



World Challenges

MBA 301.01

Professors Stuart Hart, Taylor Ricketts, and Sanjay Sharma

Module 1, Fall 2015, 1 credit

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Class Meeting Times

Session 1	August 25	Tuesday	9:00 am – 12:00 pm
Session 2	August 26	Wednesday	1:30 pm – 4:30 pm
Session 3	August 31	Monday	9:00 am – 12:00 pm
Session 4	September 21	Monday	9:00 am – 12:00 pm
Session 5	September 24	Thursday	9:00 am – 12:00 pm

Course Description

It is important for students in SEMBA to develop a keen awareness of the global challenges that you will be facing as you pursue the sustainable and entrepreneurial businesses of tomorrow. This course introduces the scale and scope of these challenges—and the opportunities. It is designed for you to develop a deeper understanding of the challenges associated with global sustainability – while also focusing on the private sector’s role in addressing these challenges in innovative ways.

The course covers both the ecological/biophysical as well as the social aspects of the global sustainability challenge. Students will develop a deeper understanding of the challenges of climate change, resource and natural capital depletion, water scarcity, and the opportunities for much more eco-efficient and sustainable food and energy production, and resource utilization. Students will also develop a deeper understanding of the challenges of population growth, poverty, and income inequality, and the importance of multi-stakeholder engagement when it comes to addressing these challenges. The course culminates in a team assignment to develop a business opportunity addressing one or more of these World Challenges.

Course Materials

The reading materials for this course will be made available on Blackboard. The readings are detailed in the session descriptions below. We expect that you will have read all of the assigned materials before each class. Slides from each class will also be made available.

Course Administration

The course will be team taught by Stuart Hart (Co-Director of SEMBA), Taylor Ricketts (Director of the Gund Institute for Ecological Economics), and Sanjay Sharma (Dean of the School of Business Administration). Professor Hart will serve as the coordinator for the class as a whole.

There will be no individual or group written assignments beyond the exercises that are conducted during the class session and the final group presentation of the sustainable entrepreneurship business opportunity. It is therefore of critical importance that you do the assigned readings in advance and come to each class session prepared to

engage. Performance in the class will be based on your presence and the contributions you make to the classroom experience, along with the quality of the business opportunity your team develops.

Grading

Class participation (individual grade): 50%

Group exercise (group grade): 50% for presentation

Course Sessions and Assignments

Session 1: Tuesday, 25 August, 9:00am-12:00pm

Topic: The Challenge of Global Sustainability

Prof. Stuart Hart

Readings:

Jared Diamond – *Collapse*, Chapter 16: The World as a Polder: What Does it All Mean to Us Today?

Jeffrey Sachs – *The End of Poverty*

Chapter 1: A Global Family Portrait

Chapter 2: The Spread of Economic Prosperity

Study Questions:

-What are the key arguments being made by Diamond? Sachs?

-How do these two readings relate to one another?

Engaging the Data:

World Population Growth. A video providing a visual depiction of population growth over the past 2,000 years.

Gapminder Exercise (<http://www.gapminder.org/>). Visual presentation and discussion on environmental trends, population growth, poverty and inequality.

Exercise:

Mapping the SDGs. The Sustainable Development Goals (SDGs) are the next generation of global goals to follow the Millennium Development Goals (MDGs) which ended in 2015. The objective has been to create a comprehensive and inclusive set of goals which cover the entire spectrum of global sustainable development challenges. The result so far is a long and complex list of 17 goals with numerous sub-goals and much overlapping content. While comprehensive, these SDGs are difficult to use because of their length and complexity. The question is: how might these SDGs be organized or mapped to create a more compelling, opportunity-driven representation that would be relevant for business?

Meet in learning teams. Begin to develop an integrated conceptual map of the SDGs that you think would be useful and compelling to business leaders, as a tool for stimulating innovation and new business development. Be prepared to present this conceptual map in the class session on 31 August.

Session 2: Wednesday, 26 August, 1:30pm-4:30pm

Topic: Ecological/Biophysical Challenges

Prof. Taylor Ricketts

Readings:

Steffens, et al. 2015. Planetary boundaries: Guiding human development on a changing planet. *Science*.

TEEB. 2010. **The economics of ecosystems and biodiversity: Summary report for business.**

PUMA. 2010. **Environmental profit and loss account for the year ended 31 December 2010.**

Engaging the Data (optional – just good resources to know about):

World Bank World Development Indicators. <http://data.worldbank.org/products/wdi>

Environment section: <http://data.worldbank.org/sites/default/files/wdi-2015-ch3.pdf>

Study Questions:

- What overall picture of recent biophysical trends do the Butchart and Steffens papers paint? Do they contradict each other on any particular measures or trends?
- Are you comfortable with the “safe operating space” concept from Steffens?
- Are “ecosystem services” a promising vehicle for sustainable development? For sustainable business?
- What do you think motivated PUMA to develop an environmental P&L statement?

Exercise:

Meet in learning teams. Discuss ecosystem services that represent potential business opportunities. Select one ecosystem service and identify a concrete, specific opportunity related to its provision or management. Prepare a 5-minute presentation describing: the ecosystem service; the business opportunity; an initial sketch of the business plan; and how it relates to the SDGs and your emerging conceptual map of them.

Session 3: Monday, 31 August, 9:00am-12:00pm

Topic: Poverty/Inequality Challenges

Prof. Stuart Hart

Readings:

Amartya Sen – *Development as Freedom*, Chapter 4: Poverty as Capability Deprivation

Hernando de Soto – *The Mystery of Capital*, Chapter 7: By Way of Conclusion

William Easterly – *The Big Push Déjà vu: A Review of Jeffrey Sachs’s The End of Poverty: Economic Possibilities for Our Time*

Study Questions:

- In what way do these authors differ in their recommendations regarding poverty and development?
- Sen and de Soto’s work is from outside the management field – how do they inform you as business people?

Engaging the Data:

IFC Global Consumption Data Base (<http://datatopics.worldbank.org/consumption/>)

WRI Next Four Billion (<http://www.wri.org/publication/next-4-billion>)

Exercise:

Meet in learning teams. Complete the conceptual map of the SDGs and be prepared to present and explain your map to the class. Focus on why your map makes sense from a business perspective. Allow 5 minutes to present and 5 minutes for discussion for each team.

