

Global Conversations with Entrepreneurs (HADM 4133/HADM 6133) Course Manual Spring 2017
College of Business at Cornell University

HADM 4133/HADM 6133

Global Conversations with Entrepreneurs

Course Manual

351 Statler Hall from 2:55PM-4:10PM T/TH

Spring 2017

Course Overview: Global Conversations with Entrepreneurs (GCE) is a three-credit course, hybrid course designed to teach and immerse students in entrepreneurial opportunities and challenges of a specific topic country or region (geography). The course is designed to expose students to rich entrepreneurial experiences located outside the United States, teaching students how to adapt theoretical knowledge and practical skills to unfamiliar environments. This interdisciplinary course will be open to both undergraduate and graduate students from majors across campus and is designed to highlight specific differences between the U.S. and the topic geography. To achieve this, the course will present the topic geography through three major course themes: Culture, Industry, and Resources; and at least five global entrepreneurial companies will present their perspective on the specific topic country or region from an operations perspective.

Online Overview of HADM 4133: https://sha.cornell.edu/admissions-programs/undergraduate/academics/courses/course.html?ps_course_id=367720

Online Overview of HADM 6133: https://sha.cornell.edu/admissions-programs/undergraduate/academics/courses/course.html?ps_course_id=367721

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**FAST FACTS TO
#JOINTHEGLOBALCONVERSATION**
HADM 4133/6133
GLOBAL CONVERSATIONS WITH ENTREPRENEURS

COURSE TYPE
3 CREDIT HYBRID APPROACH
Professor Olsen
Spring 2017
Tuesdays & Thursdays
2:55PM – 4:10PM

ENTREPRENEURSHIP IS BORDERLESS
Take your journey global

DID YOU KNOW?
Entrepreneurs are an educated group, over 95% hold bachelor's degrees, while 47% hold more advanced degrees.
*The Anatomy of an Entrepreneur

#JoinTheGlobalConversation

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Course Objectives/Format: The course is designed to yield three outcomes for students over the course of the semester. Upon successful completion of HADM 4133/HADM 6133, students should be able to:

Outcome 1- Develop International Entrepreneurship Perspective:

- 1.1: Define what constitutes global entrepreneurship, entrepreneurial talents, and entrepreneurial success and recognize the economic importance and concepts of international entrepreneurship in theory and practice; be able to give examples of how entrepreneurship relates to innovation in a global environment
- 1.2: Evaluate the perspectives and lessons from global guest speakers; identify the attitudes, values, characteristics, and processes associated with successful international entrepreneurship; describe or show the way that these entrepreneurs identify opportunity internationally, communicate value, and manage risk
- 1.3: Be able to compare the entrepreneurial geography: give examples of and explain the influence of culture, topical events, industry, and resources in the topic geography (including sources of funding for new international ventures).

Outcome 2- Practice Adaptability and Value Creation:

- 2.1: Identify specific opportunities and challenges present in the topic geography; pinpoint key players relevant to your success that can help you acquire knowledge, partnership, networks and building alliances for creating value internationally; articulate how known frameworks work or do not work in the topic geography
- 2.2: Design and develop a value proposition in the topic geography, i.e. course project: apply one's knowledge and skills toward some practical application in topic geography and identify the role of the entrepreneur in the new enterprise creation; be able to create value with international activity; consider the challenges and application of entrepreneurial activities keeping domestic and international legal, social, political, economic, ethical, and cultural issues front of mind
- 2.3: Develop and practice one's own entrepreneurial narrative, e.g.: what do I bring to the topic geography and what is most challenging for me about the topic geography; understand the results from the Gallup Entrepreneurial Profile 10 (EP 10) *(BP10) assessment; evaluate and provide feedback to a peer set on elements of opportunity for entrepreneurial development; show/verbalize examples of strengths based on the EP 10 *(BP10)

Outcome 3- Create/Share Knowledge on International Entrepreneurship:

- 3.1: Collect effective data for a working paper/presentation that could be linked to the Global Entrepreneurship Monitor (GEM) (www.gemconsortium.org)

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Enrollment: Elective, 3-credit course. Hybrid instruction. Grading is S/U or graded only. SHA policy prohibits auditing.
351 Statler Hall from 2:55PM-4:10PM on Tuesdays and Thursdays

Prerequisites: HADM 3135/HADM 6135 is encouraged. Global Conversations with Entrepreneurs is a three-credit course intended for students interested in obtaining exposure to global entrepreneurship. The course is set up to facilitate the use of andragogy, where the student develops a deep knowledge of self and others through guided interactions that evoke the affective component of learning. **The course is highly interactive.** This three-credit course requires each student to allocate at least 6 hours per week outside of class time to assignments, development work, projects, etc...for the full duration of the semester in order to meet the standards set by The New York State Board of Regents, through the State Education Department's Office of Higher Education (<http://www.highered.nysed.gov/ocue/ded/policies.html>).

