

12-18-2017

Minutes, Crummer Graduate School of Business Faculty Meeting, Monday, December 18, 2017

Crummer Graduate School of Business Faculty

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

**December 18, 2017
Room 107
10:30am – 12pm**

Approval of Minutes.....Deborah Crown

Update on Key Goals

- **Building.....Deborah Crown**
- **EMBA Update.....Jim Johnson**
- **Marketing/Communication.....Deborah Crown**

Strategic Planning Update.....Bill Seyfried

Curriculum Committee.....Halil Kiymaz

Discussion about EAMBA/PMBA Curriculum.....Bill Seyfried

Faculty Recruitment Update.....Deborah Crown

Other Business.....

Meeting Adjourned.....Deborah Crown

Party Begins.....12:01pm

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

**December 18, 2017
Room 108
10:30am – 12pm**

Those Present: Tim Ozcan, Kyle Meyer, Keenan Yoho, Halil Kiymaz, Pete McAlindon, Steve Gauthier, Tracy Kizer, Craig McAllaster, Keith Whittingham, Greg Turkanik, Mark Johnston, Bill Seyfried, Misty Loughry, Greg Marshall, Kim Jentsch, Koray Simsek, Jim Johnson, Pam Clark and Deborah Crown

Approval of Minutes.....Deborah Crown

Update on Key Goals

- **Building.....Deborah Crown**
 - We continue to work with the Fisher firm on programming
 - The feasibility study will be completed shortly after the holiday break and we should have feedback in February
- **EMBA Update.....Jim Johnson**
 - Please see attached PowerPoint
 - Marketing will go out Thursday
- **Marketing/Communication.....Deborah Crown**
 - Working on a restructure to have a single brand message for all centers
 - Kate will be moving from Alumni to Marketing
 - Working on a centralized events team
 - We will be hiring a writer

Strategic Planning Update.....Bill Seyfried

- All docs are available on Blackboard
- The Dean's council will take the lead going forward to keep the process rolling.
- Please review the goals to be discussed after the first of the year.

Curriculum Committee.....Halil Kiymaz

- All new Elective Courses Approved (4)
- INTL 603, MKT 614, OM608 and FIN 619
- Please see attached PowerPoint

Discussion about EAMBA/PMBA Curriculum.....Bill Seyfried

- Tabled to a future meeting

EDBA Update.....Greg Marshall

- EDBA 01 – 8 passed final defense 1 – passed proposal defense 1 – still pending
- EDBA 02 - 5 passed final defense 2 passed proposal defense 3 – still pending
- EDBA 05 had a curriculum change that includes a Friday Research Colloquium
 - The speakers have been very engaging and productive
- There are 43 students in various stages of the program
- We have been experiencing academic integrity issues with our EDBA students
 - When a student writes a paper will be required to run it through turnitin.com
 - IT is working on a process for us to be consistent with turnitin.com. Training will be done in January for the EDBA students

Faculty Recruitment Update.....Deborah Crown

- We are still in discussions for the management position

Other Business.....

Meeting Adjourned.....Deborah Crown



REVISED EMBA CURRICULUM

PROGRAM SCHEDULE



FALL 1

August 9-11, 2018	Orientation (Thu-Sat)
September 21-23, 2018	Course 1 and Course 2 (2*3- credit courses)
October 19-21, 2018	Course 1 and Course 2
November 16-18, 2018	Course 1 and Course 2
December 14-16, 2018	Strategic Leadership (1 credit)

SPRING 1

January 11-13, 2019	Courses 3 and 4 (2*3- credit courses)
February 8-10, 2019	Courses 3 and 4
March 8-10, 2019	Courses 3 and 4
April 1-5, 2019	Domestic Residency 4.5 days (3 credits)

PROGRAM SCHEDULE



SUMMER

May 3-5 2019	Courses 5 and 6 (2*3- credit courses)
May 31-June 2, 2019	Courses 5 and 6
June 28-30, 2019	Courses 5 and 6

FALL 2

August 23-25, 2019	Courses 7 and 8 (2*3- credit courses)
September 20-22, 2019	Courses 7 and 8
October 7-12 (TBC)	Global Residency – IPADE, Mexico City 5.5 days (3 credits)
November 15-17, 2019	Courses 7 and 8

SPRING 2

January 17-19, 2020	Courses 9 and 10 (2*2- credit courses)
February 14-16, 2020	Courses 9 and 10
March 15-21, 2020	Global Residency (TBD) 5.5 days (3 credits)
April 17-19	Course Wrap-Up (1 credit)

END OF PROGRAM (20 months)

May 2 **Commencement**

ON-CAMPUS SCHEDULE



WEEKLY SCHEDULE (2*12 hours per regular weekend) Crummer 107

Friday 10-12, 1-3; 3:30-7:30; 4.0 hours per course
(Off-Site Friday times may vary)

Saturday 8-12:30 & 2-6:30; 4.5 hours per course

Sunday 8-11:30 & 12:30-4:00 3.5 hours per course

COURSES



Business Analytics (3 credits)

Creating Effective Organizations (3 credits)

Accounting for Business Leaders (3 credits)

Macroeconomics and the Global Economy (3 credits)

Financial Management for Executives (3 credits)

Strategic Leadership: A High-Level View (1 credit).

Strategic Leadership: Application and Practice (4 credits)

Value Creation through Effective Marketing (3 credits)

Operations and Supply Chain Management (3 credits)

Global Business (3 credits)

Global Immersion 1 (3 credits)

Global Immersion 2 (3 credits)

Domestic Residency (3 credits)

Orientation (2 credits)

Program Finale (1 credit)



- **Design EMBA Orientation (24 hours)**
- **Design Domestic Residence/ Global Immersion 2**
- **Confirm who will teach the courses**
- **Course descriptions for course catalog**
- **Marketing starts 12/21**
- **Dean's Implementation Committee**



Thank You



**Crummer Graduate School of Business
Rollins College**

**Course Syllabus
Spring 2018, INTL 603**

INTL 603: GLOBAL FINANCIAL DECISION MAKING

2 Credit Hours

Spring 2018, CRN 13003

Dr Richard A. Lewin, Associate Professor of International Finance

Office Location: Room 222, 170 Fairbanks.
Phone: 407 646 1572
E-mail: rlwin@rollins.edu
Office Hours: Monday & Wednesdays: 4:00pm to 6:00pm
Please make an appointment if required outside these hours.
Classroom: Crummer Hall 308
Class Meeting Days: Thursdays: 8:30am-11:30am

COURSE DESCRIPTION & OBJECTIVES

A variety of international finance topics are covered, including: the concept of the international monetary system, risk and returns of international firms, the impact of volatile exchange rates on financial reporting and financial management, the various means available to manage currency exposure, raising capital in international equity & bond markets, capital budgeting for various forms of foreign investment, the function of financial management in international merger and acquisition activities, and strategic financial considerations in building global businesses.

The primary objective of the course is to introduce you concepts of international finance with special emphasis to corporate finance and risk management. The following concepts will be addressed in this course: Essential institutional aspects of the international financial markets; foreign exchange markets, exchange rate determination, and international parities; measure and management of multinational firm's exposure to economic and financial risks by applying risk management tools (i.e. Financial Futures, Forwards, Options and Swaps); financing and foreign investment decisions by management including raising capital and investing (i.e. M&As) internationally.

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

- 1 Review & expand your knowledge & understanding of international financial system & environment.
- 2 Provide an understanding of financial & investment decisions facing a multinational business firm with special emphasis on exploring international opportunities and managing the risks faced
- 3 Provide applied knowledge in real-world settings of best business practices in the area of international finance.
- 4 Understand and employ the fundamental quantitative techniques of international finance including parity conditions.
- 5 Understand & integrate using critical thinking and analytical reasoning the concepts from international accounting, economics, and international business whenever possible.

