

SYLLABUS

A. COURSE OBJECTIVES

This course is designed to help you develop and sharpen the skills which are the primary building blocks of a successful career in consulting (as well as many other areas of business), namely (1) analysis, (2) presentation, and (3) teamwork. This class will help you to develop rigorous skills in each of these areas through (i) discussion of the principles underlying best practices and (ii) application and feedback in an exercise and a series of cases.

By the end of this course, a student should be able to work constructively as a member of a team to analyze – including determining and conducting appropriate research – a given business situation and to prepare and present clear and well-supported recommendations. (These course objectives support learning goals 1, 3, 4, 5, 6, and 7 of the KSB's undergraduate program and a range of student learning outcomes as detailed in the listing of the undergraduate program's learning goals and student learning outcomes found in the appendix to this syllabus.)

This course is not designed to teach you the substantive tools of strategy, marketing, operations, finance, or any other business discipline. Instead, we will build upon the skills, tools and frameworks that you have learned (or are learning) in I-Core and your other business courses.

B. CLASS TIMES & LOCATIONS

- a. **Regularly scheduled class sessions:** Friday, 9:30 a.m.-noon in HH3059 for weeks 1-4 & 6 of the term. The final case presentations (*see below*) will take place on the Friday of week nine.
- b. **Case presentations:** Each team will present four cases.
 - The **first case presentation** will be on Wednesday, September 15th between 1:00-8:00 p.m. Due to the limited availability of KSB rooms during the day, the first presentation will be made via Zoom.
 - The **second and third case presentations** will be on Fridays, September 24th (week 5) and October 15th (week 8) in a room TBD. In order to ensure that all students have meaningful opportunities to participate in their teams' case presentations and that we have time for some immediate feedback, the regularly scheduled classes on September 24th and October 15th will be expanded to run from 9:30 a.m.-3:00 p.m. *While the class will run for 5½ hours on those days - and I will be present for the entire time - each team need be present only for its presentation and feedback (~45 minutes).*
 - The **final case presentations** will take place Friday, October 22nd in the morning and early afternoon in a room TBD. (The exact timing will depend on room availability and whether the pandemic / Monroe County health regulations / IU policies will allow us to have several alums join us to serve as judges. Hopefully, we will have a better feel for that in about a month.) Once again, your team need be present only for its presentation and feedback. *Note: If you have a class conflict on the 22nd (i.e., a class on Friday morning or early afternoon), please notify me during the first two weeks of the term so that I can plan your team's presentation time to avoid the conflict.*

C. CONTACT INFORMATION FOR PROFESSOR RUBIN

Office: HH4080
Telephone: (812) 856-5244
E-Mail: jorubin@indiana.edu
Office Hours: Thursday, 10:00 a.m.-noon (except for September 16th) or by appointment. I will be happy to arrange a meeting over Zoom upon request if you would prefer not to, or are unable to, meet in person.

D. MATERIALS

1. Books:

- a. *Required:* Cole Nussbaumer Knaflic, *STORYTELLING WITH DATA: A DATA VISUALIZATION GUIDE FOR BUSINESS PROFESSIONALS* (2015)
- b. *Recommended:* Barbara Minto, *THE PYRAMID PRINCIPLE: LOGIC IN WRITING AND THINKING* (3d ed. rev. 2009) – Ms. Minto came out with an updated edition in 2010. It sells on her website for \$150. I recommend that you buy the third edition (2009 edition – although on Amazon it is listed as 2010), which you can find for a much lower price new on-line from various booksellers.
- c. *Optional:* Dan Roam, *THE BACK OF THE NAPKIN* (expanded ed. 2009)
[*Storytelling* and *Back of the Napkin* are available as e-books thru the IU Library. *I am not sure whether multiple people – or how many - can read at the same time, though. Pyramid Principle is on class reserve in the Business / SPEA Information Commons.*]