Add/Drop Deadlines: SHA has set the following deadlines that must be adhered to for this class. The full details are listed here: <https://registrar.cornell.edu/Student/KeyAcademicDatesIndex.html>. All questions on the add/drop process should be directed to the registrar.

- Add Deadline: February 8
- Drop Deadline/Change Grading Basis: March 22 - *Note: If you drop a class after this date, the letter "W" will appear on your transcript. Further, withdrawal requires a petition to the registrar's office. Petitions can be declined.*

Weekly TA Office Hours and Location:

Posted on Blackboard. **Take advantage of them to preview your work, ask questions, or catch-up on coursework.**

Main Point of Contact for You:



Academic Administrative Assistant: Kimberly Whiffen (545 Statler Hall), kaw296@cornell.edu
Kimberly joined The School of Hotel Administration (SHA) at Cornell University as an Academic Administrative Assistant in July 2014, after fifteen plus years in administrative and human resources positions. Kimberly also has an extensive background in the hospitality industry. She has served many roles in hotel and bistro environments. From front desk to front of the house, Kimberly has excelled in the industry. Outside of her professional career Kimberly spends her time with her husband and three daughters. Kimberly is very excited about her future.

Mona Anita K. Olsen, Ph.D.

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Faculty: Mona Anita Olsen, Ph.D. (545B Statler Hall)

Contact Information: olsen@cornell.edu (email is the best way to contact me)

Office hours: By appointment. Request an appointment at www.monaanitaolsen.com. This link is also posted on Blackboard.

Mona Anita K. Olsen is an assistant professor at the School of Hotel Administration at the College of Business at Cornell University.

As an assistant professor, she developed and currently teaches courses focused on entrepreneurship theory and practice. Olsen led Cornell to win a grant with NHH (Norwegian School of Economics) with Norway's Centre for International Cooperation in Education (SIU). Olsen also wrote the grant to lead Cornell's participation in the International Academic Partnership Program (IAPP) Cuba, a core initiative of the Institute of International Education's Center for International Partnerships in Higher Education which seeks to increase the number of international partnerships between higher education institutions in the U.S. and Cuba. She is the recipient of a Small Private Online Class (SPOC) grant from the Office of the Vice Provost to create HADM 4180x MAD Clouds: Making a Difference with Cloud-Based Technology in Entrepreneurial Business Planning, the Mario Einaudi Center for International Studies Small Grant for the course development of HADM 4133/HADM 6133: Global Conversations with Entrepreneurs, and the Luigi Einaudi Chair Innovation Grant for the International Academic Partnership Program (IAPP) Norway, where she serves as Cornell's representative.

From 2013 to 2016, Olsen served in the academic directorship of the Leland C. and Mary M. Pillsbury Institute for Hospitality Entrepreneurship at Cornell. Olsen led initiatives to expand and enrich the Pillsbury Institute's multifaceted work on entrepreneurship education. She engaged partners at all levels to integrate the work of the Pillsbury Institute into ongoing efforts within the School of Hotel Administration, Cornell University more broadly, and internationally, including engagement with entrepreneurs at all stages, Cornell alumni, entrepreneurs in residence, academics, and corporate affiliates.

Prior to joining the Cornell faculty, Olsen was a U.S. Fulbright Grantee to Norway, awarded by the United States Department of State and the J. William Fulbright Foreign Scholarship Board. Olsen embraced her experience in Norway, where she focused on growing iMADdu, the educational nonprofit (501c3) she founded in 2010. iMADdu stands for "I Make A Difference, Do you?" and empowers young entrepreneurs through mentoring and participation in its Student Apprenticeship Program. Olsen was the assistant director of the Mason Small Business Development Center at the Office of Research and Economic Development at George Mason University. She also worked as a worldwide sales analyst for Four Seasons Hotels and Resorts.