- 6 Incorporate global thinking into financial decision making given that an international orientation has become a business necessity - even managers of domestic firms must view business from a global perspective.
- 7 Improvement on the following competencies:
 - 7.1. Problem Solving
 - 7.2. Critical Thinking
 - 7.3. Active Learning
 - 7.4. Search and obtain financial information internationally
 - 7.5. Work Ethic
 - 7.6. Teamwork
 - 7.7. Communication (written/oral)

COURSE PREREQUISITES: FIN 501: Financial Decision Making

COURSE RESOURCES

This course mostly consists of cases/applications which will be complemented by lectures, readings, and exercises designed to develop an understanding, skills, and different approaches to International Financial Management. The emphasis is placed on the logic underlying each concept and how each concept is applied. Lectures will be conducted on the assumption that students have read and at least partially understood the assigned reading materials.

Textbook

Multinational Business Finance, David K. Eiteman, Arthur I. Stonehill, & Michael H. Moffett, (ES&M), 13th Edition, Pearson, 2013.

Outside Reading Materials

Wall Street Journal (12-week subscription available at www.wsj.com/semester)
Economist (12-week subscription available at www.economist.com/subscribe)

Case Studies

HBS Course Pack (Harvard Publishing): <http://cb.hbsp.harvard.edu/cbmp/access/72175175>

COURSE POLICIES:

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

What is Expected of You: As your professor, I expect that you will (a) read the assigned readings and cases prior to coming to class, and be ready to discuss and answers questions about them, (b) complete the assigned problems on Blackboard as they fall due (c) present your opinion to the class, (d) attend class punctually & regularly, participate in class discussion, and ask questions to help to clarify points on which you are uncertain, and (e) recognize that the most important determinants of your performance in the course are the time and effort you put in.

GRADING

The course grade for the module will be determined by a weighted-average of scores achieved on each element of the course using the following scale.

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

Weight	Activity
25%	Group Case Analysis & Presentation
15%	Individual Minicase Presentation
25%	Mid-Term Exam (Average of Problems weeks 1-4)
10%	WSJ/Economist Article Discussion & Participation
25%	Final Exam (Average of Problems set 5-8)

Exams & Quizzes

Mid-course and Final examinations will not be administered in class time - instead these are completed over the entire course by way of Problem sets available on Blackboard, as noted in the course schedule. Question types may include multiple choice, True/False, problem solving, essays, and mini-cases. Materials for which the student is responsible include reading the text, attending and participating in class and completion of the assigned homework problems outside of class.

HBS Case Studies

Group case analysis and presentations are required. I would like you to select an HBS case in the course outline in groups of 3. Cases will be distributed on a first come first serve basis. You are also expected to have read and be prepared to participate in discussions following each case presentation.

Team Member Evaluation

Teamwork is an important part of your final grade. Each team member will be asked to anonymously evaluate his or her team members by completing the team member evaluation form to grade their overall contribution to the team projects/presentations. These evaluations will be taken into account in determining your case study grade.

Discussion Board Forums

I will be posting articles on Blackboard chosen from the WSJ for class discussion. You are required to read each article and answer the questions at the end, if any.

Computers & Blackboard

Your laptop will be important part of the class as spreadsheets are extremely useful in financial management. Bring your computer to every class. It is requested that your computer be used only for class-related activities. I also use Blackboard extensively. Please check Blackboard regularly for announcements, solutions to end of the chapter problems, hand-outs and others materials. I would appreciate if you report any difficulty to me immediately.

Class Attendance & Participation

Your participation in class discussion is essential. Do not hesitate to ask any questions or voice your opinion regarding the articles or any other subject matter. In-class discussion will always be treated in a professional, non-threatening manner. In the absence of active participation, I will call on students.

Active participation is defined to include both questions and comments. Furthermore, attendance at all scheduled classes is expected. Please inform the instructor in advance if you are unable to attend class. One unexcused absence per semester is considered acceptable although you will not be eligible for participation grades during any such absence. To receive the maximum number of points in this category, the student will be expected to actively participate during every class.

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, 32789. Should you have questions, concerns or need support related to Accessibility Services, please call 407-975-6463 or email 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 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

WEEK OF	CHAPTERS	TOPICS AND OTHER READINGS	HOMEWORK AND OTHER ASSIGNMENTS
1	3 & 4	The International Monetary System & The Balance of Payments	Assigned Problems: <i>Ch.3:</i> 3,4,8,10 &12 & <i>Ch.4:</i> 10,11,12,13 & 14
2	6 & 9	FX Market & Exchange Rate Determination & Forecasting	Assigned Problems: <i>Ch. 6:</i> 1,2,5 & 9 & <i>Ch.9:</i> 10, 11, 12, 13, 14 & 15
3	7 & 8	International Parity Conditions, FX Derivatives & Swaps	Assigned Problems: <i>Ch.7:</i> 1,5,6,7 & 8 & <i>Ch.8:</i> 1,4,8,16 &19
4	HBS Cases	<i>Group 1:</i> Hedging Currency Risks at AIFS <i>Group 2:</i> FX Hedging Strategies at General Motors: Transactional & Translational Exposures <i>Group 3:</i> FX Hedging Strategies at General Motors: Competitive Exposures	
5	13	The Global Cost & Availability of Capital	Assigned Problems: <i>Chapter 13:</i> 1 through 10
6	14 & 16	Raising Equity & Debt Globally & Portfolio Theory & Diversification	Assigned Problems: <i>Chapter 14:</i> 1,2,3,4,7 & <i>Chapter 16:</i> 1,2,10,11 & 12
7	17 & 18	Foreign Direct Investment & Political Risk, & Multinational Capital Budgeting & Cross-Border Acquisitions	Assigned Problems: <i>Chapter 17 IE:</i> 1,3,4 & 5 & <i>Chapter 18:</i> 1, 2, 3, 4, 5, 6
8	HBS Cases	<i>Group 4:</i> Globalization the Cost of Capital & Capital Budgeting at AES <i>Group 5:</i> Walt Disney Company's Yen Financing <i>Group 6:</i> Nestle and Alcon—The Value of Listing	



**Crummer Graduate School of Business
Rollins College**

**PMBA – MKT 614 Course Syllabus
Spring 18 Module 1**

MARKETING ANALYTICS

MKT 614

2 Credit Hours

Faculty: Tim Ozcan, Ph.D., Associate Professor of Marketing

Class Time and Location: T 6:30 pm – 9:30 pm at Rm. **XX**

Office: Bush Executive Center 304

Phone and Email: 407-646-2154 & tozcan@rollins.edu

COURSE DESCRIPTION AND OBJECTIVES

Managers are expected to be effective decision-makers capable of balancing both their experiences and instincts with sound evidence supported by data. Through the duration of this course we will look at concepts and related activities within the domain of marketing (many of which you will have studied within DBC 509) within the context of some of the analytical models and tools that are used to conduct these activities.

Within this course particular emphasis will be placed on gaining skills in transforming various types of data into powerful insights capable of driving key marketing and business decisions. Case based exercises and business simulations are employed in order to assist in this regard. Successful performance on these exercises and simulations will require students to gain an understanding of both the data input into the various analytical models and tools used, as well as their respective outputs. Additionally, students will often be challenged to keep in mind the larger business context connected to these different exercises by framing their findings and recommendations in a way that would be well received by the senior managers within the firm associated within each given exercise.

The learning objectives of this course are to:

1. Develop problem analysis skills.
2. Demonstrate skills in integrating qualitative and quantitative data to better define business problems/opportunities.
3. Demonstrate a working knowledge of analytical tools and how these tools aid marketing decisions.
4. Identify uses of analytical tools in various marketing scenarios.

