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|  <p><b>BROWN<br/>UNIVERSITY</b></p> | <p>ENGINEERS OF THE FUTURE:<br/>ARCHITECTS OF DREAMS</p> <p>GREGORY CRAWFORD      JOSEF MITTLEMANN      ENG1930V</p> |
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# Engineers of the Future: Architects of Dreams

## **Course Overview**

*In this course, students are provided a broad platform for the purpose of integrating the fundamentals of science and technology as presented, for example, early in the Engineering concentration (or its equivalent) with the spectrum of learning needed to continuously create, capture and sustain value in the face of a constantly changing world. Challenges and demands such as: renewable energy sources; causes and effects of global warming; sufficient drinking water; green buildings; and infrastructure needs in developing countries are examined from an entrepreneurial viewpoint using multiple approaches in a variety of cultural settings.*

*Through a combination of readings, discussion, guest lectures, case studies, a customized design and case writing project each participant learns to think dynamically across diverse domains while gaining mastery over the distinctions that power successful global problem solving.*

## **Educational Objectives**

**Overall Objective:** In this course we will build on the engineering skill sets learned by students in the first year basic engineering curriculum or the equivalent and broaden their thinking to include non-engineering specific approaches to problem solving on a world wide basis. We engage with the basic processes and determine the values and innovative approaches necessary for entities to perform consistently well in pursuit of their purposes in the 21<sup>st</sup> Century. The course strives to develop the point of view of an “Engineer of the Year 2020”<sup>1</sup> (one who invariably must understand and integrate the technological with the cultural, strategic, global and humanistic demands of the current and future generations). Students will need to operate efficiently and creatively in a variety of formats and be able to communicate effectively and understand risks that invariably change from setting to setting. Financial, leadership, social and communication competencies and capabilities will be examined and developed. The objectives are accomplished through the integrative use of readings, case studies, written work, discussion groups, team design projects and guest lectures.

### **Specific Objectives:**

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<sup>1</sup> Refers to the NAE study of that name.

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1. To create a liberal arts based scholarly forum in which students (many of whom will be engineering students) can discuss what inspired them to become engineers (or otherwise) to begin with and to investigate, in a holistic manner, what they will need to master and how they can construct a framework to work within in order to make those dreams a reality.
2. To provide the opportunity to tie individual ideas and projects into global frameworks. The intent is to create a strong and broad foundation for thinking about their work ahead as they make their way through the engineering or equivalent program.
3. To provide the opportunity for students to connect their dreams and aspirations to the basic criteria established by ABET as enablers in “engineering theory and practice” (but applicable to all - hereinafter referred to as “ETP”). To further integrate this work into the theories and processes employed by both technological and other innovators and managers as they work to achieve their particular objectives. This is done through specific readings, written case analysis and small discussion groups, and the creation of a design project and case study, which in turn are integrated and presented at the end of the semester.
4. To provide a meaningful engineering design experience as envisioned by the ABET criteria, building upon many fundamental concepts of mathematics, the humanities and social sciences and communication skills.
5. To provide an opportunity through the design project and its integration into the Case Writing Term Project, for students to: “devise a system, component, or process to meet desired needs; to allow students to engage in a decision-making process (often iterative), in which they are asked to apply basic science, math and engineering science skills learned to date to achieve a stated objective; think creatively, use open-ended problems, use where possible modern design theory and methodology, formulate a design problem statement and specifications, consider engineering and non engineering alternative solutions, engage with feasibility considerations and constraints across a broad spectrum of issues that can include economic factors, safety, reliability, aesthetics, ethics, and social impact, production processes, concurrent engineering design, and detailed system descriptions<sup>2</sup>..
6. To understand markets and market forces through examination of underlying theory and tools. This is accomplished in specific case discussions as well as in the work students do on the term project.
7. To understand different approaches within the strategic planning paradigm so as to align process (including feedback) with objectives, irrespective of entity.
  - i. As part of the objective to understand the fundamentals behind strategic thought and planning, students analyze the concepts of internal weaknesses and capabilities (or competencies) and external threats and

<sup>2</sup> (adapted from and quoted in part from "Designing Engineers: Integration of Engineering "Professional Responsibility" in the Capstone Design Experience." Author(s): Steven P. Nichols- Online Ethics Center Website) ABET design criteria I.C.3.d.3.c.

opportunities. Cases and readings provide an excellent opportunity to examine examples of internal weaknesses such as lack of organizational structure or poor financial planning. These can then be contextualized with examples of external threats such as new government regulation of products or low unemployment and high wages.