2. Supplementary readings available in Canvas (under “Pages” > ”Readings & Videos”):

- a. GENE ZELAZNY, SAY IT WITH PRESENTATIONS 42-55 (2006) (“Determine Your Message,” “Craft the Story Line,” “Write the Introduction”)
- b. BARBARA MINTO, THE PYRAMID PRINCIPLE 5-17 (1995) (Chapter 1: “Why a Pyramid Structure”)
- c. Barbara Minto, *Think Your Way to Clear Writing*, J. OF MGMT. CONSULTING, May 1998, at 33-40
- d. Barbara Minto, *Think Your Way to Clear Writing (Part Two)*, J. OF MGMT. CONSULTING, Nov. 1998, at 45-53
- e. DAN ROAM, THE BACK OF THE NAPKIN 64-66 (2009)
- f. NANCY DUARTE, SLIDE:OLOGY 92-99, 104, 118 (2008)
- g. Mark D. Cannon & Robert Witherspoon, *Actionable Feedback: Unlocking the Power of Learning and Performance Improvement*, 19 ACAD. OF MGMT. EXEC. 120 (2005)

3. Cases: You will analyze four cases during the course. The first and second cases are in a ClassPak which will be available in the IU bookstore. The final two cases will be available via links in Canvas (under the respective “Assignments”).

4. Videos:

- a. *Instructional:*
 - i. A video introduction to the course and a video on data sources at IU (My rationale for creating these videos is that these topics can be covered effectively outside of class and thereby allow us more time in class for more interactive activities such as exercises and discussion)
 - ii. A series of videos created by Nick Ceryak (CW ‘18) on using PowerPoint.
 - iii. Sheila Heen, *How to use others’ feedback to learn and grow* (June 22, 2015) at https://youtu.be/FQNbaKkYk_Q

- b. *Examples:* The best way to develop your skill at creating presentations is to see well-done presentations and learn from them. To that end, I have posted links to a couple of very strong examples. They are:
- i. Hans Rosling, *The best stats you've ever seen* (February 2006), at http://www.ted.com/talks/hans_rosling_shows_the_best_stats_you_ve_ever_seen.html
 - ii. *Wealth Inequality in America* (March 6, 2013) at <http://www.youtube.com/watch?v=JTj9AcwkaKM> [Time permitting, I will show this video in class.]

E. COURSE OVERVIEW AND GRADING

This course is based upon active learning. We will spend the first three class sessions (and part of the fourth) developing the building blocks for case analysis, presentation and teamwork through lectures, discussions, and a series of in-class and an out-of-class exercise. We will spend three of the last four classes (and the final presentation in week 9) refining your skills and gaining experience using them through a series of cases. We will use the remaining class, which will be between the first two and the last two cases, to crystallize what you have learned in the first two cases, to revisit and to clarify / expand upon issues that have arisen while working on those cases, and to discuss feedback.

This course consists of just 7 classes (and a final presentation). Thus, each is important. In order to develop and refine the skills that you will need to analyze and present cases, I expect you (a) to attend each class, (b) to prepare for each class by reading/viewing and thinking about the assigned materials and completing the introductory exercise, and (c) to contribute materially to your teams' preparation and presentations of the cases.

The grading scale will be based on a total of 240 points for the semester, broken down as follows.

<u>Points</u>	<u>Activity</u>
10	Introductory exercise
50	Case #1 (30 pts – team slides/ analysis; 20 pts - peer evaluation)
60	Case #2 (40 pts - team presentation/analysis; 20 pts - peer evaluation)
60	Case #3 (40 pts - team presentation/analysis; 20 pts - peer evaluation)
60	Case #4 (40 pts - team presentation/analysis; 20 pts - peer evaluation)
<hr/> <hr/> 240	

1. Introductory exercise

At the beginning of the first week of class, I will e-mail to each student an introductory exercise. The purpose of that exercise is to give students a taste of what lies ahead in this course and to establish a baseline. Since we will not yet have studied the substantive areas of the course, I do not expect the slides submitted to reflect any specific level of skill. Accordingly, I will grade the introductory exercise primarily based on my subjective assessment of the effort reflected in the slides submitted.

2. Cases

Once you have assembled the building blocks, you will have an opportunity to apply the skills learned and thereby gain experience thru four cases.

Students will work in teams of four or five on the cases. I will assign students to teams with the goal of bringing together diverse skills, backgrounds, and interests, thereby enabling students to draw on and

learn from each other's strengths. (Note: That is the theory. Due to the large percentage of students studying certain majors and with similar issues, there will be significant overlap.) Each student will be a member of two teams during the semester, one for the first two cases and the other for the third and fourth cases.

