improved event communication and coordination. Launch marketing through Slate for admissions.</p> <p><b><u>Advertising:</u></b> Hire firm. Begin working on new campaign.</p> <p><b><u>Content:</u></b> Hire writer.</p>	<p><b><u>Integration:</u></b> Create plan for improved email communication and integration.</p> <p><b><u>Advertising:</u></b> Present initial campaign proposal.</p> <p><b><u>Content:</u></b> Begin producing monthly Crummer newsletter.</p> <p><b><u>Plan:</u></b> Present initial plan to the dean for review.</p>	<p><b><u>Integration:</u></b> Create Crummer styleguide (to supplement the Rollins guide) and templates.</p> <p><b><u>Advertising:</u></b> Finalize campaign direction and begin working on new campaign creative. Optimize media spend. Create analytics plan.</p> <p><b><u>Content:</u></b> Create student and alumni profiles for marketing use.</p>	<p><b><u>Integration:</u></b> Continue rollout of various integration projects.</p> <p><b><u>Advertising:</u></b> Launch new campaign.</p> <p><b><u>Content:</u></b> Begin working on Alumni magazine, featuring increased focus on faculty research profiles.</p> <p><b><u>Plan:</u></b> Present plan to all stakeholders.</p>	<p><b><u>Integration:</u></b> Continue rollout of various integration projects.</p> <p><b><u>Advertising:</u></b> Begin producing thorough analytics reports for new campaign.</p> <p><b><u>Content:</u></b> Begin focusing on video production.</p>



  
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THANK YOU







  
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CRUMMER MARKETING  
INVENTORY, OPPORTUNITIES, AND ACTION PLAN

# Top 4 Proposed Priorities – Next 6 Months

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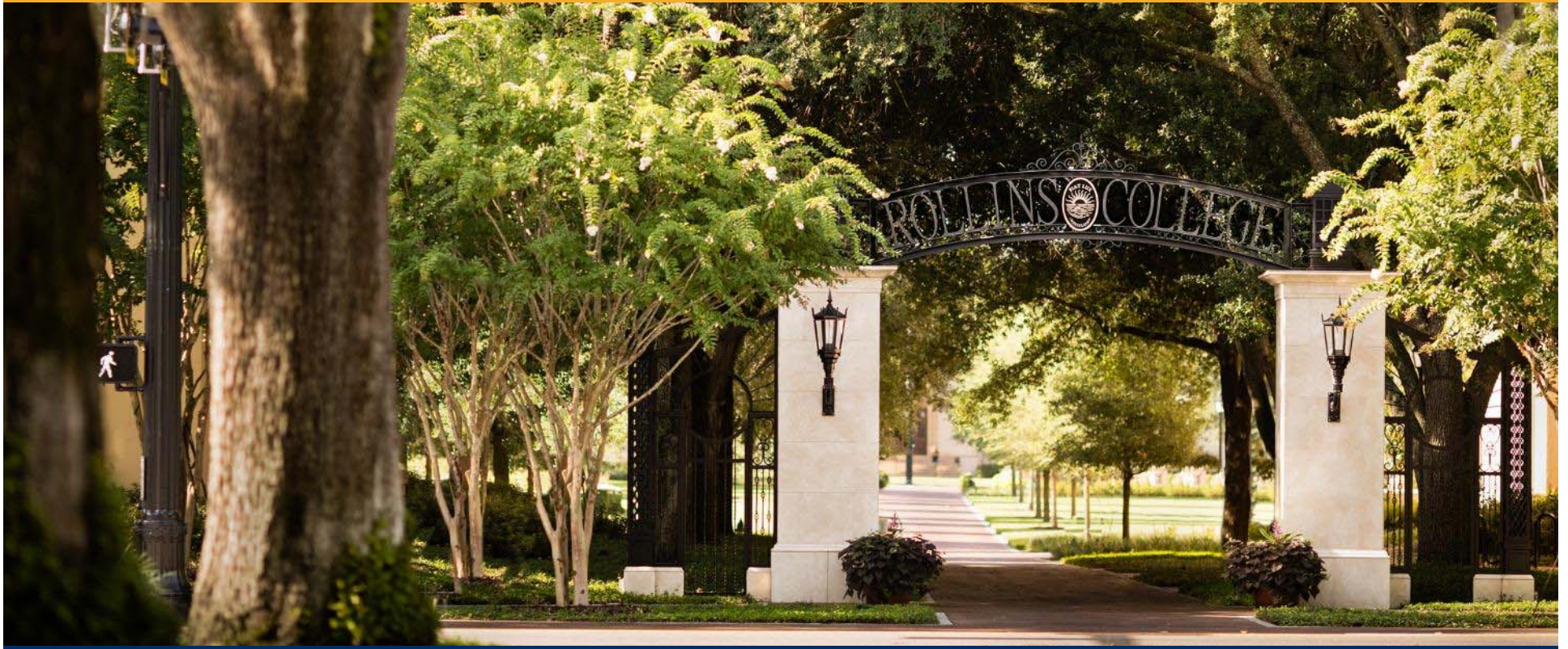