- ii. To understand and be able to employ the concepts of value creation and value capture as well as the traditional value chain paradigm.
8. To examine the genesis and process of product development and its inter-relationships within the organization.
  9. To learn to apply best theory and practices by having student teams construct a case study, teaching notes and takeaways as a term project. In this project, students will:
    - i. Gain a better understanding of not only how things go right in the best of situations but also why entities and people fail. This is developed by first giving students control over the contents or the amount of information to be contained in the actual case studies. It is further explored when the students write their individual teaching notes, which detail how the case is taught and its learning opportunities. A feedback loop is provided to allow students to put in writing the lessons learned throughout the project. Continuous support is contained in discussions and notes posted on “MyCourses.”
    - ii. Think critically about issues confronting enterprises and to understand and prioritize alternatives available to them. This is accomplished during and in preparation for the student conducted interviews of the protagonists as well as in the writing of the case study itself. It is done in the context of the classroom work and readings throughout the semester.
    - iii. Learn team dynamics. To accomplish this, teams are provided readings and guidance and are monitored by both the instructor and teaching assistants.

### ***Student Concentration/Future Career Focus***

While this course is designed for undergraduates in the Engineering concentration, it will also serve well students with a science and math background who wish to engage in a design project as well as the other course components. The course will provide its participants with the opportunity to develop a broad value based analytical approach to and extend their interests (through engineering or other studies) in global issues of great significance. It also seeks to provide students with an approach to their studies that accelerates and energizes their understanding of the meaningful role they can play in society through engineering and entrepreneurial based approaches. While the course borrows central concepts found in engineering, economic and social texts, it also builds on and broadens fundamentals of decision

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analysis, sustainable “value creation and capture” and communications and human relationships. The course is taught from an entrepreneurial vantage point.

The student who successfully completes this course will gain a solid understanding of the principles and practices of large scale development and idea generation, providing an invaluable dimension for further study in fields of engineering, urban studies and planning, international relations, architecture, sociology and economics and for careers in engineering, consulting, law, international relations, business, entrepreneurial startups and academia.

## ***Course Content and Organization***

See the Syllabus section below for a detailed explanation of each section

## ***Course Requirements***

Attendance, thorough and timely reading of the materials and participation are totally essential to the case study method but more importantly to a meaningful engagement in the course. Only those students who are willing to make that commitment should enroll (barring, of course, unforeseeable and unavoidable absences).

As the class is dynamic and contextualized by the environment, please expect several emails a week from Professor Mittlemann that may include: current events or articles relevant to what we are or have studied; clarifications of material covered in class; feedback on your presentations or participation; job opportunities and last minute dinner invitations. It is highly recommended to set up a Gmail or other free account with storage capability. In addition, you should make a habit of checking the website daily for new entries.

## ***Grading***

**Participation:** represents 15% of your final grade. It is graded as follows: students are evaluated on their preparation of the assigned reading and success in orally building on other students’ remarks and questioning thoughtfully the reading material both in class and in section. Obviously, being in attendance is a quid pro quo. Provisional participation grades are discussed at mid-term. Each student is expected to hand in by email, an assessment of their participation and what they have contributed to and “taken away” at this point from the class.

**Quizzes and Paper(s):** represent 15% of your final grade. There will be three short open book quizzes of equal weight either in class or section on the “value domains” covered in class and in the case studies. There will be two, 750 word papers focusing mainly on the non-case related readings.

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**Term Design Project:** represents 25% of your final grade. It has three components: the actual oral and visual presentation of the project (17.5 points); the teaching notes prepared for the Case Study Project which addresses the design project (4 points based on the above outline) and the final takeaways (3.5 points based on the depth of your reflection).