Demonstrate the ability to organize, interpret and present data in defense of an analytically derived business recommendation.

COURSE PREREQUISITES

Creating and Delivering Customer Value (DBC 509)

COURSE RESOURCES

Textbook

Lilien, Gary L., Arvind Rangaswamy, and Arnaud De Bruyn (2017), *Principles of Marketing Engineering*, 3rd ed., DecisionPro, Inc. ISBN-10: 0985764821

Software

Marketing Engineering for Excel (Software)

1. <http://www.decisionpro.biz/students/current-students/access-software>
 - a. Use the Access Code: MKTG5555
 - b. For in depth instructions on downloading and installing the software please see the downloading instructions available at Blackboard under ME Materials
 - c. While it's not necessary it might be worth considering the purchase of a license for the software that extends beyond the minimum 6-month period. The price doesn't increase proportionately and you might find that it is advantageous for internships/work/consulting projects/etc.

Simulation

1. Access to Data Analytics Simulation
 - a. This simulation will be part of your individual final assessment. Further instructions will be given prior to the simulation. The link to purchase the simulation is below. Please do not attempt to purchase it until further instructions: <http://cb.hbsp.harvard.edu/cbmp/access/51990369>

GRADING

Some major points related to your assessment:

- You need to perform at a very high level on both group assignments and individual work to accomplish an A.
- While group assignments will receive an overall grade, your score may deviate from the overall grade if you receive negative peer evaluations from your group members. The magnitude of the grade adjustment will be determined based on my evaluation of your performance using peer evaluations and other evidence.
- Please follow Crummer Academic Integrity Policy to avoid any plagiarism and other academic dishonesty issues. You are required to properly paraphrase and cite the work that you used to do your research.
- Filling out and sending Peer Evaluation Forms for each team assignment is mandatory. Failing to send this form will result in a penalty that is described under each team assignment. Use the Peer Evaluation Form in Blackboard and email it to tozcan@rollins.edu before the assignment is due.
- Any late assignment will receive a penalty of at least a letter grade reduction for each day of tardiness.

This course will be assessed as follows:

	Points
Individual Assignments	
Participation	25
Final Exam Toolkit	25
Final Exam	200
Group Assignments	
Data Analytics Simulation Performance	150
ME Business Case Presentation	100
TOTAL	500

Scale Points	Scale %	Final Grade
465-500	93-100%	A
450-464	90-92%	A-
435-449	87-89%	B+
420-434	83-86%	B
400-419	80-82%	B-
385-399	77-79%	C+
370-384	73-76%	C
350-369	70-72%	C-
Below 350	Below 70%	F

INDIVIDUAL ASSIGNMENTS

Class Participation

Class sessions will be organized to provide students the opportunity to ask questions and engage in discussions around the concepts and methods covered in the course. Students are expected to come to class having read the assigned materials and having engaged in all other assignments. Doing so should enhance the student's capability to engage effectively within each class.

As we move through different application-based exercises that are a core component of this course students may interpret the data differently or derive differing conclusions from their analyses. Sharing these experiences as a class can enhance everyone's understanding of the value and uses of the concepts and methods studied within this course. In many cases it is important to recognize that activities we will be engaging in within this course are structured in such a manner that there may be more than one right answer.

In addition to the normal opportunities to participate that will arise during our time together in class information shared via email with the instructor that demonstrates a student's engagement with the content in the course may be considered as part of the instructor's assessment of a student's class participation. If you are unable to attend class, it is crucial that you contact me ahead of time to let me know (when possible) in order to determine how to make up for any activities that you will end up miss during your absence from class.

General Expectations for Class Participation:

Come to class on-time and prepared to discuss the materials assigned.

- If you have to miss class, please let me know in advance so that we can determine how to account for any in-class assignments that you won't be able to participate in.
- If you arrive to class late it is your responsibility to let me know that you are in attendance during the break because attendance will be taken at the start of class.
- During class time both ask questions and provide responses that are relevant to the topic being discussed and that are respectful of other students' viewpoints.
- Be an active participant during team-based activities.
- Avoid engaging in non-class activities during class.

Before the final exam students will turn in a toolkit consisting of a series of brief (1 page in length each) summaries of the following analytical tools covered in class. The toolkit will serve as a reference aid for during the exam. For each one page write up include:

- The name of the analytical tool at the top of the page.
- The types of research questions that the tool is designed to answer.
- How the tool works (in very basic terms).
- The type of data/input required for running the tool (in very basic terms).
- The main output from the tool (in very basic terms).

Students may consult with classmates on this assignment as well direct any questions to the instructor; however each toolkit submitted should represent the respective student's understanding of the related analytical tool in his/her own words. An electronic copy of the Toolkit should be submitted to the Blackboard on prior to our 7th class meeting.

Final Exam

A take-home final exam will be administered during the last week of the semester. The exam is an individual effort to be completed by each student. The exam will consist of a series of short-answer questions derived from the topics covered within the course.

The exam will test each student's knowledge of the concepts and related analytical tools covered within the course. Questions on the exam will require students to use a specific analytical tool to analyze a given data set. Only those analytical tools requested to be covered in the Final Exam Toolkit will be used for the data analysis questions contained within the exam.

The exam questions will be delivered at the end of our 7th class meeting and your responses should be submitted to Blackboard prior to our 8th class meeting.

GROUP ASSIGNMENTS

Data Analytics Simulation Performance

An group simulation by Harvard Business Publishing will be administrated at our last class meeting. You will have 90 minutes to complete four rounds of competition and your performance will be evaluated based on Cumulative Profit of your firm in four years. The grading of this assignment will be curved based on the best performance in class. Further information and training will be given at our 7th class meeting. The simulation scenario is:

"You have just been hired as a brand manager at Kelsey-White, an American multinational consumer goods company. Recently the firm invested in the development of K-W Vision, a series of systems and processes that allow the use of up-to-date data and advanced analytics to drive informed decision making about K-W brands. The year is 2019. The system is populated with 4 years of historical data. As brand manager for K-W's Blue laundry detergent, you are tasked to lead the brand's turnaround. Use the Vision platform to develop your strategy, grow Blue's market share, and become more profitable over the next 4 years."

Marketing Engineering (ME) Business Case Presentation

Each team will be assigned to present one of the business cases in class. Presentations will occur at the beginning of the class. The objective of the case is to arrive at a recommendation or set of recommendations using the information contained within the business case. The traditional case analysis method may be employed if students wish, but is not required. The primary objective is to provide a recommendation or set of recommendations that is/are logically derived from the information provided in the business case. The recommendation(s) should be presented in a manner that encourages “buy-in” from the organization being examined. The discussion questions within the case should be used to help guide the team to a recommendation or set of recommendations.

Each business case covered in class will in some way leverage the analytical tools in the Marketing Engineering software. While there may be additional insights gained from analysis above and beyond the outputs provided by running an analysis contained within the software, at a minimum teams should leverage the analytical tools provided when working with the related datasets. If through the course of answering all of the discussion questions related to a business case the Marketing Engineering software isn't used at all, then it is fair to assume that some appropriate opportunity to do so was missed.

Each team's presentation and supporting analysis work should be submitted to Blackboard.

General Expectations and Deliverables for Business Case Presentation:

- The presentation should span between 15-20 minutes, with 10-15 minutes after the presentation dedicated to questions from the instructor and classmates as well as a general discussion of the business case if appropriate.
- Recommendations should be presented in a manner that is well supported by the data and persuasive to the audience.

Note: For the purpose of this exercise it may be helpful to view your classmates as the Board of Directors of the organization that the business case pertains to within the context of a scenario where your team is seeking approval to allocate substantial resources for the implementation of your recommendations.