# Proposed Marketing Office Functional Structure



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# Curriculum Committee Meeting (November 2017)

# 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

MBA616	Advanced Negotiation	Grimm	Spring 2018
MGT625	Personality & Individual Differences	Adams	Fall 2017
OM606	Creating Sustainable Business Practices	Whittingham	Spring 2018

# Next Curriculum Committee Meeting

**November 29, 2017**





Roy E. Crummer Graduate School of Business  
Rollins College  
Term \_\_\_\_\_  
Date of first class  
Day and time  
Classroom

Course Syllabus  
Two credit hour course

### ~~MGT 630~~ – MBA 616 Advanced Negotiations

William A. Grimm, Executive-in-Residence for Negotiation and Entrepreneurial Finance  
Room 310 Bush Executive Center  
Phone: (407) 628-6345  
E-mail: [wgrimm@rollins.edu](mailto:wgrimm@rollins.edu)  
Blog: [wgrimm.blogspot.com](http://wgrimm.blogspot.com)  
Office hours: I live 10 minutes from campus and can easily meet by appointment.

### SYLLABUS

MGT 611 or MBA 615 –Basic Negotiation is a prerequisite for this course.

The objective of this course is to build on the knowledge and skills learned in the Basic Negotiation course in an intense experiential setting. **This course will challenge your critical thinking ability.**

This course focuses on how to prepare for a given negotiation and how to develop a negotiation plan for each negotiation followed by defending your negotiation plans in class after the exercise has finished.

Classes will consist of negotiation exercises between teams, presentations of cases by teams and discussion of WebEx lectures by Professor Grimm. All negotiation exercises will be debriefed with teams discussing their negotiation preparation, negotiation strategy, negotiating style and route to reaching agreement.

### TOPICS COVERED IN THIS COURSE

We will cover the following topics in this course:

- Success in a business negotiation is 80% dependent on preparation and 20% on the dynamics of the negotiation process. In this course, we will focus on the 80%.
- When should preparation for the negotiation begin – at the beginning of the business process or at the end of the business process?
- Decision making and critical thinking are at the heart of all negotiation.
- What are the roles teams play in business negotiation?
- The importance of and recognition of outside forces working on the negotiators in any given business negotiation.
- The importance of role play in important negotiations as a means of assuring sound preparation for the negotiation.
- Organizations have “personalities” just as individuals. How does the personality of an organization affect the negotiation style of the negotiators for those organizations?
- Can managers be trained to be better negotiators?
- Who should the negotiator be in a given business deal – the business manager, the lawyer, the investment banker, the real estate agent or other professional negotiator?
- When should you try to resolve a dispute through litigation, arbitration or mediation? What role does negotiation play in each of these areas?

## **LEARNING OBJECTIVES**

In this course, students will learn:

- How to prepare a negotiation strategy for a complex negotiation
- How to develop an acceptable BATNA (Best Alternative to a Negotiated Agreement) prior to an upcoming negotiation
- How to forge agreement on a negotiating strategy among team members
- How can you challenge your superior to provide you with clear objectives and limits when assigned to do an upcoming negotiation?
- How to prepare for a negotiation where the other party is from a different culture
- Common terms in various types of agreements that are negotiable and non-negotiable
- How to negotiate when you are under intense pressure to make a deal
- How to frame a negotiation to focus on the terms you desire to have or must have in a deal
- How to induce the other side to negotiate with you when the other side initially refuses to negotiate
- How to use lawyers and other advisors in an important negotiation.

## **INTEGRATED AND EXPERIENTIAL ASPECTS OF THIS COURSE**

Every aspect of a business comes into play in business negotiation. Having an MBA provides a person with a broad understanding of the context in which negotiation occurs. In this course you will bring to bear all of your knowledge gained through your MBA courses. You will experience the challenges you will face in future negotiations through realistic business negotiation exercises. Each exercise will be extensively debriefed.

## **TEXTBOOK**

The textbook for this course is:

*Negotiation: Readings, Exercises, and Cases*, Roy J. Lewicki, Bruce Barry and David Saunders, 7th Edition, McGraw Hill, 2015 (Make sure you get the 7<sup>th</sup> edition) (this is the same textbook used in MGT 611 – Basic Negotiation)

*Cases and Exercises from Harvard University and Stanford University will be assigned in this class for purchase.*

Certain articles in the *Negotiation: Readings, Exercise and Cases* textbook are assigned readings, but the other articles are recommended as a supplement to your readings.

Unless otherwise designated, the exercises and cases cited in the syllabus are found in the *Negotiation: Readings, Exercises, and Cases* textbook.

## ASSIGNMENTS

In addition to the assigned readings, students will participate in a number of exercises. Most require preparation in advance of class, including preparing a 2-4 page negotiation plan by each member of each negotiating team for the exercise. ***Thorough preparation is essential for an adequate learning experience, both for you and the person or persons with whom you are negotiating.*** This is a win-win opportunity. Preparation is the most important aspect of any business negotiation. Cases will be assigned for reading and discussion. A 2-4 page paper answering questions assigned for each case must be submitted.