**The Term Case Study:** represents 45% of your final grade. It has three components: the actual case study (32.5 points - note that your Term Design Project is also integrated into the case study and is worth 10 of the 32.5 points), the teaching notes (7.5 points based on the above outline) and the final takeaways (5 points based on the depth of your reflection). Your case study is a group grade with each person getting the same grade. Your teaching notes and final takeaways are graded individually.

### ***Course Hours***

Course hours are 1:00 PM to 2:20 Tuesdays and Thursdays. First Class is September 6, 2007. Last Class is Dec 11. There will be a once a week section for an hour. There are 1-2 short one on one meetings with the professor scheduled in mid November outside of class hours. There will also be scheduled a special one hour meeting to discuss the Design Project and a special one hour meeting to discuss the Case Study project outside of class time. Discussion groups are formed from time to time online. There is a class ice breaker party the first week of the semester and an end of semester celebration.

### ***Course Materials***

Readings will be contained in a course pack and case study pack (these are two different items). Be prepared to order your course pack from Allegra printers a few days before class starts., Questions for weekly reading assignments, class recaps and current event articles will be posted on [www.myCourses.brown.edu](http://www.myCourses.brown.edu) as well as any other items not included in either pack.

### ***Instructors***

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### ***Teaching Assistants***

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## Syllabus: Engineering 1930V Engineers of the Future: Architects of Dreams

### Some Key Dates (Please always refer to complete syllabus)

| Date           | Activity   |
|----------------|--|
| Sept 13        | Submit area of interest form for both case study and design project  |
| Sept 15        | Kick off BBQ 5 pm-7pm onwards at Prof. M's house                     |
| Sept 18        | Teams assigned for case study and design project                     |
| Sept 20        | Special session on Design projects                                   |
| Sept 25        | Special session on Case Study project                                |
| Sept 27        | Open Book Quiz on Strategy and Marketing                             |
| Sept 30        | First paper due by 9pm by email                                      |
| Oct 4          | Quiz on Promotion and Operation                                      |
| Oct 6          | Submit Design Project Criteria by email, no later than 9pm           |
| Oct 9          | Email engineering domain and implementation focus for case study     |
| Oct 18         | Submit first of weekly status reports on Design Project & Case Study |
| Oct 30         | Open Book Quiz on new Products and Finances                          |
| Nov 4          | Second paper due by 9pm by email                                     |
| Nov 27         | Submit near final draft of case study by email                       |
| Nov 28         | Submit question(s) for each course theme by email before 9pm         |
| Nov 29 – Dec 1 | Team Meetings with Profs and TA to go over projects and case study   |
| Dec 4          | Case, teaching notes and takeaways are due by 6pm.                   |
| Dec 6, Dec 11  | Presentations and discussions of the Final Design and Case Projects  |

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| <u>Date</u>  | <u>Topic</u>  | <u>Class Reading Assignments</u><br><i>(Note that page numbers refer to those of the original text. The coursepak numbers relate to the coursepak table of contents. Check Mycourses for items not in case or coursepaks.)</i>   | <u>Special Notes</u>  |
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| 9/6<br>Class 1<br>Thursday   | Course Overview: Themes, Models and Methods of Investigation. Fill out section forms in class. Hand out of project forms                          | Read Case Study Method Guidelines.<br>Read Syllabus and Guidelines on Case Study and Design Projects   |   |
| 9/11<br>Class 2<br>Tuesday   | Discussion of Self-Actualization, The Entrepreneurial Mind, Happiness and Satisfaction Theme.<br>Strategic Planning Discussion and Current events | <b>Part A:</b> Inamori, 1995 pp.6, 43, 47,134,137; Maslow, 2000 Preface, Self Actualizing Work, The Hierarchy of Needs...pp. 1-17, "Notes On the Entrepreneur" pp. 133-135, Seligman pp. 261-3; DePree pp. 47-9 "what's fragile"<br><b>Part B:</b> Strategic planning: Notes<br><b>Part C:</b> Current Events Articles | Sign up for sections in class   |
| <b>Section starts this week:</b> Case Study for section- Atamina Mines, a case study used to promote an understanding of the importance of environmental and social issues in the business strategies of multinational companies and show the difficulties that extractive industries face when their activities affect the living conditions of communities in areas where large-scale mineral exploitation takes place. To examine different options and contrast environmental and social demands with the demands of developing a new company in a context of high risk. Fill out Course Survey Questions; Take online strengths test: <a href="http://www.authentic happiness.org">http://www.authentic happiness.org</a> |   |  |   |
| 9/13<br>Class 3<br>Thursday  | Strategic Planning: Case discussion and questions.<br>Discussion of Global Themes; current events in areas of class focus.                        | <b>Part A:</b> Case Study: Water, Water Everywhere. A strategic planning focused case study on sustainable water supply policies in Singapore and Hong Kong<br><b>Part B:</b> Michael Morris 1998 Entrepreneurship Myths; Current Events Articles  | Submit area of interest form for both case study and design project   |
| <b>9/15 Group gathering- kick-off bbq 5pm-7pm Saturday@ Prof. M's house</b>  |   |  |   |
| 9/18<br>Class 4<br>Tuesday   | Discussion of Marketing and Budgeting<br>Discussion of individual strengths and social science approach to satisfaction.                          | <b>Part A:</b> Myers, 1992 pp. 15-46. Maslow, 2000 "A Holistic Approach to Creativity" pp.203-11, The Need for Creative People plus notes pp.233-238; Seligman, pp. 165-184.<br><b>Part B:</b> Marketing and budgeting: Notes  | Teams assigned for Case Study and Design Project.<br>Set time for Special Session on Design Projects for next week. |