- You will be evaluated primarily on the merits of your presentation, however it may also be necessary for me to evaluate the technical validity of the analyses that your team conducted on the data so please take efforts to organize and present data analysis within a single spreadsheet file organized to enable comprehension on my part. This will help me to understand your process, which is an important part of this exercise. It will also help me to provide partial credit when appropriate. The addition of explanatory comments in parts of the file that were of particular importance in reaching your team's recommendations may be helpful as well.

The schedule and deadlines for the case presentations are below. **The presentation slides should be submitted to Blackboard.**

CRUMMER ACADEMIC INTEGRITY POLICY

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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*.

ACCESSIBILITY 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 Office of Accessibility Services, located on the first floor of the Olin Library, as soon as possible. You are encouraged to schedule a Welcome Meeting by filling out the “First Time Users” form on the website: <http://www.rollins.edu/accessibilityservices/> and/or reach out by phone or email: 407-975- 6463 or Access@Rollins.edu.

All test-taking accommodations requested for this course must first be approved through the Office of Accessibility Services (OAS) and scheduled online through *Accommodate* **at least 72 hours before the exam**. Official accommodation letters must be received by and discussed with the faculty in advance. There will be no exceptions given unless previously approved by the OAS with documentation of the emergency situation. We highly recommend making all testing accommodations at the beginning of the semester. OAS staff are available to assist with this process.

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

TENTATIVE CLASS SCHEDULE

WEEK	Class Activity	Reading & Assignments Due
1	Introduction Syllabus review Team assignments	Readings: <ul style="list-style-type: none"> Chapter 1 (Marketing Engineering Text) Assignments: <ul style="list-style-type: none"> Download Marketing Engineering (ME) software and ensure there are no functional issues with it
2	Customer Lifetime Value; Syphone Case	Readings: <ul style="list-style-type: none"> Chapter 2, pp. 50-60 Syphone Case Assignments: Practice with the OfficeStar (CLV) tutorial
3	Segmentation and Targeting; Pacific Brands Case	Readings: <ul style="list-style-type: none"> Chapter 3 Pacific Brands Case Assignments: Practice with the Office Star (Segmentation) tutorial
4	Positioning; Can the Bunny Hop Case (Nutrine)	Readings: <ul style="list-style-type: none"> Chapter 4 Can the Bunny Hop Case (Nutrine) Assignments: Practice with the Office Star (Positioning)
5	Pricing; Zach's Garage Case	Readings: <ul style="list-style-type: none"> Chapter 7, pp. 175-191 Zach's Garage Case Assignments: Practice with the Office Star (Pricing)
6	New Product/Service Design; Forte Case	Readings: <ul style="list-style-type: none"> Chapter 6 Forte Case Assignments: Practice with the Office Star (Conjoint Part 1 and 2)
7	Marketing Mix/Resource Allocation; C-Tek Case Data Analytics Simulation Review Final Exam delivery	Readings: <ul style="list-style-type: none"> Chapter 7, pp. 191-212 C-Tek Case Assignments: <ul style="list-style-type: none"> Practice with the Office Star (Resource Allocation) Final Exam Toolkit Submission
8	Data Analytics Simulation Competition	Assignments: <ul style="list-style-type: none"> Submit Final Exam on Blackboard Study for the Data Analytics Simulation



**Crummer Graduate School of Business
Rollins College**

**Course Syllabus
Term**

**BUSINESS TRANSFORMATION THROUGH OPERATIONS
OM608**

COHORT NUMBER

2 Credit Hours

Keenan D. Yoho, PhD
Classroom Number

Office Location: 205 Crummer Hall

Email Address: kyoho@rollins.edu

Phone: 407.646.2499

COURSE DESCRIPTION AND OBJECTIVES

The objective of this course is to introduce fundamental aspects of business transformation through operations. Through the use of simulations, games, case analyses, and the development of a business case for transformation, we will examine the relationship between changes in strategic direction, organizational design, process design, process control, information systems, decision support systems, and uncertainty in the operating environment on financial and operational outcomes. The impact of how fundamental operating assumptions, individual performance metrics, and operating dynamics conspire to contradict our intuition about the way simple systems operate will be explored.

COURSE PREREQUISITES

None.

COURSE RESOURCES

Case Studies

Scientific Glass Incorporated: Inventory Management (Brief Case), Harvard Business case product #: 4208-PDF-ENG.

Outside Reading Materials

All other cases, course notes, and articles will be available on the course website on Blackboard.

GRADING

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

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

Case Studies: 60% of course grade.

Final Project: 20% of course grade.

Final Project Presentation: 10% of course grade.

Class Attendance and Participation: 10% of course grade.

CRUMMER ACADEMIC INTEGRITY POLICY

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SPECIAL ACCOMMODATIONS

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TITLE IX STATEMENT (updated 8/24/17)

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

RECORDING DEVICE USE

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

WEEK	TOPIC	Assignment	Deliverable
1	Introduction and course objectives; What is transformation? Transformation and its similarities and differences from change; principles of operational design and redesign; operational transformation; leading transformation and change; introduction to the <i>AeroMatic Case – Demand Analysis</i> .	<i>AeroMatic</i> case; Faeste et al. (2014) – “Transformation: The Imperative to Change”; Kotter (2008) – “Choosing Strategies for Change”; Kotter (2008) – “It all Starts with a Sense of Urgency.” <i>Optional reading</i> : “Resetting Execution for a Time of Crisis” from <i>Execution</i> by Bossidy & Charan (2009).	
2	Transformation and change through operations – technical and adaptive approaches; defining the “problem” and diagnosing what needs to change; beginning with the customer; understanding customer demand and structuring operations to execute; conducting demand analysis.	McKinsey (2016) – “Transformation with a Capital T”; McKinsey (2014) – “Ten Tips for Leading Companies Out of Crisis”; Crum and Palmatier (2003) - <i>Demand Management Best Practices: Process, Principles, and Collaboration Ch. 1, 2 & 4</i> . <i>Optional reading</i> : Hammer (2007) – “The Process Audit.”	
3	<i>AeroMatic</i> case wrap-up; strategic decisions of capacity and operations; identifying internal resources to harvest or reallocate to support and sustain the transformation; supply chain decisions and their implications for operational design and capability; transformation decisions and estimation of operational impact; introduction to the <i>ElectriCorp Case – Working Capital Analysis</i> .	<i>ElectriCorp</i> case; McKinsey (2016) – “The ‘How’ of Transformation”; McKinsey (2015) – “How to Beat the Transformation Odds.” <i>Optional reading</i> : Boston Consulting Group (2015) – The New CEO’s Guide to Transformation”; Hammer (1990) – “Reengineering Work: Don’t Automate – Obliterate!”	<i>AeroMatic</i> Case write-up due.
4	<i>ElectriCorp</i> case wrap-up; leading transformation – go fast or go slow?; decisions under uncertainty; valuation of risk and resilience; coordination of production and inventory strategies.	<i>Scientific Glass</i> case; Fortna White Paper: “Keys to Successful Supply Chain Transformation”; Nielson et al. (2008) – “The Secrets to Successful Strategy Execution.” <i>Optional reading</i> : Miles (2009) – “Accelerating Corporate Transformations (Don’t Lose Your Nerve!).”	<i>ElectriCorp</i> Case write-up due.
5	<i>Scientific Glass</i> case working session.	McKinsey (2010) – “What Successful Transformations Share”; Tabrizi (2008) – “Model Overview: The 90-day Transformation Model”; McKinsey (2016) – “Sustaining the Momentum of Transformation.” <i>Optional reading</i> : Boston Consulting Group (2015) – “A Leaders Guide to ‘Always-On’ Transformation.”	