For each case, I will give you a factual scenario and ask you to analyze the issue(s) presented in the case and to prepare a presentation with your recommendation(s) and conclusions. For the first case, you will present your analysis, conclusions and recommendation(s) to a group of Workshop seniors. Doing so will enable you to develop some presentation experience in a (somewhat) lower pressure environment. It also will enable you to receive feedback from students who last year were in the same position that you are now. We also will record each team's presentation so that you can review and reflect on what you did well and what you could have done better. Two days after your presentation of the first case, we will work on the case together in class to provide additional feedback on how you could have approached the case.

For the second and third case presentations, each team will present its analysis, conclusions and recommendation(s) to me.

For the final case presentation, each team will present its analysis, conclusions and recommendation(s) to me and – if the health situation, applicable law and IU policies allow - guest judges from several consulting firms.

For each of the cases, you will receive both a team score and an individual score. For the first case, the team score will be based on your team's analysis and slides. For the second, third and fourth cases, it will be based on analysis, slides and presentation. My expectation is that each participating member of the team will receive the same team score (although I reserve the right to award differing scores if the situation so warrants).

The individual score will be based on peer evaluation. Each team member will evaluate each of his or her fellow team members based on two criteria: (a) his or her contribution to the team's analysis and presentation, and (b) his or her teamwork. Your individual scores for each case will be the average of your teammates' evaluations of you (unless the following sentence applies to you). **Failure to submit your evaluations of each of your teammates by 5:00 p.m. on the Monday following a case presentation will result in you receiving a score of zero for the peer evaluation for that case.**

3. Feedback

Psychological research has shown that we have systematic shortcomings when it comes to assessing our performance and ourselves. That is one reason why the perspectives of others – feedback – are so valuable. Well-crafted feedback helps us to improve our understanding of our current performance and to develop improvement strategies going forward.

I believe that feedback is a crucial step in developing and reinforcing the analytical, presentation, and teamwork skills that are the goals of this course. Thus, I encourage teammates to give each other well thought out and detailed feedback after each of the cases. To emphasize the importance that I place on it, we will spend some class time on October 1st (i) discussing the principles underlying effective feedback and (ii) giving teammates feedback on the first and second cases.

In addition to feedback from teammates, I also will provide multiple forms of feedback on your teams' case presentations.

- a) First, I will provide immediate feedback (~10 minutes) following each of the second thru fourth case presentations. (The seniors serving as judges in the first cases will provide feedback immediately after the first case.)
- b) Second, I plan to provide more detailed oral feedback (using the assignment comments function on Canvas) on the Hilton HHonors case and the Carlsberg Group case during week(s) following the respective case presentations.

- c) Third, I plan to meet with each team (or as many members of the team who choose to participate) during the week(s) following the Hilton HHonors and Carlsberg Group cases to discuss any questions or issues that you have on the first two cases and the third and fourth cases respectively.

4. Grading scale

Your course grade will be based on the sum of your scores on the introductory exercise and cases according to the following scale.

<i>Semester grade</i>	<i>Percentage of maximum possible points</i>	<i>Total number of points</i>
A	90% +	216 +
B	80-89.9%	192-215.9
C	70-79.9%	168-191.9
D	60-69.9%	144-167.9
F	Below 60%	Below 144

I may add pluses and/or minuses to grades on the margins. I will make a decision whether or not to do so, and if I do so what grades would qualify for a “+” or a “-,” only at the end of the course after I have an opportunity to look at the distribution of student point totals.

I reserve the right to depart from the above scale if I find doing so to be desirable to achieve an appropriate class grade distribution. Any such departure would relax the grading scale, not make it more difficult. (In other words, it only could help you.)

F. CLASS SCHEDULE

<u>Date</u>	<u>Topic / Activity</u>	<u>Preparation</u>
Aug. 27 F	<i>Class meeting: Analyzing a case</i>	<i>Introductory exercise</i> (due in Canvas by 8:00 p.m. on August 26 th) <i>Preparation:</i> • Video: <i>Course introduction / Overview</i>
Sep. 3 F	<i>Class meeting: Analyzing a case (cont'd); Telling the story</i>	<i>Preparation:</i> • Video: <i>Overview of data sources at IU</i> • Zelazny, <i>Say it with Presentations</i> (pp. 42-55) • [If you have the recommended book <i>The Pyramid Principle</i> , read chapters 1-5, 7 & 9 in place of the next three readings] • Minto, <i>The Pyramid Principle</i> (pp. 5-17) • Minto, <i>Clear Writing</i> • Minto, <i>Clear Writing (Part Two)</i>