Session 4: Monday, 21 September, 9:00am-12:00pm

Topic: Stakeholder Engagement for Competitive Imagination

Prof. Sanjay Sharma

Reading:

Hart, S. & Sharma, S. 2004. Engaging Fringe Stakeholder for Competitive Imagination. *Academy of Management Executive*. 18(1): 7-18.

Case:

Coke in the Crosshairs: Water, India and the University of Michigan. *Erb Institute, University of Michigan*

Discussion Questions:

- Should Coke have avoided conflict with various stakeholders?
- Did such conflict affect its current and future business negatively?
- What strategy or actions could Coke have followed to avoid conflict?
- Could deep dialogue and engagement of stakeholders have led to new business ideas or prospects?

Exercise:

Meet in learning teams. Brainstorm one idea for a business opportunity that results from the readings and discussions from this course. Be prepared to present your idea in the most entertaining fashion possible using any means you may have at your disposal in the final class session on 24 September. Each team will have 10 minutes to present their business opportunity, with 10 minutes for discussion. This should include a description of what problem you are seeking to solve in the world and how you can marshal the power of innovation and entrepreneurship to do so.

Session 5: Thursday, 24 September, 9:00am-12:00pm

Topic: Turning Problems into Business Opportunities

Prof. Stuart Hart

Sustainable Entrepreneurship Business Opportunities Presentations

Each team will have 15 minutes to present their business opportunity with 15 minutes for discussion.



Business Strategy for a Sustainable World

MBA 301.02

Professor Stuart Hart

Module 1, Fall 2015, 2 credits

Office: Kalkin 300B

Office Hours: By appointment

E-mail: shart4@uvm.edu

Class Meeting Times

Session 1	September 1	Tuesday	8:30 am – 12:00 pm
Session 2	September 2	Wednesday	8:30 am – 12:00 pm
Session 3	September 15	Tuesday	8:30 am – 12:00 pm
Session 4	September 16	Wednesday	8:30 am – 12:00 pm
Session 5	September 22	Tuesday	8:30 am – 12:00 pm
Session 6	September 23	Wednesday	8:30 am – 12:00 pm
Session 7	September 29	Tuesday	8:30 am – 12:00 pm
Session 8	September 29	Tuesday	1:30 pm – 4:30 pm
Session 9	September 30	Wednesday	8:30 am – 12:00 pm

Course Description

As we move toward the third decade of the 21st century, the very nature of corporate and competitive strategy is undergoing radical transformation. Gone are the days when firms could conduct comprehensive industry analyses, craft and implement clearly defined competitive strategies, gain competitive advantage, and protect a long-term position. A number of forces have conspired to make such a rational approach to strategy virtually obsolete, including the:

- accelerating rate of technological change
- information revolution
- blurring of traditional industry boundaries
- opening of previously closed markets
- widening gap between rich and poor
- mounting environmental crisis
- problems of population and poverty
- growing demand for corporate transparency and accountability
- proliferation of new stakeholders

Taken together, these forces make strategic management in the future less a game of *planning and analysis* than of *innovation and entrepreneurship*. Business will become increasingly focused on transformation rather than continuous improvement, as the global challenges of sustainability come to dominate the competitive landscape. Over the next decade or two, entire industries will be restructured, with many incumbents losing their positions to new entrants emerging from beyond traditional industry boundaries. Sustainable entrepreneurship will become the name of the game.

By 2030, the energy, automobile, chemical, materials, utility, food, and forest products industries will almost certainly look radically different than they do today. The communications, electronics, computer hardware, software, financial services, and knowledge industries will lead the charge in radically redefining the way in which we serve human needs. This is the world in which you will spend your professional careers. Acquiring a map to help navigate these treacherous waters will be essential not just to survive but to thrive. That is the purpose of this course.

Course Requirements

In order to capture the pragmatic, action-oriented nature of strategy, we teach this course through the case method. We will supplement the case discussions with readings, lectures, videos, conceptual discussions, and written assignments. Our objective is for you to develop your own personal synthesis and approach for identifying and solving the key problems that you face as entrepreneurs faced with the need for strategic innovation for a sustainable future.

Students are required to read all materials, to prepare all cases, to contribute during class, and to participate fully in the preparation of written assignments. You will also work extensively in your assigned study groups. This team work will serve two purposes: 1) to provide a forum for the discussion of the assigned material for each class; and 2) to facilitate the preparation of your team assignments. Specific requirements are explained further below.

Individual Contribution

For the learning process to be effective, you will need to prepare carefully before class and contribute actively during class. Preparation involves both thorough analysis and developing a personal position on issues raised in the cases and readings. Unless you have thought about and adopted a personal position, it is very hard to learn from others' contributions in the class. This does not mean that you have "solved" the case, in the sense that you have identified the one best answer to the issues facing the firms and executives in the case. Invariably, given the complexities of the real world, there is no single answer.

Instead, thorough preparation means that you read the materials, consider the issues raised by the case and assignment questions, and carry out appropriate quantitative and qualitative analysis in order to arrive at a thoughtful position concerning the options that face the firms and executives in the case. In class, we will act as moderator, questioner, and lecturer to help guide the learning process. By actively participating in class discussions, you will sharpen your own insights and those of your classmates.

A major part of your learning in this course will take place in the classroom. Attending class is therefore essential. Because the course is designed to help you develop a personal synthesis and perspective, it is not possible to make up for an absence. If for some unavoidable reason you must miss a class, please let me know in advance via e-mail or in writing. Arriving late and leaving early are also discouraged since they serve to distract other students and hinder the learning process. If for some reason you must arrive late or leave early, please let me know in advance via e-mail or in writing. We will be using a seating chart to track attendance and contribution in the class.

We expect you to be fully prepared for each class and may call upon you at any time, whether to start a discussion or answer a specific question during the class on any day. If for some reason you are not fully prepared on a particular day, please let me know before class so that I do not embarrass you inadvertently.