6	<i>Scientific Glass</i> case wrap-up; finance, sales, and operations – developing inventory location, warehousing, distribution and stocking objectives for profitability and customer service; leading operational change at the business unit and corporate level; financial implications of supply chain decisions; developing a business case.	<i>Badger Industries</i> case; Johnson et al. (2012) – “Achieving Successful Strategic Transformation.” <i>Optional reading</i> : Hammer (2004) – “Deep Change”; Ready & Conger (2008) – “Enabling Bold Visions.”	<i>Scientific Glass Case</i> due.
7	<i>Badger Industries – Simulation</i> ; strategic sourcing, outsourcing, and offshoring; developing a business case for sourcing decisions; financial assessment of operational decisions. Facility, personnel and capital structure decisions when transforming operations; operationalizing agility.	Pearce and Robbins (2008) – “Strategic Transformation as the Essential Last Step in the Process of Business Turnaround.” <i>Optional reading</i> : Pascale (1996) – “Reflections on Honda”; Upton and Macadam (1997) – “Why (and how) to Take a Plant Tour.”	
8	<i>Badger Industries</i> case presentations; course wrap-up and conclusion.	<i>Optional reading</i> : “The Operations Process: Making the Link with Strategy and People” from Ch. 9 of <i>Execution</i> by Bossidy and Charan (2009).	<i>Badger Industries</i> case due.

PROGRAM GOALS AND MEASURABLE OBJECTIVES

This section of the syllabus will not be provided to students. Instead, it will be included in the copy provided to the Dean's office and will be available for internal use. Use the following scale to indicate the relevance of each of the program goals and objectives

1. Minor or no importance
2. Important
3. Essential

Program Goal or Objective	Relevance
Integrated learning	3
Experiential learning	3
Global	3
Leadership	3
Innovation	3

Please also select types of assignments used for your class.

Integration		Experiential				Content		
Joint Lecture	Multidisciplinary Assignments	Case Study	Simulation	Guest Speaker	Applied Project	Global	Leadership	Innovation
X	X	X	X	X	X	X	X	X

The following guidelines are provided to assist in the assessment of the extent to which the course addresses the program goals and objectives.

Integrated learning component – a brief description of how this course demonstrates the active, intentional collaboration among faculty members, synchronization of calendars, course objectives & assignments, fundamental themes that cut across entire curriculum.

Experiential learning component – a brief description of how this course demonstrates the active, intentional collaboration among faculty members, synchronization of calendars, course objectives & assignments, fundamental themes that cut across entire curriculum.

Global activities – explain how students will have the opportunity to demonstrate an appreciation for diversity and national cultures, an understanding of global markets and production, and an ability to integrate a global perspective to address management issue.

Leadership activities – explain how students will have the opportunity to demonstrate ethical decision-making and the ability to apply concepts in group dynamics; develop a range of leadership skills such as leading change, resolving conflict, and motivating others.

Innovation activities – explain how students will have the opportunity to identify and develop ideas that could solve organizational problems or capitalize on high-growth opportunities that maximize value for all stakeholders, articulate plans for implementation that mitigate risk through effective management practices.



**Crummer Graduate School of Business
Rollins College**

**Course Syllabus
Spring 2018**

**COMMERCIAL REAL ESTATE INVESTMENT ANALYSIS
FIN 619
SPRING 2018
2 Credit Hours
Dietmar Georg
Classroom Number: TBA**

Office Hours: Office hours by appointment only

Email Address: dgeorg@rollins.edu (primary)
dietmargeorg@gmail.com (secondary)

Phone: (M): 201-618-0767

COURSE DESCRIPTION AND OBJECTIVES.

This course focuses on real estate investment analysis decision making in today's globalized private sector real estate markets utilizing finance and economic tools. The course will emphasize real estate investment analysis, equity and debt financing, entity structures, and skill sets and tools needed to perform said analyses (Excel and industry standard software tools). Real estate investment analysis requires the use of financial mathematics and modeling techniques. However, the course is less about purely mathematical concepts than it is about actual real world analysis and decision making in the real estate industry.

A typical class period includes a PowerPoint based lecture, case work, a discussion of current topics, and possibly guest lecture presentations.

COURSE PREREQUISITES

DBC 504 Financial Decision Making. Commercial Real Estate Investment Analysis (FIN 608) will build on previously introduced concepts including financial statement analysis, the time value of money, interest rates, financial markets, risk, discounted cash flow analysis and valuation.

COURSE RESOURCES

Textbook: Geltner, Miller, Clayton, Eichholz, "Commercial Real Estate – Analysis and Investments", 2014 (3rd edition); ISBN-13:978-1-133-10883-2 (Student Edition)

Outside Reading Materials: Instructor's PowerPoint Presentations

GRADING

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

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

The course will have individual and group assignments. The following weighting will be used to determine final grades:

- Class Participation 15%
- Group Project Presentation 20%
- Mid-Term Exam 30%
- Final Exam 35%

Class Attendance and Participation

Class participation will be based on attendance and contribution during class session.

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

Each student is expected to participate in class discussions covering assignments and course content. In order to contribute to class discussions, you should read and analyze cases and problems prior to the class in which they are discussed. Classroom participation is evaluated based on your ability to discuss the issues in some depth and on the amount of time you contribute to the discussion. Thus, there are two components to classroom participation: the quality of your analysis of the issues and the quantity of your discussion time relative to other members of the class. To earn full credit in class participation, you must be a leader of class discussions. You should offer meaningful insights about assignments and other course material.

Group Project Presentation

The expected enrollment of this course is 30 graduate students. 5 groups of 6 students will present on one or more topics. Each group will select a group communicator who communicates with the instructor on behalf of the group. The topic(s) will be announced in the first session on January 11th. In general, all members of the group will receive the same grade.

Mid-Term Exam

The mid-term exam will feature 4-5 questions from each of the weekly session. The exam will take place in class and will be administered through Blackboard. Students will have

approximately 2 minutes for each of the 25-30 questions. The majority of question will be in the multiple-choice, multiple-answers, and true/false formats.

Final Exam

The final exam will feature 4-5 questions from each of the weekly session. The exam will take place in class and will be administered through Blackboard. Students will have approximately 2 minutes for each of the 30-35 questions. The majority of question will be in the multiple-choice, multiple-answers, and true/false formats.

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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/>

TENTATIVE CLASS SCHEDULE – SUBJECT TO CHANGE (THURSDAYS 6:30PM – 9:30 PM)