Class Participation. Given the nature of this course, your participation is critical. Class participation has four components:

- attendance
- your active participation in class discussions, and
- team presentations of their negotiation plans and processes; team case presentation.

For each exercise, each member of the negotiating teams will prepare a 2-4 page negotiation plan for your team. These plans will be useful in preparing your team for the upcoming negotiation. Your team must meet outside of class to prepare a 4-5 page negotiation plan for submission to Prof. Grimm at the beginning of each exercise. The individual plans and the team plans will be graded. The grade on a team plan will apply to all members of the team. Teams will have the opportunity to meet briefly during each class session to prepare, as a team, for the upcoming negotiation.

Teams will critique other teams' negotiation plans and negotiation processes. Teams will present their negotiation plans after each negotiation for comments from the class. In addition, several teams will discuss the process of the negotiation in the assigned exercise and why the teams were or were not satisfied with the results.

Midterm Exam. There will be a midterm exam (essay format), which will be one hour, open book, open notes. The midterm exam may be a take-home exam. This exam will cover the materials assigned in the syllabus, presentations made by students plus the class discussions through the date of the midterm exam. The cases and exercises will not be on the midterm exam, although the discussions after the cases and exercises may be covered in the

exam. In the alternative, the midterm may be in the form of a paper relating to a specific negotiation exercise.

Graded Negotiation. You will be graded as a team during the EpiTel negotiation which is held during the last class session. The class will be divided into two groups with each group being in a separate classroom. Each group will engage in the exercise independently. There will be three teams in each group, each with a different role. Each team will prepare a negotiation plan and submit it to Professor Grimm by hard copy prior to the beginning of the negotiation. The teams created for this exercise will not necessarily be the teams created at the beginning of the course. Do not discuss this exercise with anyone who has taken this course from Professor Grimm in the past.

Class attendance. You are expected to attend each class. In the event you are unable to attend a class, you **must** notify me by e-mail prior to class, stating the reason you cannot attend. You will be given a special assignment to prepare and submit a 4-5 page paper on a negotiation subject chosen by you, but approved by me, to make up for the missed class.

## GRADING

This course may help you throughout your career. Therefore, you should put extra effort into preparing for each class as shown in the class schedule at the end of this syllabus. You will be graded on four elements as follows:

Grading element	Comments	Weight of element
Class participation/ short papers	Consists of grades on the papers and Professor Grimm's observations of your participation in class discussions	20%
Midterm exam	Essay on questions posed by Professor Grimm – demonstrate critical thinking based on your readings, presentations, lectures and class discussions prior to the midterm exam	20%
Team negotiation plans and processes for each exercise; team presentations on their plans; team case presentation	See the discussions under class participation.	20%



Final graded negotiation – team grade	Team negotiation plan submitted at start of negotiation and participation of all team members in the negotiation	40%
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The following ranges will be used to determine your grades on each element and the final grade:

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%

## **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**

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, 37289. 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/>

**The Exercises shown below may be changed or reordered reflecting the progress of the class.**

### **Class Schedule and assignments.**

Class Session	Activities	Articles to read in Readings, Exercises and Cases	Exercise	Team case presentation
1	Video on advanced negotiation	5.1, 6.3	Ex 33 – Elmwood Hospital dispute	

	<p>Submit individual negotiation plan for Ex. 33</p> <p>Teams will be given time during class to prepare the team negotiation plan for this exercise</p>			
2	<p>Harvard or Stanford case. Submit paper for this case - questions to answer will be assigned.</p> <p>Submit individual and team negotiation plan for Ex. 13</p>	6.4, 6.6	Ex. 13 - Eurotechnologies	Harvard or Stanford case tbd
3	<p>Harvard or Stanford case. Submit paper for this case – questions to answer will be assigned</p> <p>Submit individual and team negotiation plan for Ex. 6</p>	7.1, 7.4	Ex. 6 - GTechnica	Harvard or Stanford case tbd
4	<p>Harvard or Stanford case. Submit paper for this case – questions to answer will be assigned</p> <p>Submit individual and team negotiation plan for Ex. 22</p>	tbd	Ex. 22 – Ridgecrest School dispute	Harvard or Stanford case tbd
5	Submit individual and team negotiation plan for new exercise	tbd	New exercise tbd	Note 4
6	Submit individual and team negotiation plan for new exercise	tbd	New exercise tbd	Note 4
7	Briefing for teams in the EpiTel exercise. Materials for this exercise will be	Read your role materials for the EpiTel exercise		

	provided prior to this class session.			
8	<b>Graded Negotiation - EpiTel</b>			

Notes:

- (1) Four to five person teams will initially be formed by self-selection for the purposes of the negotiation exercises. Actual team sizes for the exercises vary from 4 to 2 to 1. Materials (confidential roles) for the exercises will be posted on Blackboard for study prior to or, if instructed by Professor Grimm, during class. All exercises will be done during class.
- (2) A one to two page paper must be submitted to answer questions concerning the assigned cases (does not include the team presentation cases). The questions will be assigned during the previous class for each case.
- (3) The cases and exercises indicated as “tbd” (to-be-determined) will be selected by Professor Grimm prior to the beginning of the course in sufficient time for the class members to obtain the cases from the source for each case.
- (4) The exercise for this class session will be provided by Prof. Grimm.