Class contribution involves being clear about your own position and defending it, while also being willing to seek alternative perspectives on the situation. Participation enables you to learn from your colleagues and to help them learn from you. Accordingly, we expect you to participate effectively in class by analyzing, commenting, questioning, discussing, and building on others' contributions.

Participation does not mean that you should feel compelled to talk or ask questions simply to get air time; rather, we will look for active listening and a willingness to challenge assumptions, as well as your ability to substantiate and support your statements. We do not reward those who talk simply for the sake of being heard. The ability to present one's ideas concisely and persuasively, and to respond effectively to the ideas of others is a key success factor in this class, as well as in the world of enterprise.

I expect professional standards of behavior in the classroom. Cell phones and pagers should be turned off. No Facebook or chatting/texting is allowed.

Finally, all assignments need to satisfy the standards of academic integrity. *Plagiarism* (not attributing other people's ideas, arguments or phrases properly) and *cheating* will result in a failing grade.

Written Assignments

Two assignments will form a comprehensive class project for the course. As a first step, you will meet in your study groups to choose an industry for analysis. Ideally, the industry chosen will face multiple and significant social and environmental challenges/opportunities. When choosing an industry, examine the major players in the industry and ensure that there are at least as many major players in the industry as you have team members. Each team member should choose one of the major competitors identified to study for his/her individual assignment. The team industry analysis will form the basis for the individual analysis. Each team member must choose a unique corporation to analyze. These corporations may be U.S. based or internationally based firms, but it is your responsibility to ensure that sufficient firm information is available to enable you to conduct a thorough analysis.

Part 1: Team Industry Analysis

As the foundation of your project, examine the key drivers and assess the trajectory of the industry. How will the industry change in the coming years? How do the challenges of global sustainability change the landscape? Is the industry likely to be threatened by disruptive technologies? Are there likely to be significant new entrants from outside the industry? Are there opportunities for sustainable entrepreneurship initiatives? Will new stakeholders or new business networks change the nature of competition in the industry? The industry analysis will be graded on the extent to which you have taken an evaluative stance and the degree to which you have integrated the class concepts into this analysis. Your analysis should be presented in a **five-page** report (typed single-spaced, 12 point font, one inch margins). Up to three additional pages of exhibits may be included. This assignment is due at my office by **4:00pm** on **30 September**.

Part 2: Individual Firm Analysis

Summarize your firm's strategy. What resources and capabilities does your firm possess? What is your firm's corporate and competitive strategy? Next, evaluate your firm's strategy in relation to the forces driving change discussed in this class. How are technological innovation, global sustainability challenges, and emerging stakeholders impacting your firm's competitive position? What is your firm's sustainable value portfolio? What is your prediction of the firm's future performance? What are the opportunities for sustainable entrepreneurship to disrupt this firm's competitive position? How should your firm alter its strategy for the future? This evaluation should be summarized in a **three-page** report (typed single-spaced, 12 point font, one inch margins). Append up to three additional pages of appropriate exhibits. This assignment is due at my office by **4:00 p.m.** on **30 September**.

Team Presentation

The results of your industry analysis and individual firm analyses will be presented in class on **30 September**. Presentations will take the form of a powerpoint presentation of no more than 20 minutes followed by 20 minutes of questions and discussion. Accordingly, presentation should be designed to challenge and spur discussion as much as present analysis and results. Kindly submit your team's powerpoint deck to me no later than the day of the presentation.

Peer Evaluation

At the end of the course, team members will be asked to provide peer evaluations. These evaluations will be used as a component of your final grade. We expect that in the vast majority of cases, all team members will "pull their own weight" when it comes to the team assignment. In the rare instances where team members either fail to adequately contribute to the team effort, or at the other extreme, where specific individuals make extraordinary contributions, we would like to be made aware. If either of the above situations arises in your team, please submit a written note with the specifics. We will use the peer evaluations to make borderline decisions in determining your final grade.

Administration

All materials for the class will be posted on Blackboard or will be available for purchase through the appropriate vendor. There is also one required book for the class, which is available for purchase in the bookstore. Because readings have been assigned sparingly, I will assume that you have read all of the assigned materials before each class. Overheads from each class will also be made available. The required book is as follows:

Required

Hart, S. 2010. Capitalism at the Crossroads. Upper Saddle River, NJ: Wharton School Publishing.

Grading

Final course grades will be assigned at the end of the first half of the semester. Grades will be determined as follows:

Part 1: Team Industry Analysis	20%
Part 2: Individual Firm Analysis	30%
Part 3: Team Presentation	20%
Class Contribution	30%



Finance for Innovators: The Basics

MBA 301.03

Professor Chuck Schnitzlein

Module 1, Fall 2015, 2 credits

Office: 211 Kalkin Hall
Office Hours: By appointment
E-Mail: Charles.Schnitzlein@uvm.edu
Phone: (802) 656-9281

Class Meeting Times

Session 1	August 31	Monday	1:30 pm – 4:30 pm
Session 2	September 14	Monday	1:30 pm – 4:30 pm
Session 3	September 21	Monday	1:30 pm – 4:30 pm
Session 4	September 28	Monday	1:30 pm – 4:30 pm
Session 5	October 5	Monday	1:30 pm – 4:30 pm
Session 6	October 7	Wednesday	8:30 am – 11:30 am
Session 7	October 12	Monday	1:30 pm – 4:30 pm
Session 8	October 14	Wednesday	8:30 am – 11:30 am
Session 9	October 19	Monday	1:30 pm – 4:30 pm
Session 10	October 21	Wednesday	8:30 am – 11:30 am

Text

- Analysis for Financial Management, 11th Edition by Robert C. Higgins, McGraw-Hill Irwin

Course Description

Finance as a scientific discipline is broadly concerned with how to allocate scarce resources over time when there is uncertainty with respect to the costs and benefits of the allocation decisions. Within finance there are two major strands of study and practice: corporate (or business) finance and investment finance. Business finance is primarily concerned with the decision making process of those who require capital to deliver goods or services. Investment finance is viewed from the perspective of those that provide capital and then manage the investments, often as part of a portfolio. In practice business finance and investment finance are in many ways intertwined, but this taxonomy provides a starting point for organizing the systematic study of the decision-making tools that are invaluable in our market economy, which has an extraordinarily complex financial system. This course is primarily concerned with the decision to obtain and deploy capital to finance long-term investments. This type of investment decision is critical to the success of all business enterprises from small start-ups to the largest corporations. The decision making tools we develop in this class apply not only to every business, but also nonprofit organizations and government entities. We will also develop a basic understanding of financial markets since every entrepreneur and business person will have continual interactions with the financial system.