**Section Meeting: Case Study: Haier: Taking a Chinese Company Global**

In 2005, Haier, China's leading appliance manufacturer, had over \$12 billion in worldwide sales and was the third-ranked global appliance brand behind Whirlpool and GE. Describes Haier's rise from a defunct refrigerator factory in China's Qingdao province to an international player with nearly \$4 billion in overseas sales. Haier had followed a nontraditional expansion strategy of entering the developed markets of Europe and the United States as a niche player before venturing into neighboring Asian markets. Facing intense competition and price wars in the domestic market, in 2005 Haier was redoubling its efforts to build a globally recognized brand. Could Haier complete with the likes of Whirlpool and GE in their home market? Could Haier successfully defend against Chinese and multinational challengers in China while building a brand overseas?



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This cases focuses on global strategy and execution, marketing and brands, Competition, Expansion, Global economy, International operations.

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| 9/20<br>Class 5<br>Thursday | Marketing and Budgeting: Case discussion and questions<br>Discussion of Global Themes; current events in areas of class focus.                                 | <b>Part A:</b> Case Study: Green Buildings: A world movement or marketing play? A Marketing and Budgeting focused case study that examines the current state of Green Building and its economic sustainability.<br><b>Part B:</b> Current Events  | Special Sessions on Design Project                      |
| 9/25<br>Class 6<br>Tuesday  | Discussion of Themes:<br>Promotion and physical distribution;<br>What are the traits of visionary entities that survive over time and are tops in their class? | <b>Part A:</b> Promotion and physical distribution Note; HBS Article: The end of Corporate Imperialism. To be successful, Multi National Corporations will have to rethink every element of their business models. During the first wave of market entry in the 1980s, multinationals operated with what might be termed an imperialist mind-set, assuming that the emerging markets would merely be new markets for their old products. But this mind-set limited their success: What is truly big and emerging in countries like China and India is a new consumer base comprising hundreds of millions of people. To tap into this huge opportunity, MNCs need to ask themselves five basic questions: Who is in the emerging middle class in these countries? How do the distribution networks operate? What mix of local and global leadership do you need to foster business opportunities? Should you adopt a consistent strategy for all of your business units within one country?<br><b>Part B:</b> Collins (1997) xviii-xxiv, Chapter 11, pp. 219-239, then Chapter 10, pp. 201-218. | Special Sessions on Case Study Project outside of class |