Week	Date	Session Content	Reading Material
1	Jan. 11	The Real Estate Investment Industry - The Big Picture <i>Real Estate as an Investable Asset Class</i> <i>Real Estate in the Portfolios of Institutional Investors</i> <i>The Market Participants - Major Players and "Supporting Cast"</i> <i>Summary and Homework Assignment</i>	GM 7.3.1 & GM 7.2 plus Instructor's PP slides
2	Jan. 18	Real Estate Investment Analysis - The Analytical Framework <i>The Logic of Discounted Cash Flow Analysis</i> <i>Measuring Investment Performance - The Concept of Returns</i> <i>Indexing and Benchmarking</i> <i>Summary and Homework Assignment</i>	GM 9 / 10 & 11 plus Instructor's PP slides
3	Jan. 25	The Rise of the Fund Management Industry to Global Dominance <i>Private Equity Industry vs. REITS</i> <i>The Evolution of the Global Fund Management Industry</i> <i>Summary and Midterm Exam Preparation</i>	GM 26.1 & 26.2 plus Instructor's PP slides
4	Feb. 1	Real Estate Acquisitions - The Underwriting Process (Guest Speaker) <i>The Role of the Offering Memorandum</i> <i>Tools of the Trade: Argus vs. Excel</i> <i>Summary and Homework Assignment</i> Midterm Exam (in classroom; approximately 50-60 minutes)	Instructor's PP slides
5	Feb. 8	Real Estate Investment Management <i>The Operating Platform of the Fund Management Firm</i> <i>The Business Model of the Fund Management Firm</i> <i>Summary and Homework Assignment</i>	GM 26.1 plus Instructor's PP slides
6	Feb. 15	The Impact of Globalization on Real Estate <i>Standardization and Consolidation</i> <i>The Role of Research (Guest Speaker)</i> <i>Comparing Markets across Borders - Cutting-Edge Proprietary Tools (Guest</i> <i>Summary and Q&A on Group Project Presentation</i>	GM 24 plus Instructor's PP slides
7	Feb. 22	Group Project Presentation (topics to be announced in week 1) <i>5-6 groups of 5-6 students present on one or two topics</i> <i>Format: PowerPoint (or equivalent)</i> <i>Final Exam Preparation</i>	GM 13 / 20 / 23.1
8	42795	Capital Raising: Past, Present, and Future <i>A Short History: 1970 - 2018</i> <i>The (proper) Role of Consultants and Placement Agents</i> <i>"Pay-to-Play" Issues and Concerns</i> Final Exam (in classroom; approximately 60-70 Minutes)	Instructor's PP slides



Agenda

- New Elective Proposals
- MBA Course Mapping Results
- Discipline Level Course Mapping

New Elective Courses

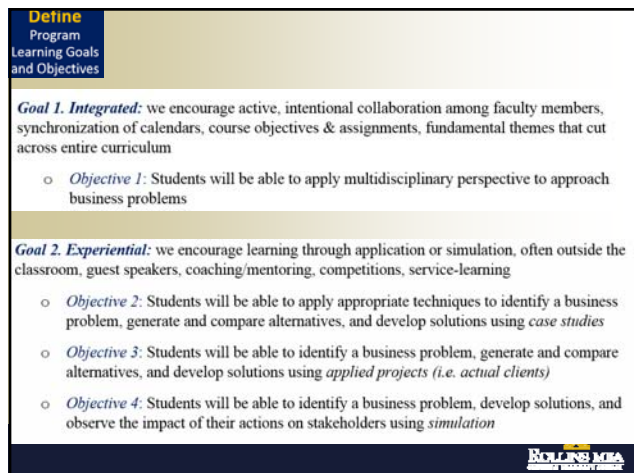
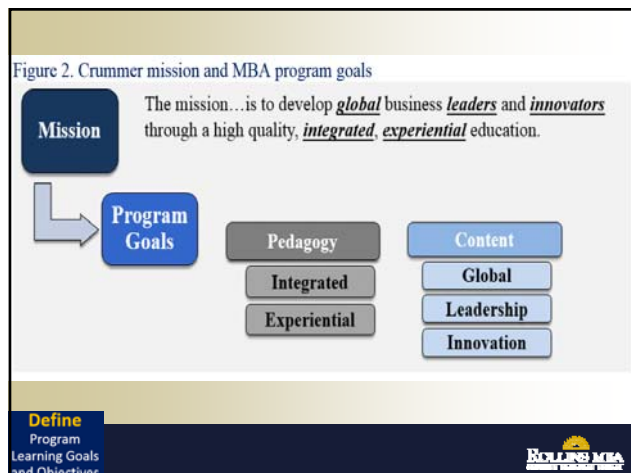
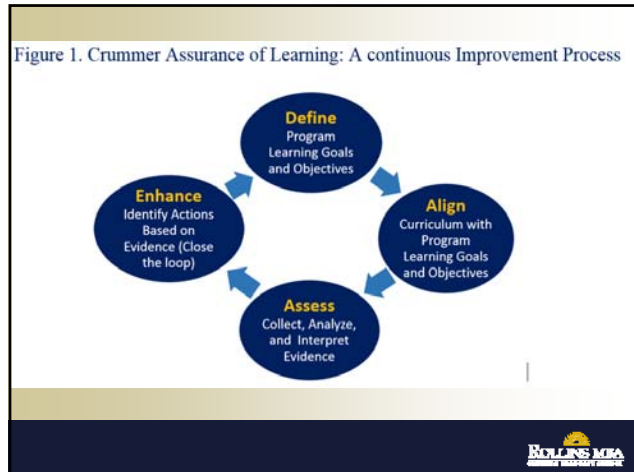
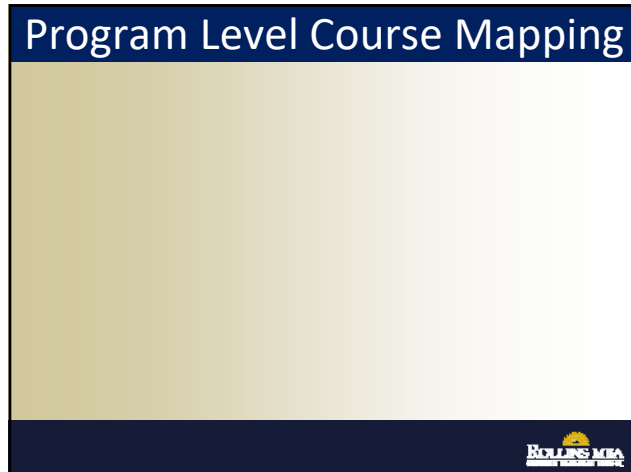
- Elective courses proposed under modified MBA program must go through the Curriculum Committee for approval
- Please provide your syllabus minimum two months before the start of your term

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


New 2-credit hrs. courses- EXPERIMENTAL

Elective Course Proposals

INTL 603	Global Financial Decision Making	Lewin	Spring 18
MKT 614	Marketing Analytics	Ozcan	Spring 18
OM 608	Bus Transformation through Operations	Yoho	Spring 18
FIN 619	Commercial Real Estate Investment Analysis	Georg	Spring 18




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




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



Define Program Learning Goals and Objectives
<p>Goal 5. Innovation:</p> <ul style="list-style-type: none"> Objective 11: Students will be able to identify and develop ideas that could solve organizational problems Objective 12: Students will capitalize on high-growth, opportunities that maximize value for all stakeholders, Objective 13: Students will articulate plans for implementation that mitigate risk through effective management practices and make real time decisions with limited information and uncertain conditions.



Define Program Learning Goals and Objectives
<p>Goal 6. Functional business knowledge:</p> <ul style="list-style-type: none"> Objective 14: Students will be able to use functional knowledge to analyze and apply information to facilitate business decision making



Align Curriculum with Program Learning Goals and Objectives

Course Mapping

- At the beginning of year (2017), faculty members are asked to identify:
 - 2 or 3 goals
 - 3 to 4 objectives from the list
 - Further specify the objectives as “Introduced”, “Reinforced”, or “Mastered”

Rollins MBA
ACCREDITED BUSINESS SCHOOL

Align Curriculum with Program Learning Goals and Objectives

Course Mapping

Goals and Objectives	Pedagogy			
	Goal 1. Integrated	Goal 2. Experiential	Goal 3. Global	Goal 4. Leadership
Objectives	Objective 1: Students will be able to apply multidisciplinary perspectives to approach business problems.	Objective 2: Students will be able to apply appropriate techniques to identify a business problem, analyze it, and develop a solution using case studies.	Objective 3: Students will be able to identify business problems, generate and compare alternatives, and develop solutions using applied projects.	Objective 4: Students will be able to identify a business problem, generate and compare alternatives, and develop solutions using applied projects.
Courses	Objective 5: Students will demonstrate an appreciation for diversity and national culture.	Objective 6: Students will demonstrate an understanding of global markets and production.	Objective 7: Students will demonstrate an understanding of organizational issues.	Objective 8: Students will demonstrate an understanding of working and recognizing and analyzing ethical problems, values and desired behaviors.