**Crummer Graduate School of Business  
Rollins College**

**Course Syllabus  
Fall 2017, Module 2**

**PERSONALITY & INDIVIDUAL DIFFERENCES  
MGT 625**

**2 Credit Hours**

Professor James Robert (J.B.) Adams

**Crummer Room 208** – Sessions 1 & 2

**Crummer Room 207** – Sessions 3-8

**Office Location:** Office hours available upon request

**Email Address:** jadams@rollins.edu

**Phone:** Office: 407-354-0304 Cell: 407-592-3089

**COURSE DESCRIPTION AND OBJECTIVES**

It may seem unusual for a course on personality and individual differences to be offered to students studying business. But knowledge of this topic can play a vital role in your success as a business leader and manager. Because a business is “an association of people,” you can enhance your effectiveness as a business professional by more deeply understanding people, and what drives a person’s decisions and behaviors.

This course will provide you with an understanding of personality and individual differences that can be applied toward awareness – of yourself and others – in the context of business. Emphasis will be placed not only on personality theorists and their theories, but also on how personality theories are appropriately applied in a business environment, and from the points of view of five key groups: corporate leaders, small business entrepreneurs, human resources professionals, operations managers, and sales & marketing professionals. Students will examine key personality assessments, critique their scientific merit, and analyze their application.

As a result of successfully completing this course, you (the student) will be able to:

- Identify schools of thought in the field of psychology that inform theories of personality.
- Articulate fundamental theories of personality that help explain human development, perceptions, and behaviors.
- Recognize how the lives, circumstances, and motivations of the theorists influenced their theories.
- Analyze and apply theories of personality to business situations in an effort to better understand human behavior (in yourself and others).
- Analyze and critically evaluate the personality assessments commonly used in business.
- Apply course material to enhance awareness and improve effectiveness in critical thinking, problem solving, and decision making in the context of business relationships (leadership, management, human resources, sales & marketing).

Syllabus for:

## **Creating Sustainable Business Practices**

**OM-606**

**2 Credit hours**

EAMBA/PMBA - Spring I 2018

Dr. Keith L Whittingham

### **Course Specifics:**

Classroom:	Crummer Hall, Room 207
Meeting times:	Friday, 8:30 – 11:30 PM
Professor:	Keith L Whittingham, Ph.D., ISSP-SA Associate Professor of Sustainable Enterprise & Management Science
Campus e-mail:	<a href="mailto:kwhittingham@rollins.edu">kwhittingham@rollins.edu</a>
Office Hours: <b>Crummer 217</b>	By appointment (I'm around my office on most days).
Office Phone:	(407) 646-2184

## OM-606

### Creating Sustainable Business Practices

EAMBA/PMBA – Spring I 2018

#### Course Overview and Description:

This course focuses on the principles and practices of corporate sustainability. The objective is to develop students' understanding of how businesses can make their organizations **stronger, sharper and more secure in the future** through innovative management of their impact on the environment in which they operate. This environment includes both the physical and ecological environment as well as the human and social environment. Using examples from a variety of industries, this course will delve into the "Why?", the "What?" and the "How?" of embedding sustainability into business practices and making them PAY OFF.

##### *The Why?*

A strategic approach to sustainability requires a strong motivation. What prompts leading organizations to engage with and implement sustainable business practices? What's in it for an organization? Why the time is NOW? Together we'll explore:

- Why sustainability matters.
- Why business must act.
- Why business must be proactive.

##### *The What?*

So what does it mean to be sustainable? It can be a daunting task to sift through all the jargon to know what practices are right for an organization. You will develop an understanding of:

- Critical sustainability frameworks and tools
- Product life-cycle considerations
- Strategy implications for design, operations and sourcing

##### *The How?*

How are best-in-class organizations addressing the challenges of doing business in a resource-constrained world? What are the significant "Do's and Don'ts" of sustainable business practice. A detailed look at the efforts of leading companies will shed light on your own organization's efforts. We will:

- See sustainability in practice
- Understand the stages on the sustainability journey
- Explore methods for embedding sustainability in the corporate culture
- Develop the business case for sustainability in an organization

This growing area of graduate business education is viewed as critically important in preparing leaders of global enterprises, and fits with our school mission to prepare students to "add value to their organizations and communities." It also addresses the broader Rollins College mission of preparing students for "global citizenship and responsible leadership."

#### Course Objectives:

The major objectives for OM 606 are:

1. To explore the critical issues facing businesses in their interactions of their internal operations with the ecological and social environment around them.
2. To equip students to analyze the impact of business operations on the ecological and social environment.
3. To equip students with the tools to effectively analyze the business case for undertaking initiatives related to sustainable operations.