In module 1 we cover the background necessary to conduct financial analyses of projects and firms. In module 2 we will use this background to develop the tools of project selection and firm valuation.

Course Learning Objectives

- Understand how to interpret financial statements
- Be familiar with various techniques for evaluating financial performance
- Be able to do basic financial forecasting
- Understand the basic types of financial instruments and the role that they play in business finance
- Understand the effects of leverage on a business and the tradeoffs between debt and equity financing

Grading and other Course Policies

Grade Determination

Quizzes	35%
Homework/Projects	30%
Exam	35%

Quizzes

Each class meeting there will be at least one short (10-15 minute) quiz that will cover material from the previous class.

Homework/Projects

There are several projects which are all done in teams. I will assign these at the end of a class on Wednesday for submission at the start of class on the following Monday.

Exam

There is only one exam in the course, an open-book, open note, exam on 10/14

Course Schedule

The plan for the course follows. The backgrounds of the members of the SEMBA class are varied and I therefore may not end up adhering exactly to this schedule, but we will cover through at least the topics listed below. There are 10 scheduled class meetings. The approximate number of class meetings devoted to each topic follows.

There are 30 hours of scheduled class meetings. The dates and times of class meetings may be adjusted to optimally integrate cross-discipline materials. The approximate number of classroom hours devoted to each topic and required readings by topic are listed below.

1. Interpreting Financial Statements and Evaluating Financial Performance (3 Hours) 8/31
Higgins: Chapter 1
Project 1 (Due 9/14)
2. Evaluating Financial Performance (continued) (3 Hours) 9/14
Higgins: Chapter 2
Assignment 1 (Due 9/21)
3. Financial Forecasting (3 Hours) 9/21
Higgins: Chapter 3
Assignment 2 (Due 9/28)

4. Managing Growth (3 Hours) 9/28

Higgins Chapter 4
Assignment 3 (Due 10/5)

5. The Basics of Financial Instruments: The basic types of financial instruments and how they are used in business finance. (9 Hours) 10/5, 10/7, 10/12

Higgins: Chapter 5
Assignment (Due 10/7)

Project 2: Statistics and return calculation review (Due 10/12)

6. 10/14 (Exam)

7. The Financing Decision: The fundamental tradeoff between debt and equity and the implications of leverage for operations and performance. (3 Hours) 10/19

Higgins: Chapter 6

8. Discounted Cash Flow Analysis (3 Hours) 10/21

Higgins Chapter 7



Sustainable Brand Marketing

MBA 301.04

Professor Carolyn Bonifield

Module 1, Fall 2015, 2 credits

Office: 209 Kalkin Hall
Office Hours: Thursdays 9:30-11:30 a.m. and by appointment
E-mail: bonifield@bsad.uvm.edu
Phone: (802) 656-0516

Class Meeting Times

Session 1	September 2	Wednesday	12:30 pm – 3:30 pm
Session 2	September 9	Wednesday	12:30 pm – 3:30 pm
Session 3	September 16	Wednesday	12:30 pm – 3:30 pm
Session 4	September 23	Wednesday	12:30 pm – 3:30 pm
Session 5	September 30	Wednesday	12:30 pm – 3:30 pm
Session 6	October 7	Wednesday	12:30 pm – 3:30 pm
Session 7	October 9	Friday	8:30 am – 11:30 pm
Session 8	October 14	Wednesday	12:30 pm – 3:30 pm
Session 9	October 16	Friday	8:30 am – 11:30 pm
Session 10	October 21	Wednesday	12:30 pm – 3:30 pm

Course Description

Strong brands are among a firm's most important assets – how they are managed can influence consumers' buying decisions in significant ways. To create value and profits for stakeholders in a socially-conscious and environmentally-responsible manner, there is a need to manage brands for both short-term viability and long-term sustainability. By managing brands strategically, firms can increase their competitive advantage and profitability over the long range.

This course addresses the key areas of brand management including how strong brands are created, and how brand equity is developed and managed over time. Students will learn about fundamental concepts and real-life application through a combination of lecture, examples, cases, and class discussion. Throughout the course, there will be an emphasis on sustainability with a focus on brand strategies designed to enhance long-term profitability and survival of the firm.

Required Readings

The readings for this course, which include articles, chapters, and cases, are detailed in the session descriptions below. The articles and chapters will be made available on Blackboard. Slides for each class will also be made available on Blackboard. A case packet, which includes Harvard Business School, Ivey, and Stanford cases, will be available at the UVM Bookstore.

ADDITIONAL COURSE INFORMATION

Case Studies

We will have seven in-class discussions. These assignments provide the opportunity to analyze cases that are based on real-world business situations, make recommendations, and consider the implications of your decisions. In short, you will practice decision-making that is generalizable. All the students are expected to actively participate in the discussion, and to be ready to give your assessment when called upon.

You are required to turn in a total of two case write-ups (note: these are to be done individually, i.e., these are not group assignments). You can choose which two cases to write. We will review the required format for cases in class. Cases are due at the beginning of lecture on the designated day for that case discussion, as indicated on the course schedule (at the end of this packet). Late cases will not be accepted.

Make sure you make good use of the relevant data in the case. Be creative; make non-obvious inferences. Present specific, comprehensive, and practical plans. Make sure your paper is logically structured, clear, and concise. I will deduct points for poor writing (i.e., incorrect spelling, improper grammar or sentence structure, writing that is not concise, etc.). When you are on the job, your boss will make judgments about you based on your communication skills (among other things) – this is good practice.

Your total case grade will be based on your two case write-ups and your contribution in the discussion of all cases.