Global Conversations with Entrepreneurs (HADM 4133/HADM 6133) Course Manual Spring 2017 College of Business at Cornell University

Course Materials: All course documents, readings, assignments, entrepreneurship resources, and grading rubrics will be available on Blackboard at <https://blackboard.cornell.edu>. You will need access to a video camera and microphone (most students use the functionalities on their cell phones). You will also need to **PURCHASE** the BP10 (EP10) leadership evaluation test (\$12). You can do so by going to the following link: <https://www.gallupstrengthscenter.com/Purchase/en-US/Product?Path=Entrepreneurial%20StrengthsFinder>

Course Schedule: This course is held during the semester dates of 1/25/2017 through 5/10/2017; Monday is considered the start of each week. The course is taught in three modules. The course allows for some scheduling flexibility during the spring 2017 session given its hybrid nature (note the hybrid dates). Students will be required to watch and reflect on lectures and presentations but can complete these at any time within the week leading up to an assignment deliverable. Due dates for evaluation to ensure completion of review and reflection from the content from guest speakers/lectures are firm and outlined in the evaluation methods section clearly. **No late work is accepted.** The schedule (by module) is posted on Blackboard.

Global Conversations with Entrepreneurs (HADM 4133/HADM 6133) Course Manual Spring 2017 College of Business at Cornell University

Evaluation Methods (Graded or S-U grades, 3 credits):

You can obtain up to 1000 points in the course which are based on the components below:

- Engagement (200 points)
- Presentations (300 points)
- Written Assignments (500 points)

The grading scale used to convert numerical grades to a final letter grade at the end of the semester is as follows:

A+	100 percent
A	95-99 percent
A-	90-94 percent
B+	86-89 percent
B	83-85 percent
B-	80-82 percent
C+	77-79 percent
C	74-76 percent
F	Below 74 percent

Your S/U grade will be calculated at the end of the semester using the following scale:

S	750-1000 Points
U	0-749 Points

All assignments are due by 11:59PM EST on the day noted unless otherwise noted on Blackboard.

If you have a concern about a grade in the course, *explain it in writing* using the Grade Change Request Consideration Online Form on Blackboard (under Course Resources) within *one week* of the grade being posted on Blackboard in order to be considered. Note: Upon review, grades can either be increased, decreased, or remain the same as the entire assignment will be reviewed in full. Requests filed after one week of the grade being posted will not be considered. Extra credit opportunities are periodically provided during the semester. I highly suggest you take advantage of them.

Global Conversations with Entrepreneurs (HADM 4133/HADM 6133) Course Manual Spring 2017
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Engagement

(200 points total)

You will be evaluated based on your engagement in the course. Engagement consists of two elements: professionalism and participation:

- Contributions to feedback on class blogs (100 points)
 - Participation is a result of active preparation in online activities/pitches and discussions. The expectation is that you will comment on peer work, providing both positive and constructive feedback. 10 substantial comments (approximately three paragraphs each) on the blogs of your peers are expected throughout the duration of the course, worth up to 10 points each.
- Professionalism/respect in online and in class communication; attendance (100 points)
 - You are expected to behave appropriately in the classroom. Inconsiderate communication or other disruptive behaviors will result in your expulsion from class and losing points. Email communication will be consistent and any issues with online tools should be reported immediately in order for any adjustments to be made. (up to 50 points)
 - Participation is a result of active preparation in class activities. The expectation is that students will comment on peer work, providing both positive and constructive feedback. Active participation and attendance is worth two points each class. Students can miss up to two classes without penalty. (Up to 50 points)

Rubric	0	20	40	50
Professionalism	Shows no professionalism; written discussion shows no respect and consideration for the viewpoints of others.	Some of the written interactions on the discussion board show respect and interest to others' viewpoints.	Generally shows respect and interest to others' opinions.	Always shows respect and interest to others' opinions and is sensitive to peers' diversity and different opinions.

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Presentations

(300 points total)

*Communication skills are necessary to being a successful entrepreneur and the presentations provide you with the opportunity to work on your pitching skills and your formal presentation skills. The rubrics for evaluation (and point allocations) for presentations will be posted on Blackboard. **Late presentations will not be accepted but submissions can be submitted early if that aligns more effectively with balancing your work from other classes and life commitments.**

You will be evaluated on the presentations that you give for the course which include the following elements:

- In Person Opportunity/Execution Presentation (100 points), Due on Tuesday, April 25, 2017
- Online Final GEM Case/Project Presentation (100 points), Due date and time is TBD (waiting on the registrar to post the university-assigned date and time for the final project for HADM 4133/HADM 6133)
- Video Blogs (100 points) *10 points each over the course of the semester
 - Video links/articles will help you to better understand the topic for class and for the assignment
 - Guiding questions in the assignment table will be useful in helping you succeed at the task
 - Blogs are due on Tuesdays of each week by 11:59PM EST