### Course Prerequisites:

There are no prerequisites for this course. Students must have completed the MBA Core.

### Course Text and Materials:

**The following texts will be required for this course:**

Willard, Bob (2012), *The New Sustainability Advantage: Seven Business Case Benefits of a Triple Bottom Line*, 10<sup>th</sup> Anniversary Edition, New Society Publishers

In addition, we will use cases and other short readings that will be provided via Blackboard or will be available as a course pack for purchase.

### Course Format:

The course involves readings and lecture/discussion sessions that introduce and examine critical issues of sustainable development and environmental strategy faced by global enterprises. Readings will be assigned on Blackboard prior to class. You are responsible for checking the Blackboard site for the assigned readings, and for coming to class prepared for discussions.

Additionally, we will have a few distinguished guest speakers visit our class to share their perspectives on this critical subject. Minor adjustments to our meeting time may need to be made (for example, we may extend into lunch to accommodate our guest speaker). Any schedule adjustments will be announced in advance. You are expected to be attentive and to engage with the speaker with meaningful, relevant discussion/questions.

The major project for this course will be a case analysis/consulting project for a local company. This project will involve an analysis of the life-cycle (end-to-end) sustainability performance of the company's product. While you will not be doing physical analysis in the field, you will be required to do significant research into the environmental impact of the various phases of the product life-cycle. More details will be provided early in the semester. The projects will be due at the end of the course.

### Student Performance Evaluation (Grading):

Your final course grade is based on your performance in the following areas:

**Class Participation (Individual):** Ten percent (10%).

**Assignment 1 (Individual) – Carbon Footprint Calculation:** Ten percent (10%).

**Assignment 2 (Individual) – Online Content Discussion:** Twenty percent (20%).

**Course Exam (Individual):** Ten percent (20%).

**Team Case Assignment:** Forty percent (40%).



## Overall Course Grade Determination

Overall letter grades for the course will be determined as follows:

<u>Student's Grade</u>	<u>Range of Student's Overall Class Average</u>
A	93% or greater
A-	90% up to (not including) 93%
B+	86% up to (not including) 90%
B	83% up to (not including) 86%
B-	80% up to (not including) 83%
C+	76% up to (not including) 80%
C	70% up to (not including) 76%
F	less than 70%

## Academic Integrity:

The Crummer Graduate School of Business considers business ethics and academic honesty as integral parts of the school's curriculum and values. This course will strictly follow the school's Code of Academic Integrity, which you all will have signed upon entering the MBA program. Please refresh your memory regarding this code, if necessary, before beginning this course. In conjunction with this code, the following details explain how the Code of Academic Honesty is applied to this offering of OM 606, Creating Sustainable Business Practices:

1. Academic integrity in OM 606 does not permit students who have not submitted an assignment to look at and/or use assignments submitted by other students in this class or any other class, from either current or from prior terms. This applies to discussions not only with students in this offering of OM 606, but also with students who have participated in previous offerings of OM 606.
2. Academic integrity does not allow students to change submitted assignments after our class discussions on those assignments have commenced.
3. The Individual Assignments (Carbon Footprint Calculation, Online Content Discussion and Course Exam) in OM 606 are strictly **individual** efforts.
4. The Team Consulting Project Assignment is a **team** effort. This means that if your name is on an assignment, the assumption is that you have made a significant contribution to the team effort. I do recognize that not all significant contributions are equal. Additionally, you will be required for this project to do a significant amount of secondary research. Please cite all sources in detail and be careful not to plagiarize the work of others.

## Rollins College Students with Disabilities:

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/disabilityservices/> 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 Disability Services Office (DSO) 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 DSO with documentation of the emergency situation. We highly recommend making all testing accommodations at the beginning of the semester. DSO staff are available to assist with this process.

## **Rollins College 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/>

### Course Calendar (Minor changes may occur due to guest schedules)

Week	Session	Date	Content	Readings	Activity
1	1	1/12	<b>Business Case For Sustainability: a Multi-Stakeholder Perspective</b> Sustainability Frameworks	<b>Willard:</b> Introduction (pgs. 1-35).	
2	2	1/19	<b>Operations 1</b> – GHGs/Energy Alternatives/ Carbon Footprint	IPCC AR5 Synthesis Report Summary. Additional readings to be assigned.	
3	3	1/26	<b>Company Visit/Tour – Coffee Roasters Alliance</b>	No new readings for this session.	Company Visit <b>Individual Assignment 1</b> Due 1/26
4	4	2/2	<b>Product Design</b> – Materials Parsimony/ Biomimicry/ Life Cycle Concepts/ Life-Cycle Assessment	<b>Willard:</b> Benefit 1 (pgs. 37-47) & Benefit 2 (pgs. 49-63).	
5	5	2/9	<b>Operations 2</b> – Resource Management (Waste, Water, Physical Plant.) Metrics and Key Performance Indicators	<b>Willard:</b> Benefit 3 (pgs. 65-75) & Benefit 4 (pgs. 77-93).	
6	6	2/16	<b>Product Sourcing</b> – Promoting Sustainability in the Supply Chain Sustainability Reporting & Certifications	Benefit 7 (pgs. 119-167). Additional readings to be assigned.	
7	7	2/23	<b>Guest Speaker (TBD)</b>		Course Exam <b>Individual Assignment 2</b> Due 3/17
8	8	3/2	<b>Team Project Presentations</b>		<b>Team Project Presentations</b> Course Wrap Up