Foundations Courses (7 courses=8 credits)

FDN 500 Essentials for MBA Success
FDN 501 Professional Comm. for Business
FDN 502 Critical Thinking in Business
FDN 503 Ethical and Social Issues of Business
FDN 504 Data Analysis for Business Decisions
FDN 505 Career Strategies I
FDN 506 Career Strategies II (Internship)


Disciplinary Business Core Courses (10 courses=20 credits)


DBC 501 Fin. Acc. for Business Leaders
DBC 502 Man. Acc. for Business Leaders
DBC 503 Economic Environment of Business
DBC 504 Financial Decision Making
DBC 505 International Business Challenge
DBC 506 Leadership with an Entre. Mindset
DBC 507 Unlocking Human Potential
DBC 508 Strategy Essentials
DBC 509 Delivering Customer Value
DBC 510 Customer Centric Operations Mgmt.

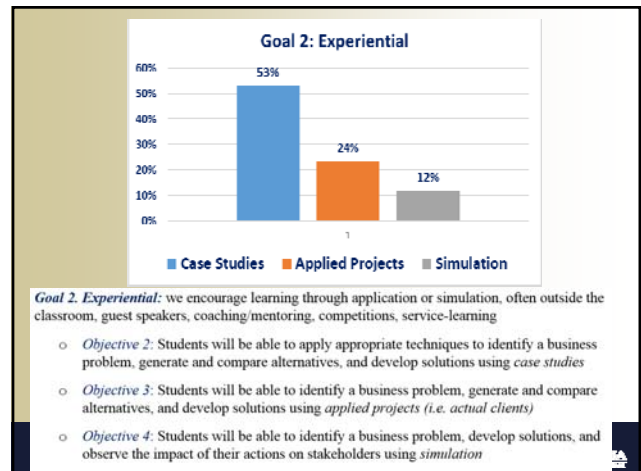
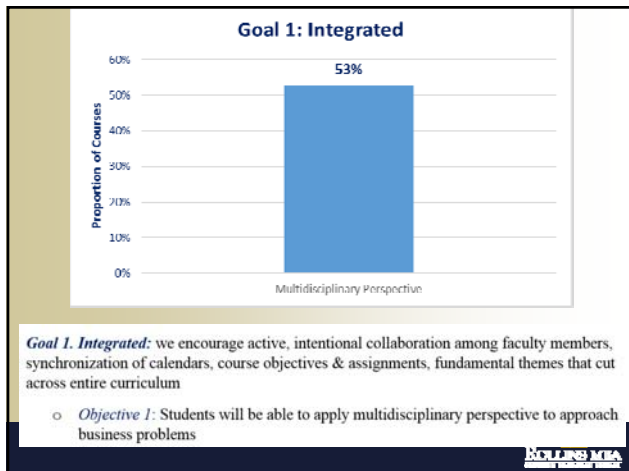
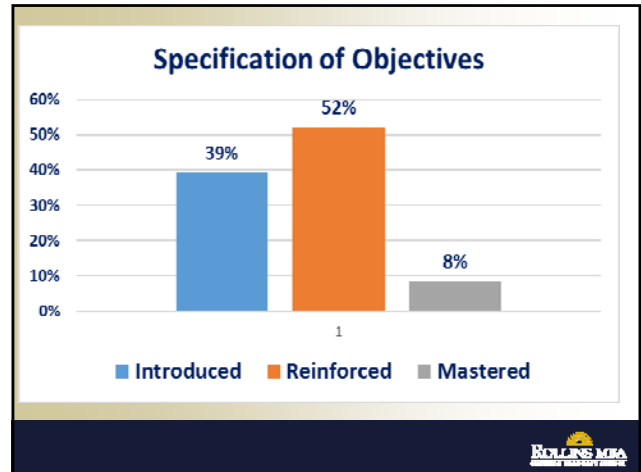
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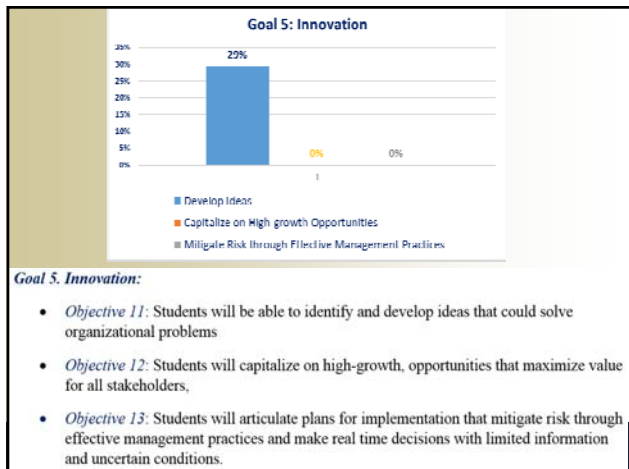
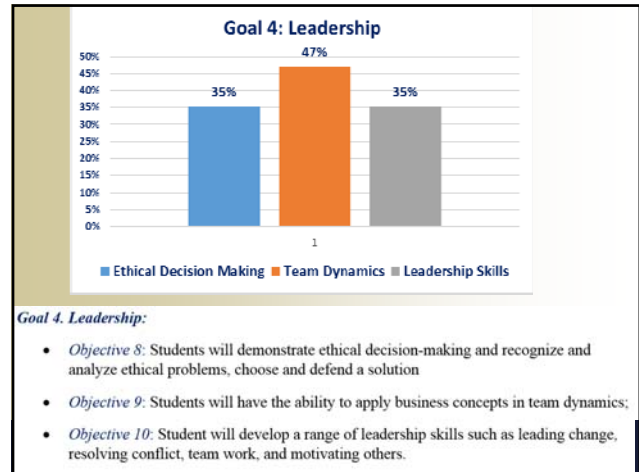
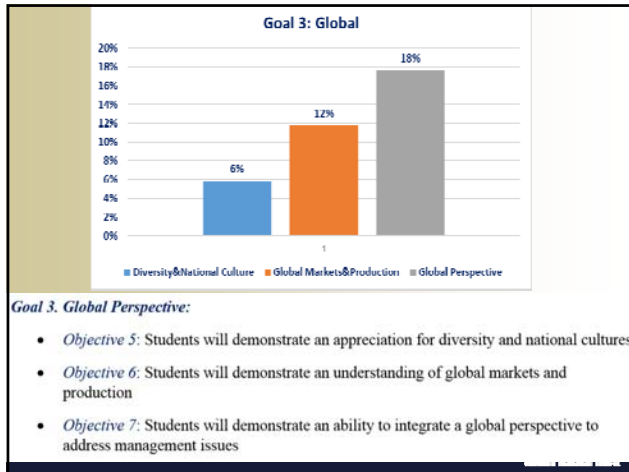
Program:		Pedagogy			
Goals and Objectives	Courses	Goal 1. Integrated	Goal 2. Experiential		
		Objective 1. Multidisciplinary Perspective	Objective 2. Case studies	Objective 3. Applied Projects	Objective 4. Simulation
Foundations Courses					
FDN 500	Essentials for MBA Success	I	I	I	
FDN 501	Professional Comm. for Business	R	R		
FDN 502	Critical Thinking in Business		R		
FDN 503	Ethical and Social Issues of Business	R			I
FDN 504	Data Analysis for Business Decisions		R		
FDN 505	Career Strategies I	R			
FDN 506	Career Strategies II (Internship)	R			
Disciplinary Business Core Courses					
DBC 501	Fin. Acc. for Business Leaders		R		
DBC 502	Man. Acc. for Business Leaders		R		
DBC 503	Economic Environment of Business				
DBC 504	Financial Decision Making	R	R		R
DBC 505	International Business Challenge	R		M	
DBC 506	Leadership with an Entre. Mindset				
DBC 507	Unlocking Human Potential				
DBC 508	Strategy Essentials		I	I	
DBC 509	Delivering Customer Value	R	R		
DBC 510	Customer Centric Operations Mgmt.	I		I	