Blog 1: Tuesday, 1/31/17
Blog 2: Tuesday, 2/7/17
Blog 3: Tuesday, 2/14/17
Blog 4: Tuesday, 2/28/17
Blog 5: Tuesday, 3/7/17
Blog 6: Tuesday, 3/14/17
Blog 7: Tuesday, 3/21/17
Blog 8: Tuesday, 3/28/17
Blog 9: Tuesday, 4/18/17
Blog 10: Tuesday, 5/2/17
Testimonial Blog Extra Credit: Tuesday 5/9/17

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Video Blog Rubric:

CATEGORY	10	8	6	1
Timeliness	Posted blog by the deadline. Commented in a constructive/ meaningful way on a peer's video blogs.	Posted blog by the deadline. Commented in a way that was not meaningful or constructive.	Posted blog after the deadline AND was not a thoughtful, complete response to the prompt OR did not include adequate peer response.	Posted blog after the deadline AND did not comment on a peer's video.
Relevance of Post	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.	Main idea is clear but the supporting information is general.	Main idea is somewhat clear but there is a need for more supporting information.	The main idea is not clear. There is a seemingly random collection of information.
Video Presence	Good body language/connects with camera, strong tone, does not use filler words like "um", is dressed professionally and is undistracted. High video sound/image quality.	Good body language/connects with camera, strong tone for most of the video, does not use filler words more than once, is dressed professionally and is undistracted. High video sound/image quality.	Lax body language/poor connection with camera, tone is weak and does not command attention from the viewer, uses filler words, is dressed unprofessionally or casually and is sometimes distracted. Video sound/image quality goes in and out.	Lax body language/poor connection with camera, tone is weak and does not command attention from the viewer, uses filler words, information is not organized, is dressed unprofessionally and is distracted in an obvious way. Video sound/image quality is low.
Concept Understanding	Mastery of the material.	Understands almost all of the module material but is missing key points/does not fully express understanding.	Improvement is needed to ensure concept understanding.	Was unprepared; shows clear misunderstanding of the module and/ or assignment.

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Written Assignments

(500 points)

*All written assignments are setup to mirror the many types of writing styles necessary to be an effective entrepreneur. All written assignments must be submitted on the due date, electronically via Blackboard. I will provide assessments of your work and specific feedback on your papers via Blackboard. I want to support your growth in the learning of the content and assist in your writing skills development. Blackboard will be set up to allow submission of any given assignment only up until 11:59PM EST on the date it is due (with the exception of your final project, which is TBD as of the start of this class). All completed submissions are final and may not be revised at a later time. The rubrics for evaluation (and point allocations) for written assignments will be posted on Blackboard. **Late submissions will not be accepted but submissions can be submitted early if that aligns more effectively with balancing your work from other classes and life commitments.**

You will be evaluated on the written assignments that you submit for the course which include the following elements:

- Networking Plan Assignment (100 points), Due on Tuesday, February 14, 2017
- Self-Evaluation Project (70 points), Due on Tuesday, March 14, 2017
- Networking Project (100 points), Due on Tuesday, April 18, 2017
- Peer Evaluation Deliverable (30 points), Due on Tuesday, May 2, 2017
- Final Project for Course: GEM Case/Project Deliverable (200 points), Due date and time is TBD (waiting on the registrar to post the university-assigned date and time for the final project for HADM 4133/HADM 6133)

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Written Assignments Rubrics:

CATEGORY	10	8	6	1
Appropriateness of Response	Student's response fully addresses topic.	Student's response addresses topic, but may diverge or digress at some points.	Student's response begins to address topic.	Student's response does not address topic.
Reflection/Critical Thinking	Student makes credible, thoughtful connections in response. The writing demonstrates clear critical thinking and depth of consideration.	Student makes some, thoughtful connections in response. The writing begins to demonstrate clear critical thinking.	Student makes tenuous connections between topic and related ideas, but these are limited and not fully formed.	Student's response is limited in critical assessment. No credible connections are made. Student may reiterate topic in response.
Understanding of Subject	Student's response shows clear grasp of topic and presents information and insight that demonstrates consideration.	Student's response shows reasonable knowledge of topic, and presents information in clear writing.	Student's response shows some knowledge of topic, but response may be repetitive or limited in scope.	Student's response does not demonstrate knowledge of topic.
Writing Conventions	Writing demonstrates consistent agreement between parts of speech. Few to no spelling errors exist.	Writing demonstrates clear understanding of parts of speech and demonstrates agreement between parts of speech. Very few spelling errors.	There is some understanding of parts of speech usage, but inconsistent usage is present in writing. There are some spelling errors.	Writing features inconsistent agreement between parts of speech. Numerous mechanical errors and persistent spelling errors are present.
Content and Ideas	Meets minimum word requirement Meets assignment requirements Contains relevant supporting evidence and details Applies course material	Only meets two of the following: 1. Addresses assignment requirements 2. Contains relevant supporting evidence and details 3. Applies course material	Only meets one of the following: 1. Addresses assignment requirements 2. Contains relevant supporting evidence and details 3. Applies course material	Does not meet assignment requirements Does not contain relevant supporting evidence and details Does not Apply course material