## Appendix A

### Individual Assignment 1 Instructions: Personal/Household Carbon Footprint Calculation

Using the CoolClimate Network Carbon Footprint Calculator from UC Berkeley (we will discuss this in class during our first few meetings), estimate your personal or household Carbon footprint.

- Why the CoolClimate calculator?
  - considers the entire life cycle
  - easy to use, nice interface
  - you can save results in the browser
- Combine in one **4 page** write-up including:
  - GHG inventory / carbon footprint
  - geographical and other context-related notes/assumptions
  - climate action plan
  - cost-of-carbon risk calculations
- Starting from each element in your GHG inventory, describe:
  - prioritized actions...
  - ...based on your assessment of ease, share of total carbon footprint, bang-per-buck and/or cost savings

#### Cost of Carbon Calculations

- Caveat: this procedure will give you an estimate. It is very difficult to arrive at a perfectly accurate number.
- Identify a value (or range) for your carbon footprint
  - low-to-high range (example: 28-52 MT CO<sub>2</sub>e)
  - variables: extent of responsibility for Scope 3
- Identify a value (or range) for the cost of carbon
  - low based on RGGI: \$3.50 / MT CO<sub>2</sub>e
  - high based on low end of EPA estimates for impact of Waxman-Markey: \$13 / MT CO<sub>2</sub>e
- The rest is multiplication!
  - use the equation that will be given in class
  - range in this example: \$98 to \$676



## Appendix B

### Individual Assignment 1 Instructions: **Online Content Discussion**

This assignment will be conducted in two phases, each phase requiring you to prepare a short written document on some content related to the course.

#### **Phase 1**

Your task is to watch an assigned video and then write a commentary (800 - 1000 words) in response to the discussion of the speaker(s). Your commentary should include (at least) the following:

- Brief summary of key point (thesis) presented by the speaker(s), including positioning the topic within the elements of the content of this course.
- Your personal reaction to the speaker(s) main point (either in agreement or disagreement)
- Discussion of one or more externally-researched (not presented in the video) examples that support your reaction to the video.

#### **Phase 2**

- You are to respond to one of the commentaries made by your classmates. Read the commentary and reply within the thread on the Discussion Board. Please keep your response to 300-500 words. Also, please reply to the original commentary, not to someone else's response. You do not need to go to watch the underlying video (although you certainly may do so), but offer a reaction to the summary provided by your classmate.
- Your goal is not to technically evaluate or critique the commentary, but rather to pick up the discussion with a reaction to the content, including either agreement or disagreement with the sentiments expressed.
- You may not respond to a commentary on the same video that was assigned to you, but are to select one commentary on one of the three other videos. The intent is to have you comment on or discuss the content of two out of the four videos in the assignment.

## COURSE PREREQUISITES

Students participating in this course should be required to have completed:

- All Foundation (FDN) courses
- DBC 507 (Unlocking Human Potential)

## COURSE RESOURCES

### *Textbook*

Students are required to purchase the textbook for this course:

*Theories of Personality*, Duane P. Schultz and Sydney Ellen Schultz,  
11<sup>th</sup> Edition, CENGAGE Learning, 2017

### *Additional Materials*

PowerPoint presentations, handouts, relevant links, and supplemental reading materials will be posted on the course's *Blackboard* site. Please check *Blackboard* regularly during the course.

## GRADING

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

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

The following assignments determine your total grade.

Assignment	Value
Quizzes	10%
Journal entries	20%
Individual assignment – theorist/theory presentation	25%
Team presentation – assessment analysis	25%
Final exam	20%

## GRADING (continued)

### Quizzes

Students will be presented six closed-book graded quizzes during Sessions 2-7. Quizzes will be administered at the beginning of each class and students must be present to participate. There will be no make-up quizzes. Quiz questions will be multiple choice, true/false, or short answer. Each quiz will test the student's knowledge of assigned readings for the week. From the six quizzes, the student's top five grades will be recorded. (The lowest one of the six quiz grades will be dropped.)

Grade	Quality of work
A	90% or higher of items correct
B	80% - <90% of items correct
C	70% - <80% of items correct

### Journal entries

Students will complete a series of seven journal entries each week of the course to record their interpretations and learnings, and to enhance self-awareness. Journal entries are to be submitted at the end of each week of class, and within 24 hours of the end of the classroom session. For each journal entry, specific questions pertaining to the week's topics will be provided in Blackboard. Students will write 250-750 words for each journal entry.