Rollins MBA
ACCREDITED BUSINESS SCHOOL



Program:		Content									
Goals and Objectives	Courses	Goal 3. Global			Goal 4. Leadership			Goal 5. Innovation			
		Objective 5: Diversity and national cultures	Objective 6: Global markets and globalization	Objective 7: Global Perspective	Objective 8: Ethical decision- making	Objective 9: Team dynamics	Objective 10: Leadership skills	Objective 11: Develop ideas	Objective 12: Capitalize on high- growth opportunities	Objective 13: Manage risk through effective managing	
Foundations Courses											
	FDN 500 Essentials for MBA Success			I	I	I	I	I			
	FDN 501 Professional Comm. for Business					R	R		R		
	FDN 502 Critical Thinking in Business				R	R		R			
	FDN 503 Ethical and Social Issues of Business				R	R					
	FDN 504 Data Analysis for Business Decisions										
	FDN 505 Career Strategies I										
	FDN 506 Career Strategies II (Internship)										
Disciplinary Business Core Courses											
	DBC 501 Fin. Acc. for Business Leaders				R	R		R			
	DBC 502 Man. Acc. for Business Leaders				R	R		R			
	DBC 503 Economic Environment of Business		I								
	DBC 504 Financial Decision Making										
	DBC 505 International Business Challenge	M	M	M	R	R			R		
	DBC 506 Leadership with an Entre. Mindset							I	I		
	DBC 507 Unlocking Human Potential							R	R		
	DBC 508 Strategy Essentials					R					
	DBC 509 Delivering Customer Value			I		M					
	DBC 510 Customer Centric Operations Mgmt.										
Rollins College, Winter Park, Florida											
											





FDN 501 Professional Comm. for Business

- Tools and concepts in corporate communications, presentation delivery and writing structure



FDN 502 Critical Thinking in Business

- Describe critical thinking, explain why critical thinking is essential in mastering content and effective day-to-day and business problem solving,
- Identify biases that undermine thinking and problem formation, discuss the elements of reasoning in problem situations
- Evaluate the quality of your thinking, demonstrate your critical thinking through argumentation, questioning and reflection, and apply critical thinking to day-to-day and business settings.



FDN 503 Ethical and Social Issues of Business

- Educate the student as to the scope and variety of laws regulating business; inculcate the student with significant philosophical theories and fundamental ethical principles; and expose the students to the concept of social responsibility.
- Foster a consideration and integration of legal, moral, and social values relevant to the student's business decision-making process.
- Encourage values based management as an avenue to enhance societal good and corporate profits.



FDN 504 Data Analysis for Business Decisions

- Understand the Concepts of Probability and Descriptive and Inferential Statistics
- Conduct Data Summary and Probability Calculations
- Conduct Inferential Statistics and Regression Calculations



FDN 505/506 Career Strategies



DBC 501 Fin. Acc. for Business Leaders

- Explain the nature of business transactions, identify relevant economic events for financial reporting
- Determine the most appropriate financial measures for those events
- Analyze the effects of those events on the firm's financial statements



DBC 502 Man. Acc. for Business Leaders

- Allocate overhead using traditional allocation methods and activity-based costing (ABC)
- Evaluate the profitability of an organization using breakeven analysis and target profit analysis
- Evaluate capital investment opportunities using discounted cash flow methods
- Prepare operating budgets and analyze variances from budgets; explain the effect that transfer prices have on performance measurement in organizations, and use the Balanced Scorecard (BSC) to link strategic goals to operational goals in organizations.



DBC503 Economic Environment of Business

- Analyze macroeconomic indicators and their behavior
- Interpret economic data
- Understand and interpret economic situations; role and impact of economic policy



DBC 504 Fin Decision Making

- Analyze the relationship between risk and return
- Evaluate the financing and investment decisions facing a firm while emphasizing capital budgeting and cash flow estimation with risk analysis
- Develop a framework for the analysis and interpretation of financial statements and financial forecasting using various financial tools
- Apply the fundamental quantitative techniques of finance



DBC 505 Int Business Challenge

- Analyze business challenges posed by differences in PESTLE and SEERS systems and diverse stakeholder demands
- Examine a potential market for entry by a specific company with a selected product or service.
- Integrate and effectively apply theoretical concepts in the realm of international business to real-life decisions faced by managers.
- Investigate how course material applies to current events and what they suggest for the future of a specific country, company, or business.



DBC 506 Leadership with an Entre. Mindset

- Leadership and Innovation
- Demonstrate familiarity with several theories of Leadership
- Evaluate one's own leadership style
- Discuss leadership issues that affect creativity and innovation in organizations



DBC 507 Unlocking Human Potential

- External Analysis of Customers, Suppliers, Competitors, and Partners
- Internal Analysis of Firm Structure; Performance and Abilities



DBC 508 Strategy Essentials

- Demonstrate their skill level at strategic management – visioning, strategy formulation, implementation/execution, and control
- Explain the integrative aspects of the functional areas of business and recognize their interdependence as well as their impact on the firm's overall competitive strategy
- Identify the complexity of strategic managerial decision making by engaging in real-time case analysis
- Discuss the role of strategy as the driver of organizational success.
- Identify the multiple roles of business within society and within the external constraints confronting business today
- Utilize a variety of tools and analytical approaches involved in the process of strategy development and execution



DBC 509 Delivering Customer Value

- Identify Customer Needs and Wants
- Develop a Marketing Strategy
- Build and Manage Relationships, Segmentation & Targeting



DBC 510 Customer Centric Operations Mgmt.

- Aggregate Planning
- Inventory Management
- Production Management
- Supply Chain Management)



Questions?



Discipline Level Course Mapping: Electives

- **Goal:** Provide course mapping for each discipline



Discipline Level Course Mapping

Discipline	Lead
ACCT	Meyer
ECO	Seyfried
FIN	Kiyamaz
ENTL	McAlindon
INTL	Johnson
MBA	Grimm
MGT	McAllaster
MKT	Johnston
OM	Yoho
ICE	?



A	B	C	D	E	F	G
MBA ELECTIVE COURSE MAPPING (Summer 2017-Spring 2018)						
Pedagogy						
Goals			Goal 1. Integrated	Goal 2. Experiential		
			Objective 1. Students will be able to apply multidisciplinary	Objective 2. Students will be able to apply appropriate techniques to	Objective 3. Students will be able to	Objective 4. Students will be able to identify a
ENTREPRENEURSHIP						
ENT 607	Social Entrepreneurship	Conway				
ENT 608	New Venture Creation	McAlindon				
ENT 609	Family Business in the 21st Century	Kegel				
ENT 610	Product Concept Development	McAlindon				
ENT 611	Sales & Marketing Entrepreneurs	Merbler				
ENT 612	Crowdfunding	O'Brien				
ENT 613	Raising Capital for Entrepreneurs	Grimm				
ENT 614	Commercializing Technology and Science	Grimm/McAlindon				
ENT 615	Women Entrepreneurs	McAlindon				



Discipline Level Course Mapping: Electives

- **Goal:** Provide course mapping for each discipline
- **Timeline:**
 - March 1, 2018– return your file
 - March 2018- CC review
 - April 2018-Present to faculty



Questions?