<u>Date</u>	<u>Topic / Activity</u>	<u>Preparation</u>
10 F	<i>Class meeting: Telling the story (cont'd)</i>	<i>Preparation:</i> <ul style="list-style-type: none"> • Knafllic, <i>Storytelling With Data</i> (read the entire book other than chapter 7) • [If you have access to the book <i>The Back of the Napkin</i>, read chapters 1, 5-14 in place of the next reading.] • Roam, <i>The Back of the Napkin</i> (pp. 64-66) • Duarte, <i>slide:ology</i> (pp. 92-99, 104, 118) • Video: Rosling, <i>Stats That Reshape Your Worldview</i> • [Optional, but recommended] Videos: Nick Ceryak on Using PowerPoint
15 W	<i>Case #1 presentations</i>	<i>Preparation:</i> <ul style="list-style-type: none"> • Case: Starbucks
Sep. 17 F	<i>Class meeting: Case #1; Teamwork</i>	
24 F	<i>Case #2 presentations</i>	<i>Preparation:</i> <ul style="list-style-type: none"> • Case: Hilton HHonors
Oct. 1 F	<i>Class meeting: Giving and receiving feedback; Review of issues raised in first two cases</i>	<i>Preparation:</i> <ul style="list-style-type: none"> • Cannon, <i>Actionable Feedback</i> • Video: Heen, <i>How to use others' feedback to learn and grow</i>
8 F	NO CLASS – Fall Break	
15 F	<i>Case #3 presentations</i>	<i>Preparation:</i> <ul style="list-style-type: none"> • Case: Future of Shopping Mall Management
22 F	<i>Case #4 presentations</i>	<i>Preparation:</i> <ul style="list-style-type: none"> • Case: Carlsberg Group

G. POLICY ON ACADEMIC DISHONESTY (I'm against it!!)

The vast majority of IU and Kelley students act honestly and with integrity in their personal lives and in class. Indeed, integrity and accountability are fundamental values of the Kelley School of Business undergraduate program. Unfortunately, each year a small group of students deviate from those values and (either intentionally or unintentionally) engage in academic misconduct. Please do not find yourself among that group.

To avoid academic misconduct, you must know and comply with the responsibilities and duties set forth in the Kelley School of Business Student Honor Code, the Indiana University Code of Student Rights, Responsibilities, and Conduct, and any other Kelley or IU rules and regulations about academic misconduct. In the event you commit an act of academic misconduct, an appropriate sanction will be imposed, and the misconduct will be reported to Indiana University. Sanctions could include a grade of F for the class.

Note that academic misconduct includes plagiarism, even if unintentional. Be sure to carefully review the definition of plagiarism found in the IU Code. Additionally, sharing (including uploading) past or current quizzes, tests, or homework assignments from this class with each other (unless specifically authorized by assignment, test, or quiz instructions) or via unauthorized sources, including third-party websites such as Chegg, is against course rules and constitutes academic misconduct, even if your intent is not to enhance your performance or grade in this class. Likewise, accessing (including downloading) past or current

quizzes, tests, or homework assignments via unauthorized sources, including third party websites such as Chegg, is also against course rules and constitutes academic misconduct.

If I determine that you have committed academic misconduct, I will notify you by meeting with you and explaining the basis for my determination. Then, I will report it to the University, as I am required to do. If you are the subject of a report of misconduct that you believe is inaccurate or if you believe that an imposed sanction is inappropriate, you have a right to appeal the finding of misconduct and/or the sanction. Appeals are initiated by emailing ksappeal@indiana.edu.

Note: You must complete the introductory exercise either individually or with one classmate. (In other words, no more than two people may work together on the exercise.) You must complete all cases in the teams assigned by me. You may not work with or accept assistance from anyone other than the one classmate with whom you submit your introductory exercise (for the exercise) or your teammates (for the cases). All deliverables must contain a cover slide or page that identifies the student(s) who prepared the deliverable. By submitting a deliverable with your name on the cover slide or page, you warrant to me that the deliverable was prepared solely by the student(s) named and, if more than one student is named, that each made a material contribution to the deliverable.