Grade	Quality of work
A	<ul style="list-style-type: none"> <li>• <b>Content:</b> Student demonstrates thorough understanding of topics and concepts; expresses an informed, critical opinion about topics and concepts; is able to apply topics and concepts to himself/herself in specific business situations.</li> <li>• <b>Delivery:</b> Student clearly communicates thoughts and ideas effectively and professionally in writing; constructs arguments using logic and examples (and cited sources), and in ways that are convincing and persuasive.</li> <li>• <b>Timing:</b> Student completes assignments on time.</li> </ul>
B	2 out of the 3 items above
C	1 out of the 3 items above
F	0 out of the 3 items above

### Individual assignment – Theorist / theory presentation

Each student will complete research on a specific theorist/theory, and prepare a classroom presentation about that theorist's life and theories. Note: Because there appears to be more students than theorists, students will work with a partner in pairs to prepare presentations. One student can research and present the **life of the theorist**, while the other student presents the **key theory or theories**.

- Each student will present for about 7-8 minutes; both together for a total of 14-16 minutes.
- Life of the theorist: Summarize the life circumstances that contributed to the theorist's interests and motivated them to study psychology. (What problem was he or she trying to solve?) Critique the theorist's approach.
- Key theories: Summarize the key theories developed by this theorist and critique their usefulness in the context of business.
- Q&A: Be prepared to respond to questions from your audience.

Graded deliverables:

- PowerPoint file with slides to support your presentation, including cited sources
- Single page handout to support student note taking (recommended one side for bio, one side for theories)

## GRADING (continued)

### *Individual assignment – Theorist / theory presentation (continued)*

Grade	Quality of work
A	<ul style="list-style-type: none"> <li>• <b>Content:</b> Student demonstrates thorough understanding of topics and concepts; expresses an informed, critical opinion about topics and concepts; is able to apply topics and concepts to the context of business.</li> <li>• <b>Delivery:</b> Student clearly communicates thoughts and ideas effectively and professionally through speaking; constructs arguments using logic and examples (and cited sources), and in ways that are convincing and persuasive.</li> <li>• <b>Deliverables/Timing:</b> Student completes all assigned deliverables (PowerPoint file with cited sources, printed handout for classroom) and provides them on time.</li> </ul>
B	2 out of the 3 items above
C	1 out of the 3 items above
F	0 out of the 3 items above

### *Team assignment – personality assessment analysis presentation*

Students will work in teams of 4-5 to complete research on a specific personality assessment that is used in business, and prepare a classroom presentation about that assessment.

Research: To conduct your research, your team will be given the opportunity to complete one assessment and then review the associated report. You are encouraged to identify one person on your team who can complete the assessment at a time when all of you are together, so you can study the assessment's construction. Additional research materials may be provided to you.

Teams are encouraged to cover the following topics in their presentations:

- **Overview/Description:** What is this assessment? Who is the target audience and how is it used? What purpose does it serve? How is it positioned in the marketplace?
- **History:** Who developed the assessment, and why? What problem were they trying to solve? How did the tool (and its purpose) evolve or change over time?
- **Theories used / scientific reliability and validity:** What science is this assessment based on? How was it tested for reliability and validity?
- **Construction:** How is the assessment constructed? How many items does it include and how long does it take to complete? What scales are used? (Etc.) How is the report constructed and put to use by participants?
- **Similar tools:** What other assessment tools compete with it? How does this assessment compare (positively or negatively) against the tools of others?
- **Criticism:** What are this assessment's weaknesses or flaws?
- **Application:** Provide your interpretation of this assessments usefulness for the five groups and yourselves as individuals.

Presentation parameters:

- Each team will present for about 25-30 minutes, and all team members must participate.
- Q&A: Be prepared to respond to questions from your audience.

Graded deliverables:

- PowerPoint file with slides to support your presentation, including cited sources
- Single page handout to support student note taking



## GRADING (continued)

### *Team assignment – personality assessment analysis presentation (continued)*

Grade	Quality of work
A	<ul style="list-style-type: none"> <li>• <b>Content:</b> Team demonstrates thorough understanding of topics and concepts; expresses informed, critical opinions about topics and concepts; is able to apply topics and concepts to the context of business.</li> <li>• <b>Delivery:</b> Team clearly communicates thoughts and ideas effectively and professionally through speaking; constructs arguments using logic and examples (and cited sources), and in ways that are convincing and persuasive.</li> <li>• <b>Deliverables/Timing:</b> Team completes all assigned deliverables (PowerPoint file with cited sources, printed handout for classroom) and provides them on time.</li> </ul>
B	2 out of the 3 items above
C	1 out of the 3 items above
F	0 out of the 3 items above

### *Final Exam*

In the final classroom session, students will complete the final exam, which will be “open book and open notes,” and will consist of several essay questions.

The exam will require students to synthesize course learnings, demonstrate understanding of concepts, and articulate interpretations of topics and concepts for the sake of application.