**Section Meeting:** Case: Natureview Farms, a case on Channel Distribution

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| 9/27<br>Class 7<br>Thursday | Promotion and Physical Distribution: Case discussion and questions<br>Discussion of Global Themes; current events in areas of class focus.<br>Quiz                     | <b>Part A:</b> Case Study: The Dharavi Slum Project – “Deal or No Deal?”<br>Is Infrastructure in India too far behind? A case study that focuses on the 2sq Km Dharavi slum request for proposals to demolish and rebuild with a gargantuan new commercial , residential and retail city. Issues of physical distribution, promotion and whether or not the infrastructure can handle the development are examined.<br><b>Part B:</b> Current Events<br><b>Part C:</b> Open Book Quiz on Strategy and Marketing Notes. See quiz study guideline. | Prepare Design Project Criteria and submit by email no later than Sat. 10/6 at 9pm<br>First Paper Due by Sunday, 9/30 at 9pm   |
| 10/2<br>Class 8<br>Tuesday  | Discussion of Themes;<br>Operations and the Value chain;<br>The Need for Creativity. Satisfaction and Meaning in work.<br>Discussion of Student Papers posted on line. | <b>Part A:</b> Operations and the Value chain: Note; HBS Article Rapid Fire Fulfillment<br><b>Part B:</b><br>Part B: Brief Discussion of Student papers posted on line.<br>Part D: Short review of quiz  | Choose Engineering Domain and Implementation Focus for Case Study Project by 10/9. Identify or conceptualize protagonist. Think about questions and agendas for interviews. Submit a one page email with |

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|  |   |  | your choice and how you expect to proceed.   |
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| <b>Section Meeting:</b> Operations promotion and distribution Case study: Read “Nike in China Case” 386-065 from 1985, which addresses Nike’s initial entry into and use of China as a source for manufacturing and compare to issues of Haier as well as noting similarities and differences of operating in India and elsewhere.   |   |  |  |
| 10/4<br>Class 9<br>Thursday  | Operations and the Value chain: Case discussion and questions<br>Discussion of Renewable Energy Sources and related problems.<br>Quiz                                       | <b>Part A: Case Study: Khosla Ventures: Investing in Ethanol (E229)</b><br>“Examines the ethanol value chain and its potential role in renewable energy sourcing. Looks at strategic innovations and the complex non-market environment surrounding the ethanol value chain including regulatory and legislative components, and significant exposure to external variables.” <sup>3</sup><br><b>Part A: Read “A Technical Note on Ethanol as a Motor Fuel” (E229)</b><br><b>Part B: Current Events</b><br>Part C: Quiz on Promotion and Operations: See Study Guide | <b>Prepare Design Project Criteria and submit by email no later than Sat. 10/6 at 9pm</b>  |
| 10/9<br>Class 10<br>Tuesday  | Discussion of Themes:<br>New Product Planning<br>Humans as meaning makers. The construction of the life cycle.  | <b>Part A: New Product Planning: Note</b><br><b>Part B: Robert Kegan, 1982 pp.75-110; Levinson, 1996 pp. 40-56 (top), 264-269.</b>   | <b>Conduct interviews and commence outline and first draft writing of case study. Submit focus and Engineering Domain in Email</b> |
| <b>Section Meeting-</b> New Product Planning Case Study EndoNav HBS E214 EndoNav developed an innovative medical device to make colonoscopy procedures easier and faster to perform and less painful to receive. Despite excellent technology, IP protection, a reasonably large market, and relatively low regulatory risk, the founder (Jaime Vargas) and his business partner are unable to secure venture funding. The company eventually decides that it must adapt its product and business plan so that it can be funded on a smaller scale by angel investors. The case provides the opportunity to revise a near-complete business plan to fund a company with about 10% of the capital originally sought from venture investors. It addresses business plans, entrepreneurial finance, including equity capital, new product marketing and placement and the concept of venture capital. |   |  |  |
| 10/10  | <b>Columbus day holiday</b>   |  |  |
| 10/11<br>Class 11<br>Thursday  | New Product Planning: Case discussion and questions. Discussion of Renewable Energy Sources and technological solutions. Current Event Discussion<br><u>Guest Lecturer:</u> | <b>Part A: Case Study on Global Warming, renewable energy and New Products: HBS 607003, Cradle-to-Cradle Design at Herman Miller: Moving toward Environmental Sustainability in New Products.</b> This case is about the issues that the Herman Miller company must face when it decided to implement the cradle-to-cradle (C2C) design protocol during the design of its mid-level office chair, Mirra. The C2C protocol was a set of environmentally friendly product development guidelines.<br><b>Part B: Current Events</b>                                     |  |
| 10/16<br>Class 12<br>Tuesday   | Discussion of Human relations; compacts, leadership.<br>Discussion of what drives happiness and satisfaction in organizations and individuals                               | Part A: Human relations: compacts, leadership, see notes<br>Part B: Part B: Myers, 1993 pp.47-67; Seligman pp. 250-260; Max DePree pp.53-62 “Intimacy”   |  |
| <b>Section Meeting:</b> Human Relations Case study: The Change Agent Program At Siemens Nixdorf 396-203 In this  |   |  |  |