H. OTHER COURSE POLICIES

1. Classroom behavior

In accordance with Indiana University policy and applicable county and other regulations, all students must wear masks while inside university buildings, including during class sessions. To implement the mask requirement, all students also are prohibiting from eating during classes.

2. Missed cases

I encourage students to make every effort to participate in their teams' case presentations. The failure to do so not only deprives you of a learning opportunity, but also may prejudice your teammates. Nevertheless, I recognize that there are rare situations in which missing a presentation is unavoidable. In such a situation, I will meet with the student – either in person or over Zoom – to discuss available alternatives. Such alternatives include (a) the student receiving the team grade for the analysis and slides (this option is available only if the student materially contributes to the team's analysis and slides), (b) the student individually analyzing, preparing and presenting slides on an alternative case (if more than one student misses a case, they can work together on the alternative case.), or (c) the students' team presenting at an alternative time (if the other team members agree). For option (a) above, the student will be eligible for only 30 out of the 40 points for team presentation / analysis that will be available to the rest of his or her team. The alternative case option or presentation time – options (b) or (c) – will be allowed only with permission secured from me prior to the date of the case presentation (unless impossible or impractical given the circumstances). **(Note: If you have COVID-19 or are quarantining in accordance with IU policy or applicable health regulations I do NOT expect you – or want you – to participate in your team's case presentation (or any class sessions).)**

H. ADMINISTRATIVE MATTERS

1. COVID-19

COVID-19 can present some unique challenges for both students and faculty members. These challenges might range from illness to quarantine for the student and/or others in the student's family. There also might be other matters such as a student having primary responsibility for others who may be affected by pandemic-related emergencies (e.g., childcare responsibilities). Should these situations arise, it is imperative that the student work closely with his/her faculty member and academic advisor. This is especially important if the student is unable to attend class sessions, complete assignments by their due dates/times and/or fulfill other course expectations. Notifying the faculty member prior to due dates will allow the student and faculty member to work out make-up assignments and/or adjust due dates.

If a student faces an unavoidable emergency that prevents him/her from contacting the professor and advisor in advance, the student should strive to notify the faculty member and advisor within 24 hours of the missed assignment or other activity or deliverable. In cases where notification occurs after a due date/time and a satisfactory resolution cannot be worked out between the student and faculty member, the matter may be reviewed by a committee comprised of Kelley School faculty and staff. This committee will evaluate the student's request and explanation for why he or she could not notify the faculty member in advance. The committee will evaluate the situation (using supporting documentation provided by the student) and offer a recommended course of action to the faculty member. Ultimately, the faculty member has the final authority for determining how the matter will be handled and for notifying the student of the resolution. If a student feels his or her case has not been handled properly, the student may pursue the standard grade appeal process.

2. Intellectual property rights / Unauthorized use, sale, or distribution of course material and content

I hold the exclusive right to distribute, modify, post, and reproduce any course materials I have created, including written materials, slides, study guides, lectures, assignments, exercises, quizzes, and exams. Commercial tutoring services and/or online platforms may offer students something of value (money, access to materials for other courses, etc.) for sharing materials from this class. Doing so is a violation of my intellectual property rights, and may violate related University policies.

In addition, some online course content, including recorded lectures and/or recordings of class sessions may be made available to you to view and download. While you are permitted to take notes on such content for your personal use, you are not permitted to distribute or re-post such content either in its original or in altered form without my express written permission.

Finally, you may not record, capture, or photograph class sessions (whether in person or online) without my express written permission

Violation of course rules involving unauthorized or improper use, sale, or distribution of course material and content as outlined above is an act academic misconduct under the IU Code of Student Rights, Responsibilities, and Conduct and will subject students who do so to disciplinary sanctions. (See section G above.)

I. SCHOOL POLICIES AND RESOURCES

1. Accommodations for religious observances

Students missing class or graded activities for a religious observance can find the officially approved accommodation form by going to the Vice Provost for Faculty and Academic Affairs' webpage for religious accommodations. *The form must be submitted at least 2 weeks prior to your anticipated absence/need for accommodation.*