Class Contribution

Adequate preparation for, regular attendance of, and full participation and involvement in the class sessions and assignments are an integral requirement of this course. Class contribution and involvement is worth 25% of the overall grade (including the case contribution points) and will be based on my perception of your performance on the above requirements.

Grading

Grades will be assigned as follows: 90% and above =A, 80-89%=B, 70-79%=C, 60-69%=D, less than 60%=F.

Please note: I will be using the +/- grading system when assigning grades at the end of the semester.

Activity	Points	Dates
Exam 1	200	Friday, Sept. 30
Final Exam	200	Friday, Oct. 21
Case Analyses (2 analyses, plus contribution)	100 points each plus 100 for contribution = 300	Due on day of discussion – see course schedule below
Class Contribution	100	
TOTAL	800	

Students should keep all graded work until the end of the semester; **in addition, they should keep back-up copies of any work turned in.**

E-mailed/Slid Under-Door Assignments

Do not e-mail your case assignments. I expect you to turn in your case assignments at class, i.e., in person. Assignments will not be accepted via email nor will they be accepted if they are slid under my office door.

Plagiarism/Academic Dishonesty

Students must submit their own work. Each student's paper must be written independently by the student enrolled in the class. Plagiarism will result in failing the course.

The use of unauthorized material, communication with fellow students during an examination, attempting to benefit from the work of another student, and similar behavior that defeats the intent of an examination or other class work is unacceptable to the University.

Accommodations for Students with Disabilities

In keeping with University policy, any student with a documented disability interested in utilizing accommodations should contact ACCESS, the office of Disability Services on campus. ACCESS works with students and faculty in an interactive process to explore reasonable and appropriate accommodations via an accommodation letter to faculty with recommended accommodations as early as possible each semester. Contact ACCESS: A170 Living/Learning Center; 802-656-7753; access@uvm.edu; or www.uvm.edu/access.

Cell Phones

The use of cell phones in the classroom is strictly prohibited. Please remember to turn off your cell phones prior to coming to class. In addition, you may not have your cell phone in view during an exam.

Common Courtesy in Class

If you absolutely have to leave early, please let me know in advance and try to sit close to the door so that you don't disturb others when you leave.

Problems or Questions

If you have problems or questions related to the course material or the assignments, I am available to help. Please feel free to come to my office hours, or if this doesn't work for your schedule, to make an appointment with me at a different time.

Best wishes for a great semester!
Carolyn Bonifield

Tentative Course Schedule
Fall Semester 2015

<u>Date</u>	<u>Topic</u>
9/02	Introduction/Course Overview/Marketing Research Segmentation, Targeting, and Positioning (STP)
9/09	Case 1: Clean Edge Razor: Splitting Hairs in Product Positioning <u>Guest Speaker:</u> Richard Morin, CEO and Founder, divvi
9/16	Case 2: Starbucks: Delivering Customer Service Brands and Brand Management, Marketing Programs to Build Brand Equity Developing Sustainable Products (Readings: Keller, Chapters 1 and 5; HBS article: <i>Growing Green: Three Smart Paths to Developing Sustainable Products</i>)
9/23	Case 3: Sobey's Inc.: A Strategic Approach to Sustainable Seafood Supply <u>Guest Speaker:</u> Jeffrey Hollender, Co-Founder of Seventh Generation, Co-Founder and CEO of Sustain Condoms, Co-Founder of the American Sustainable Business Council
9/30	Marketing Communications and Building Brand Equity Creative Strategy/Communication Objectives/Message Strategy Midterm exam (Reading: Keller, Chapter 6)
10/07	Case 4: The Clorox Company: Leveraging Green for Growth Media Strategy, Digital and Social Media
10/09	Case 5: CleanSpritz <u>Guest speaker:</u> Joey Bergstein, CMO and General Manager, Seventh Generation
10/14	<i>The Naked Brand</i> (film) <u>Guest speaker:</u> Jeff Rosenblum, Co-Founder and Partner of Questus, Documentary Film Director/Producer Case 6: Cape Wind Consumer Behavior, Resistance, and Innovations

(Reading: HBS article: *Note on Wind Energy*)

10/16

Case 7: Sustainable Conservation

Guest speakers:

(Reading: HBS article: *Two Keys to Sustainable Social Enterprise*)

10/21 Guest Speaker: Amy Blumkin, Founding Partner, Strategy
Impact Group, CMO, NY/NJ Super Bowl Host Committee

Final exam



Teamwork & Collaboration For Sustained Innovation

MBA 301.05

Professor David Jones

Module 1, Fall 2015, 1 credit

Office: 311 Kalkin Hall
Office Hours: Wednesdays, 3:30 to 5:30 pm, except September 16
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Phone: 802-363-9000

Class Meeting Times

Session 1	August 25	Tuesday	1:00 pm – 2:15 pm
Session 2	August 26	Wednesday	9:00 am – 12:00 pm
Session 3	August 27	Thursday	9:00 am – 12:00 pm
Session 4	August 28	Friday	9:00 am – 10:15 am
Session 5	September 8	Tuesday	9:30 am – 11:30 am
Session 6	September 11	Friday	2:00 pm – 3:30 pm
Session 7	October 13	Tuesday	1:30 pm – 4:30 pm

Course Description

In an increasingly globalized, competitive and complex business environment, many entrepreneurs and business professionals spend much of their time collaborating with others and working within teams. Accordingly, SEMBA students need to develop and hone their teamwork and interpersonal skills. These skills include, but are not limited to: knowing how and when they should lead and be led by others, running and facilitating efficient team meetings, working effectively with diverse others to leverage their own and others' talents and deal with people's weaknesses, managing conflict, and overcoming some of the challenges to team decision making.

The content of this course is firmly grounded in rigorous scholarly research that reflects the experiences and wisdom of successful business professionals. But make no mistake: people are complex and there aren't any "magic bullets" to ensure effective team functioning. Developing your teamwork and interpersonal skills is a life-long pursuit—a journey that requires thoughtful self-reflection, insightful awareness of others, a commitment to continuous self-improvement, and a willingness to seek and respond to critical feedback.