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Policies:

Academic Integrity:

- Each student is expected to fully abide by the Cornell University Code of Academic Integrity. Familiarize yourself and precisely follow the University's Code of Academic Integrity (<http://cuinfo.cornell.edu/aic.cfm>).
 - This code includes but is not limited to, "A Cornell student's submission of work for academic credit indicates that the work is the student's own. All **outside assistance should be acknowledged**, and the student's academic position truthfully reported at all times. In addition, Cornell students have a right to expect academic integrity from each of their peers." If you use outside assistance, cite with APA citation.
- Any student caught breaking the Code of Academic Integrity, or helping another student break the code, or having any knowledge of other students breaking the code will be subject to penalties.

Accommodations for Students with Disabilities:

- In compliance with the Cornell University policy and equal access laws, I am available to discuss appropriate academic accommodations that may be required for students with disabilities. Requests for academic accommodations are to be made during the first three weeks of the semester, except for unusual circumstances, so arrangements can be made. Students are encouraged to register with Student Disability Services to verify their eligibility for appropriate accommodations.

Inclusivity Statement:

- We understand that our members represent a rich variety of backgrounds and perspectives. Cornell University is committed to providing an atmosphere for learning that respects diversity. While working together to build this community we ask all members to:
 - Share their unique experiences, values and beliefs
 - Be open to the views of others
 - Honor the uniqueness of their colleagues
 - Appreciate the opportunity that we have to learn from each other in this community
 - Value each other's opinions and communicate in a respectful manner
 - Keep confidential discussions that the community has of a personal (or professional) nature
 - Use this opportunity together to discuss ways in which we can create an inclusive environment in this course and across the Cornell community.

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Faith Observances:

- Cornell University policy states that no student should be refused admission or be expelled because he or she is unable to participate in any examination, study, or work requirements because of his or her religious holy day requirements. An opportunity will be provided to make-up any examination, study, or work requirements that many have been missed as a result of a religious observance providing I have been notified in writing to olsen@cornell.edu one week prior to absence.

Stress:

- If you are experiencing personal or academic stress at any time during the semester, or if you need to talk with someone about a personal problem, please seek support as soon as possible. I am available to talk with you about stresses related to your work in HADM 4133/HADM 6133 and can also help you connect with campus resources.

Campus Resources:

- [Global Conversations with Entrepreneurs Library Guide](#)
- [Entrepreneur-in-Residence Counseling Sessions](#)
- [The Leland C. and Mary M. Pillsbury Institute for Hospitality Entrepreneurship](#)
- [Student Services Office](#)
- [Cornell Learning Strategies Center](#)
- [Gannett Health Services](#)
- [Communication Center at The School of Hotel Administration](#)
- [Career Management Services at The School of Hotel Administration](#)
- [Let's Talk Walk-In Consultations at Gannett](#)
- [Empathy Assistance and Referral Service](#)
- [Cornell Library](#)

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**I have received the course manual for Spring 2017 for Global Conversations with Entrepreneurs (HADM 4133/HADM 6133).
I have reviewed the course manual in full and acknowledge understanding of the course manual in full.**

Printed Name: _____

Signature: _____

Date: _____

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HADM 4133/ HADM 6133: Global Conversations with Entrepreneurs Spring 2017 Standard Release

Cornell University is hereby granted the right to record and use, to the extent that it desires, any images (including, but not limited to: visual images, graphics, spoken word, vocal or instrumental music/sound effects) or activity in which I (or my establishment/organization) have taken part on behalf of Cornell, or its representatives. Recording methods and distribution media may include, but are not limited to: videotape, audiotape, motion picture film, still photographs (analog or digital), DVD, CD or web pages. I further understand that this authorization shall extend to their grantees, lessees or licensees in perpetuity.

Event: HADM 4133/HADM 6133 Global Conversations with Entrepreneurs Spring 2017 Course

Signature

Date

Please Print

Address