2. Accommodations for students with disabilities

Indiana University is dedicated to ensuring that students with disabilities (e.g., chronic health, neurodevelopmental, neurological, sensory, psychological & emotional, including mental health, etc.) have the support services and reasonable accommodations needed to provide equal access to academic programs. To request an accommodation, you must establish your eligibility by working with Disability Services for Students (DSS), which can be reached at iubdss@indiana.edu or 812-855-7578. Additional information can be found at IU's Accessibility website and the Bloomington DSS website. The process to establish accommodations is a responsibility shared by you and the DSS Office. Only DSS approved accommodations will be utilized in the classroom. After you have met with DSS, it is your responsibility to share your accommodations memo from DSS with me. Note that DSS services are confidential, may take time to put into place, and are not retroactive. Captions and alternate media for print materials may take three or more weeks to produce. Therefore, please contact DSS as soon as possible if you believe you

will require accommodations. I look forward to ensuring you have the supports you need to succeed in this class once you meet with DSS and notify me of the outcome of that consultation.

3. Bias-based incident reporting

Bias incidents (events or comments that target an individual or group based on age, color, religion, disability, race, ethnicity, national origin, sex, gender, gender identity, sexual orientation, marital status or veteran status) are not appropriate in our classroom or on campus. What should you do if you witness or experience a bias incident? See it? Hear it? Report it by sending an email (biasincident@indiana.edu or incident@indiana.edu), submitting a report online (<https://biasincident.indiana.edu>), using the IU mobile app (available at m.iu.edu), or calling the Dean of Students Office (812-855-8187). Reports can be made anonymously.

4. Kelley bias incident support ombudsperson

You may experience or witness a bias or discrimination incident or an incident that you are unsure how to interpret. We understand that reporting an incident and/or navigating the University or Kelley School processes and offices that are available to support you can feel daunting at times. Professor Stephanie Moore is the Kelley Bias Incident Support Ombudsperson (KBISO), a resource available to all undergraduate students. In this role, Professor Moore will provide safe and confidential support so that students feel respected and heard when considering how to navigate incidents of bias or discrimination. She can help students evaluate and select among a variety of options to address incidents of bias or discrimination—including answering students’ questions about how to report incidents of bias or discrimination—or help find others who can answer students’ questions. She can make appropriate referrals for filing University-level reports of bias or discrimination and advise students about informal and formal resolution techniques to address current or future incidents of bias or discrimination. In this role, Professor Moore will not give legal advice. She will not investigate claims or participate in formal grievance processes, hearings, or judicial processes. She will not make administrative or academic decisions for the School or University. Instead, she will listen intently and discuss conflicts, disputes, concerns, and complaints that students have about unfair treatment or actions stemming from bias or discrimination on the part of other students, faculty and/or staff. The purpose of this role is student support. If you need support or direction related to an incident of bias or discrimination, please contact Professor Moore in her KBISO role at kbiso@indiana.edu.

5. Title IX and preventing sexual misconduct

As your instructor, one of my responsibilities is to create a positive learning environment for all students. IU policy prohibits sexual misconduct in any form, including sexual harassment, sexual assault, stalking, sexual exploitation, and dating and domestic violence. If you have experienced sexual misconduct, or know someone who has, the University can help. If you are seeking help and would like to speak to someone confidentially, you can make an appointment with the IU Sexual Assault Crisis Services at 812-855-5711, or contact a Confidential Victim Advocate at 812-856-2469 or cva@indiana.edu.

It is also important that you know that University policy requires me to share certain information brought to my attention about potential sexual misconduct, with the campus Deputy Sexual Misconduct & Title IX Coordinator or the University Sexual Misconduct & Title IX Coordinator. In that event, those individuals will work to ensure that appropriate measures are taken and resources are made available. Protecting student privacy is of utmost concern, and information will only be shared with those who need to know to ensure the University can respond and assist. I encourage you to visit <http://stopsexualviolence.iu.edu> to learn more.

6. Mental health and stress management at Kelley and IU

As a student, you may experience a range of issues that can cause barriers to learning, such as difficulties with mental health, including increased anxiety (feeling irritable, restless, or overwhelmed), difficulty concentrating or managing your time. Or you may find that you feel sad or “empty,” less interested in

activities you once enjoyed; inadequate compared to others; or even hopeless. These mental health concerns could lead to diminished academic performance, drug/alcohol misuse, strained relationships, and/or a reduced ability to participate in daily activities. The moment you experience any of these, we are here to support you. The Kelley School of Business and Indiana University encourage you to reach out. Here are some resources to help:

- If your mental health or stress is affecting this class in particular, reach out to me via e-mail or office hours. I can work with you and direct you to support resources.
- If you are not sure where to start or what you need, meet with Kelley Student Support. With them, you can discuss individual needs/support, organizational consultation, or ideas in the areas of mental health and wellness, women's, and LGBTQ+ initiatives. To sign up for a time to meet, go to <https://gokelley.iu.edu/studentexperiencesignup>.
- Indiana University Counseling and Psychological Services (CAPS) is available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the CAPS website (<http://healthcenter.indiana.edu/counseling/>).
- A Care Referral is another easy way to request help with an issue or concern, especially if you do not know which office or department to contact. You can submit a Care Referral for yourself or another related to academic/administrative, personal, health/wellness, behavioral, or bias issues. File a report at <https://go.iu.edu/carereport>.

APPENDIX

KSB UNDERGRADUATE PROGRAM LEARNING GOALS

Learning Goal 1: An Integrative Point of View

Evaluate and make business decisions taking into account the interdependent relationships among competitive and environmental conditions, organizational resources, and the major functional areas of business

- *Student Learning Outcome 1.1:* Identify the relationships between two or more business functions explain how actions in one functional area affect other functional areas
- *Student Learning Outcome 1.2:* Describe how the relationships among the functional areas relate to the goals of the organization
- *Student Learning Outcome 1.3:* Use integrative techniques, structures, or frameworks to make business decisions

Learning Goal 2: Ethical Reasoning

Recognize ethical issues, describe various frameworks for ethical reasoning, and discern the tradeoffs and implications of applying various ethical frameworks when making business decisions

Learning Goals 3: Critical Thinking & Decision Making in Business

Identify and critically evaluate implications of business decisions for organizational stakeholders and the natural environment

- *Student Learning Outcome 3.1:* Recognize the implications of a proposed decision from a variety of diverse stakeholder perspectives
- *Student Learning Outcome 3.2:* Evaluate the integrity of the supporting evidence and data for a given decision
- *Student Learning Outcome 3.3:* Analyze a given decision using critical techniques, structures, or frameworks

Learning Goal 4: Communication and Leadership

Communicate effectively in a wide variety of business settings employing multiple media of communications

- *Student Learning Outcome 4.1:* Deliver clear, concise, and audience-centered individual and team presentations
- *Student Learning Outcome 4.2:* Write clear, concise, and audience-centered business documents
- *Student Learning Outcome 4.3:* Effectively participate in informational and employment interviews
- *Student Learning Outcome 4.4:* Articulate one's unique value proposition to a given audience

Learning Goal 5: Quantitative Analysis and Modeling

Systematically apply tools of quantitative analysis and modeling to make recommendations and business decisions

- *Student Learning Outcome 5.1:* Use appropriate technology to solve a given business problem
- *Student Learning Outcome 5.2:* Analyze business problems using appropriate mathematical theories and techniques
- *Student Learning Outcome 5.3:* Explain the role of technologies in business decision making analysis, or modeling
- *Student Learning Outcome 5.4:* Structure logic and frame quantitative analysis to solve business problems

Learning Goals 6: Team Membership & Inclusiveness

Collaborate productively with others, functioning effectively as both members and leaders of teams.

- *Student Learning Outcome 6.1:* Facilitate team meetings and collaborate effectively in both face-to-face and virtual interactions
- *Student Learning Outcome 6.2:* Identify and employ best team practices
- *Student Learning Outcome 6.3:* Assess and offer feedback on one's own effectiveness as well as one's team members' effectiveness with respect to productivity and relationship-building in both oral and written formats
- *Student Learning Outcome 6.4:* Articulate and analyze the value of inclusivity in a variety of business settings

Learning Goal 7: Cultural Awareness and Global Effectiveness

Become conversant with major economic, social, political, and technological trends and conditions that influence the development of the global economy and demonstrate competence in the cultural, interpersonal and analytical dimensions of international business

- *Student Learning Outcome 7.1:* Identify the risks and opportunities associated with determining and implementing optimal global business strategies.
- *Student Learning Outcome 7.2:* Integrate international, regional, and local non-market forces into strategic decisions of multinational corporations.
- *Student Learning Outcome 7.3:* Analyze obstacles resulting from cultural differences and recommend leadership approaches that leverage diversity to enhance business performance.
- *Student Learning Outcome 7.4:* Identify the personal and contrasting attitudes, values, and beliefs that shape business relationships.