Grade	Quality of work
A	<ul style="list-style-type: none"> <li>• <b>Content:</b> Student demonstrates thorough understanding of topics and concepts; expresses informed, critical opinions about topics and concepts; is able to apply topics and concepts to the context of business.</li> <li>• <b>Delivery:</b> Student clearly communicates thoughts and ideas effectively and professionally through writing; constructs arguments using logic and examples (and cited sources), and in ways that are convincing and persuasive.</li> <li>• <b>Timing:</b> Student completes essay final exam on time.</li> </ul>
B	2 out of the 3 items above
C	1 out of the 3 items above
F	0 out of the 3 items 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*.

**SPECIAL ACCOMMODATIONS**

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, 37289. 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/>

**TENTATIVE CLASS SCHEDULE (SUBJECT TO CHANGE)**

WEEK OF	TEXTBOOK CHAPTERS	CLASSROOM TOPICS (INCLUDING INDIVIDUAL ASSIGNMENTS)	TEAM PRESENTATION ASSIGNMENTS
1 Thursday October 19	1, 2	Course Introduction <ul style="list-style-type: none"> <li>• Statement of intentions</li> <li>• Course and assignment overview</li> <li>• Business points of view as context</li> <li>• Freud and the psychoanalytic approach</li> <li>• Participation in NEO-PI-3</li> </ul>	
2 Thursday October 26		Five Factor Theory <ul style="list-style-type: none"> <li>• Classroom review of results from NEO-PI-3</li> </ul>	
3 Thursday November 2	7, 8	Genetics Approach <ul style="list-style-type: none"> <li>• <b>Allport</b> and Motivation</li> <li>• <b>Cattell</b> and Personality Traits (16PF)</li> <li>• <b>Eysenck</b> and Dimensions of Personality</li> </ul>	Team Presentation: Marston, Clark, & DISC
4 Thursday November 9	3, 4, 5	Neo-Psychoanalytic Approach <ul style="list-style-type: none"> <li>• <b>Jung</b> and Analytical Psychology</li> <li>• <b>Adler</b> and Individual Psychology</li> <li>• <b>Horney</b> and Neurotic Needs &amp; Trends</li> </ul>	Team Presentation: Myers-Briggs Type Indicator
5 Thursday November 16	9, 10	Life-Span Approach <ul style="list-style-type: none"> <li>• <b>Erikson</b> and Identity Theory</li> </ul> Humanistic Approach <ul style="list-style-type: none"> <li>• <b>Rogers</b> and Self-Actualization</li> <li>• <b>Maslow</b> and Needs-Hierarchy</li> </ul>	Team Presentation: FIRO
6 Thursday November 30	13, 14	Wonderland Activity Social Learning Approach <ul style="list-style-type: none"> <li>• <b>Bandura</b> and Modeling Theory</li> </ul> Limited Domain Approach <ul style="list-style-type: none"> <li>• <b>Seligman</b> and Learned Helplessness, Positive Psychology</li> </ul>	Team Presentation: StrengthsFinder
7 Thursday December 7	11, 12	Cognitive Approach <ul style="list-style-type: none"> <li>• <b>Kelly</b> and Personal Construct Theory</li> </ul> Behavioral Approach <ul style="list-style-type: none"> <li>• <b>Skinner</b> and Reinforcement Theory</li> </ul> Guest speaker: HR, EQ, etc.	Team Presentation: MHS EQ-i 2.0
8 Thursday December 14	15	Guest speaker: Application Final exam	



CRUMMER GRADUATE  
SCHOOL OF BUSINESS



## EMBA Redesign Committee

Jackie Brito, Henrique Correa, Millie Erichsen, Jim Johnson, Tracy Kizer, Dawn Nagy, Wes Naylor, Keenan Yoho

## EMBA Redesign Recommendation

7 November 2017





- **Schedule: 19-month program that meets for 3 days one time each month for a total of 24 faculty contact hours per weekend.**
- **10 core courses with 3-4 residency experiences (domestic & int'l).**
- **Residency experiences incorporate special topics that may include negotiation, data analytics, social entrepreneurship, design, philanthropy, project management, professional development, or other topics of interest to student**
- **We will encourage bringing in external faculty to support the program as necessary.**
- **Institute regular feedback on a *program level* through surveys and listening sessions to continuously improve and assure program quality.**




## DISCUSSION

# PROGRAM SCHEDULE



Orientation (1.5 credits), 8 3-credit courses, 2 2-credit courses, and 4 3-credit residency experiences for a total of 19 months

Fall 1 - August 

2 classes/ term  
4 residencies

Fall 1   

Spring 1    

Summer 1    

Fall 2     

Spring 1   

1 orientation = 1.5

8 3-cred classes = 24 cred

2 2-credit courses = 4

2 4.5-day domestic res = 12 cred

2 4.5-day int'l res = 12 cred

Total = 41.5 cred

 = orientation or wrap-up

 = domestic residency

 = international residency

12 hours = 1 credit

24 hours = 2 credit

36 hours = 3 credit