Many courses in the SEMBA curriculum include team-based activities and deliverables that you will complete in collaboration with the same set of team members in each of four modules of coursework. This format provides valuable opportunities to receive actionable feedback from your peers, and a relatively "safe" environment to practice and hone your teamwork skills while starting "fresh" at the start of each module with a new set of team members.

Course Grade and Assessment

Knowing

In-Class Exam 40%

Doing

Giving & Receiving Feedback 10%

Team Member Evaluations 10%

Being

Teamwork Reflection Paper 40%

Performance expectations and grading criteria for all assessments will be described in class and/or posted to Blackboard (Bb). Your final course letter grade is determined by your course percentage grade using these conversion rules:

96.5-100 = A+	93.5-96.4 = A	89.5-93.4 = A-
86.5-89.4 = B+	83.5-86.4 = B	79.5-83.4 = B-
76.5-79.4 = C+	73.5-76.4 = C	69.5-73.4 = C-

Course Materials and Readings

All required readings, slide decks, and other course materials will be posted to Blackboard (Bb). In advance of each class meeting you are expected to complete the readings as specified on the *Schedule of Class Meetings* (see the last page of this syllabus).

Required readings include Chapters 9, 11, and 12 from Colquitt et al. (2015):

Colquitt, Lepine, & Wesson (2015). *Organizational Behavior: Improving Performance and Commitment in the Workplace* (4th Edition). New York, NY: McGraw-Hill. ISBN # 9780077635596.



Business Economics

MBA 301.06

Professor Rick G. Vanden Bergh

Module 1, Fall 2015, 1 credit

Office: 304 Kalkin Hall

Office Hours: By appointment

E-mail: rvandenb@uvm.edu

Class Meeting Times

Session 1	September 1	Tuesday	1:30 pm – 4:30 pm
Session 2	September 3	Thursday	1:30 pm – 4:30 pm
Session 3	September 8	Tuesday	1:30 pm – 4:30 pm
Session 4	September 10	Thursday	1:30 pm – 4:30 pm
Session 5	September 15	Tuesday	2:00 pm – 3:30 pm
Session 6	September 17	Thursday	2:00 pm – 3:30 pm

Course Description

This is a “tools” course. You will learn the basics of how to analyze business questions through an economics lens and to begin to see both the benefits and limitations of the economic way of thinking.

To develop your individual toolkit, we will spend the majority of our time thinking through business problems using economic models. We’ll explore business problems using both quantitative and qualitative analysis. We will develop an understanding of the key factors that affect consumer choices. We will analyze firm costs and consider how firms choose output levels and identify price improvements. We will explore how firms compete against rivals and how firms think about responding to rival choices. Each day we will apply what we are learning to issues of interest to entrepreneurs and/or sustainable business.

Required Readings

- *The Economic Way of Thinking* (13th Edition) by P. Heyne, P. Boettke, and D. Prychitko. I refer to the text using the acronym **EWT**. The text is available at the UVM bookstore.
 - (note we will use only parts of this book for this course, but we will also use parts of the book in the module 2 course “Sustainability in the Business Environment”)
- Additional readings will be available on Blackboard, referred to as **BB**. All **BB** readings can be found within the daily folders in the “Course Content” section of the BSAD 301.A06 Blackboard site.

Performance Evaluation

Participation (including Assigned Problems):	40%
Exam:	60%

Participation: Attendance for all classes and participation is expected. You should come to class having read and prepared material assigned for the day. I may call upon you at any time to answer a specific question during the class. If for some reason you are not fully prepared on a particular day, please let me know before class so that I do not embarrass you inadvertently. I expect a reasonable quantity of participation but will evaluate you more based upon the quality of your participation. As part of your class participation grade, during the module you will turn in responses to assigned problems. The responses will be evaluated based upon the quality of your analysis for the problems assigned.

Exam: You will take one exam for this short course. The exam will be worth 60% of your course grade. The exam is scheduled for September 17th at 2:00 pm. If you miss the exam and do not receive an excused absence from me *in advance*, you will earn a zero on the exam. If you do receive an excused absence from me in advance, we will find a mutually convenient time for you to make up the exam.

Office Hours

My goal is for you to have an engaging and rewarding experience. To that end I am happy to meet with you at a mutually convenient time. We can meet in my office, talk on the phone or communicate through email. Please discuss with me a time to set up an appointment.

Class Schedule (15 hours total)

Day 1 Fall 2015

- Tuesday September 1st Session 1 (1:30 – 4:30 pm):
Economic thinking, market exchange & basic supply & demand

Day 2 Fall 2015

- Thursday September 3rd Session 2 (1:30 – 4:30 pm):
Demand & supply analysis - understanding consumer and producer choices

Day 3 Fall 2015

- Tuesday September 8th Session 3 (1:30 – 4:30 pm):
Basic theory of the firm – pricing decisions in various industry structures

Day 4 Fall 2015

- Thursday September 10th Session 4 (1:30 – 4:30 pm):
Intro to strategy – value creation and capture; strategic thinking

Day 5 Fall 2015

- Tuesday September 15th Session 5 (2:00 – 3:30 pm):
Wrap-up and review

Day 6 Fall 2015

- Thursday September 17th Session 6 (2:00 – 3:30 pm):
Exam

Course Topics and Sessions

Course Topics and Sessions

Session 1: Tuesday, 1 September 2015, 1:30 pm – 4:30 pm

Topic: Economic thinking, markets & basic supply & demand

Objective:

1. To learn about opportunity costs and incentives
2. To experience basic market exchange
3. To understand value creation through supply and demand

Readings:

1. **EWT** Ch. 1: skim chapter, but read “Once over Lightly” on pages 15-16
2. **EWT** Ch. 2: read pages 18-24 only
3. **BB** Market share trends for hybrid cars

Assignment Questions (due at the beginning of class September 3rd):

1. **EWT** Chapter 1 problem 5; Chapter 2 problem 2. (maximum 150 words per answer)

Session 2: Thursday, 3 September 2015, 1:30 pm – 4:30 pm

Topic: Demand & supply analysis - understanding consumer and producer choices

Objective:

1. To understand “Law of Demand,” and key factors affecting demand
2. To explore relationship between elasticity of demand and firm revenues
3. To analyze firm costs of production and their supply choices

Readings:

1. **EWT** Ch. 3; skim 43-46; read pages 46 - 60
2. **EWT** Ch. 4: read pages 75 to 85
3. Read this story about Chipotle (also available on **BB**)
http://www.slate.com/blogs/moneybox/2015/07/08/chipotle_raises_prices_in_san_francisco_in_part_to_offset_minimum_wage_increases.html

Assignment Questions (due at the beginning of class September 8th):

2. **EWT** Chapter 3 problem 23; Chapter 4 problem 21

Session 3: Tuesday, 8 September 2015, 1:30 pm – 4:30 pm

Topic: Basic theory of the firm – pricing decisions in various industry structures

Objective:

1. To understand differences in industry structure
2. To analyze pricing decisions by firms
3. To explore dynamic relationship between profit and structure

Readings:

1. **EWT** Ch. 8
2. Read this story about recycling industry (also available on **BB**)

http://www.washingtonpost.com/local/dc-politics/american-recycling-is-stalling-and-the-big-blue-bin-is-one-reason-why/2015/06/20/914735e4-1610-11e5-9ddc-e3353542100c_story.html?hpid=z3

Assignment Questions (due at the beginning of class September 10th):

1. EWT Chapter 8 problem 1

Session 4: Thursday, 10 September 2015, 1:30 pm – 4:30 pm

Topic: Intro to strategy – value creation and capture; strategic thinking

Objective:

1. To apply economic tools to understanding competitive strategy.
2. To explore generic strategy options and implications for firm choices
3. To analyze firm interactions with rivals in oligopolistic settings

Readings: 1. **BB** Kellogg on Strategy Ch 2 B minus C positioning

Assignment Questions (due at the beginning of class September 15th):

1. Watch the first two presentations in this episode of “Shark Tank” <https://www.youtube.com/watch?v=8mB6lPiel38>. Choose one of the ventures proposed. In **maximum** 300 words provide a more complete “economic pitch” for the venture. Explain how the venture will create and capture added value using economic logic (focus on one of their products only). You may explain added value qualitatively. You don’t need to gather more data than what is presented in the video. Note that the presenters had a very limited time to make their “pitch.” If they had more time I imagine they could elaborate on the specifics of how their venture will create *added value*. To my eyes the economic logic was not well developed in the presentations. They presented the details for one part of the economic story, their planned price and their planned cost.

Session 5: Tuesday, 15 September 2015, 2:00 pm – 3:30 pm

Topic: Wrap Up and Review for Final

Objective: 1. Work through practice problems in class for the final exam.

Session 6: Thursday, 17 September 2015, 2:00 pm – 3:30 pm

Topic: Exam in class

Course Expectations:

I expect professional standards of behavior in the classroom. Cell phones and pagers should be turned off. No Facebook or chatting/texting is allowed. Tardiness is not acceptable. You are expected to come to class every day.

I expect all readings have been read before class. In class discussions are better and more meaningful when everyone comes in prepared.

I do not accept late assignments. Assignments have a deadline for a reason. Deliver when due.

All assignments need to satisfy the standards of academic integrity. *Plagiarism* (not attributing other people's ideas, arguments or phrases properly) and *cheating* will result in a failing grade.



Entrepreneurial Leadership & Mindset

MBA 301.07

Professor PramoDITA Sharma

Module 1, Fall 2015, 1 credit

Office: 300A Kalkin Hall
Office Hours: By appointment
E-mail: PSharma@bsad.uvm.edu

Class Meeting Times

Session 1	September 11	Friday	9:30 am – 12:30 pm
Session 2	September 14	Monday	9:30 am – 12:30 pm
Session 3	September 25	Friday	9:30 am – 12:30 pm
Session 4	September 28	Monday	9:30 am – 12:30 pm
Session 5	October 5	Monday	9:30 am – 12:30 pm

Course Description

Effective entrepreneurship and leadership are the essential ingredients for the sustainability of an enterprise. Entrepreneurial leadership mindset requires a delicate balance of thoughtful conceptualization and action orientation. Leadership is the capacity to envision something new and mobilize others to help you accomplish it. Both entrepreneurship and leadership imply change and its implementation, the willingness to make tough decisions, act and live with consequences. These skills can be developed through deep understanding of self and others, an ability to sense the environment, visualize a future, and inspire others to devote their best efforts towards the desired end. Both require practice.

Entrepreneurial Leadership is an *experiential seminar course* that examines the intersection of these two disparate yet complementary sets of skills necessary to build sustainable enterprises in today's complex, globalized, fast-evolving world. The concept of *cognitive ambidexterity* that is balancing between prediction and creation logics lies at the core of entrepreneurial leadership. Course readings and assignments will enable students to understand and apply this concept. Experiential exercises will help students develop a realistic and deep understanding of themselves, their current cognitive styles, and networks. Reflective readings will provide ideas on how to enhance the unique human and social resources you currently possess. The course culminates in student teams identifying and interviewing an entrepreneurial leader to understand how this individual built his/her intellectual, social, human capital and skills.

Course Objectives

Active participation in the course will enable students to:

- Understand and practice the core entrepreneurial leadership skills
- Assess through readings, reflection, and exercises your proficiency in these skills

- Learn the different pathways to enhance these skills
- Learn from an entrepreneurial leader who invents and reinvents as a default mode to emerge and sustain his/her leadership position

Required Readings

- Heidi Roizen, K.McGinn and N.Tempest. HBS 9-800-228. April 2013.
- How Leaders Create and Use Networks. H. Ibarra and M. Hunter. HBR. 2007.
- *Invent, Reinvent, Thrive: The keys to success for any start-up, entrepreneur, or family business.* LE. Shefsky, Lloyd. E. 2014.
- What leaders really do? J.Kotter, pp. 5-15 in Gallos, J. (2008). *Business Leadership*. Jossey Bass. 2nd edition
- What makes entrepreneurs entrepreneurial? S. Sarasvathy, S. 2001.

GRADING COMPONENTS

Class Contribution (incl. in-class assignments & activities)	25%
Invent, Reinvent, Thrive – book chapter reflections & presentations	20%
Interview an entrepreneurial leader / presentation	30%
Self-reflection & entrepreneurial leadership building action plan	25%

Class Contribution (25%)

Entrepreneurial leaders are active listeners and participants. The purpose of allocating grades to class contribution is to encourage and assess capabilities for constructive interaction, develop and build confidence to articulate your point of view, critique and debate ideas - all critical skills for entrepreneurial leaders.

The best performers come to each session having closely read the assigned materials and ready with 3-5 points they want to highlight or questions they want discussed in class. These thoughts enable them to make a positive contribution to class discussions while enhancing their learning and making the class more enjoyable for all.

Following guidelines will be used to evaluate class contribution. In addition to my assessment of the quality of your contribution, I take peer assessment seriously. Each member of the class will be asked to provide names of up to 5 peers from whose comments they learnt from the most.

Level of Contribution		Examples
None	0	* Absent * Leaving class early / coming late without a valid reason * Distracted - Not prepared / involved in the class
Facts	1	* Factual response to questions * Seeks or offers clarification of points raised by others
Analysis	2	* Well-supported challenge to, or defence of, views expressed by self or others * Questions and re-orient direction of discussion
Synthesis	3	* Relates theoretical concepts to the analysis and discussion * Ties viewpoints together and suggests pragmatic implications of the discussion * Introduces original ideas and supports them with concepts and ideas from

Invent, Reinvent, Thrive book presentations (20%; Study Group presentations; 28 September):

Each study group will make a max 10 minute presentation on the highlights of the assigned chapters from this book. The best presentations will not only provide a clear summary of the readings, but more importantly relate the insights drawn to other readings and experiences.

Interview an entrepreneurial leader (30%; Teams of 2 students)

Name of the leader and team members	Sept 25 th 2015 (email the instructor)
Presentation (please submit Power Points)	October 5 th , 2015

Project Objective: To listen, understand and observe what one leader does. What career trajectory brought him/her to this leadership position? Does s/he primarily follow the prediction or creation logic? Is s/he an effective leader? Why?

Steps Involved:

First contact: You will contact a leader (preferably in the industry / context that interests you). Make an appointment for an exploratory interview of approximately thirty minutes. Please clarify that this is part of your course requirement and while we are extremely grateful for his/her participation, we will understand if s/he chooses not to answer any specific question/s asked.

Interview: The aim is to understand the following:

- Making of a leader:
 - What pathway propelled him/her to this position? What entrepreneurial or leadership skills did s/he gather along this path?
- Entrepreneur in this leader:
 - Is your leader ‘a puzzle or a quilt maker’? Why do you say so?
 - What are some of the sources s/he uses to generate new ideas?
- Leadership style and effectiveness:
 - Is s/he an effective leader?
 - What are some of the strengths and limitations of the leader’s approach?
 - What works to inspire people? Why?

The following questions generally lead to an informative interview. Please feel free to modify but make sure to get the modified interview protocol approved by me. This additional step is to provide some quick guidance while making sure the UVMs ethics guidelines are followed.

- a. Please tell us about your current job – what does your typical day look like?
- b. What past experiences proved helpful for you in getting to this position or in doing this job?
- c. Are there any new projects that you are currently working on or thinking about at this time?
- d. What are some of the good sources of new ideas related to your work?
- e. Based on your experiences, what would you say works best when leading others?
- f. What are some of the most important skills a leader must have to be successful?
- g. What advice do you have for students like us eager to become entrepreneurial leaders?

Presentation: Maximum 10 minutes per team with 5 minutes for Q&A. The best presentations will engage the audience while effectively communicating the crux of the interview and lessons learnt. Please submit a copy of the presentation slides for evaluation.

Self-reflection (25%; Due - 6 October 2015)

- Three lessons learnt
- An action plan for building your entrepreneurial leadership skills
- Names of up to five classmates from whose comments you learnt the most. Say why you selected each.

Please send the attachment via email to psharma@bsad.uvm.edu

SESSIONS, TOPICS, READINGS, EXERCISES

SESSION 1: September 11 Friday 9:30 am – 12:30 pm

Entrepreneurial Leadership – How is it different from entrepreneurship, leadership, and management?

- READING:
 - What leaders really do? John Kotter, pp. 5-15 in Gallos, J. (2008). *Business Leadership*. Jossey Bass. 2nd edition
- EXERCISE:
 - Are you a natural leader, follower, an entrepreneur, or a manager?

SESSION 2: September 14 Monday 9:30 am – 12:30 pm

Mental models of entrepreneurial leaders – Cognitive ambidexterity – Fortification AND Exploration?

- READING:
 - What makes entrepreneurs entrepreneurial? (Sarasvathy)
- EXERCISE:
 - Managerial vs. Entrepreneurial thinking – Puzzle / Quilt exercise

SESSION 3: September 25 Friday 9:30 am – 12:30 pm

Social Intelligence: Knowing what to say, when, how; Being in the right place at the right time

- READINGS:
 - How leaders create and use networks (Ibarra & Hunter, HBT, Jan 2007)
 - Heidi Roizen
- EXERCISE:
 - Network Assessment Exercise

NAMES OF INTERVIEW TEAM & CHOSEN ENTREPRENEUR DUE

SESSION 4: September 28 Monday 9:30 am – 12:30 pm

Myths, Realities, & Paradoxes of Entrepreneurial Leaders

- READING:

- *Invent, Reinvent, Thrive*: The keys to success for any start-up, entrepreneur, or family business (Shefsky)
 - TEAM PRESENTATIONS
 - EXERCISE:
 - Paradoxes and the Polarity Map

SESSION 5: October 5 Monday 9:30 am – 12:30 pm

An entrepreneurial leader in action

- TEAM PRESENTATIONS – Identify and interview one entrepreneurial leader in an industry / community of interest to you; Present his/her brief story and lessons learnt in class. **10 minutes maximum.**

SELF REFLECTIONS ARE DUE 6 OCTOBER 2015