<sup>3</sup><http://harvardbusinessonline.hbsp.harvard.edu>

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case, in order to change its culture, the German computer giant Siemens Nixdorf Information Systems launched a program to train 21 "change agents" who would lead entrepreneurial projects designed to get results and to serve as models of a new style. The case covers change management, corporate culture, leadership and organizational behavior.

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| 10/18<br>Class 13<br>Thursday | Discussion of Human relations; compacts, leadership as part of <u>Case Study Discussion</u><br>Current Event Discussion | <b>Part A: Case Study: UBS and Climate Change--Warming Up to Global Action?</b><br>This case examines a global bank- UBS – and its thought processes about its extent of its plans to mitigate climate change.<br>Part B: Current Events | Submit first of Weekly Status reports on Design Project and Case Study (see guidelines for report submission in assignments) |
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| 10/23<br>Class 14<br>Tuesday | Discussion of Finances. Review of some of the cases and relevance of financing to them.<br>Discussion of Levels of Reflective judgment and how that relates to course themes. | Part A: Finances: Note and HBS Note 193029 Analysis of Finances and Ratios<br>Part B: Max Depree, 1992 pp. 4-15; King and Kitchener, 1994 pp.44-74 (skim read examples); |  |
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**Section Meeting: Finances case study Marion Boats HBS 196041** In this case, two brothers start a boatyard. The case introduces the start-up and initial operating period as well as the preparation of financial statements from unstructured data, including preparing a sample income statement, balance sheet, and cash flow statement.

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| 10/25<br>Class 15<br>Thursday | Discussion of Finances as part of Case Study Discussion<br>Current Event Discussion | Part A: Case Study HBS 201039: Drivers of Financial Industry Structure. A fun short case structured to give students “practice in using financial ratios and to develop an understanding of the factors that drive the financial structure of firms.”<br>Part B: Current Events: | Submit Weekly Status report on Design Project and Case Study (see guidelines for report submission in assignments) |
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| 10/30<br>Class 16<br>Tuesday | Discussion of game theory as it might apply to the direction of world events. Review of first half of semester.<br>Quiz | Part A: Review Seligman pp. 134-161 (don't do survey again); Wright, 2000 pp. 3-10, 337- 343<br><br>Part B: Review of first half of Semester<br><br>Part C: Open Book Quiz on new Products and Finances. See Study Guide |  |
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**Section Meeting: Design Project Workshop**

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| 11/1<br>Class 17<br>Thursday | Discussion of Strategic Planning, Competition and Competitive Advantage in the context of global issues as further addressed in the Case Study Discussion.<br>Student Presentations of Outlines for Projects<br><u>Guest: Possibly Gregory Lee</u> | Part A: Case Study Strategic Planning and Competition: Samsung Electronics: In this case, students assess whether Samsung Electronics has been able to achieve a dual advantage of high quality and low cost, and if so, how this was possible. Students also can assess how Samsung should respond to large-scale Chinese entry into its industry. Subjects Covered include:<br>Competition, Competitive advantage, Globalization, International business, International management, Technology.<br><br>Part B: Student Presentation of Project Outlines | Submit Weekly Status report on Design Project and Case Study (see guidelines for report submission in assignments)<br><b>Second Paper due by Nov 4, at 9pm.</b> |
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|   |  | Part C: Review of quiz.   |  |
| 11/6<br>Class 18<br>Tuesday                               | Students are assigned to groups to tackle one of the three areas of focus for Walmart and to present their respective strategies. See assignment guidelines posted online <b><u>Discussion of Second Papers.</u></b> | Part A: Case Study Walmart' Sustainability Strategy. This case is covered in two lectures. It's necessary however, to read the entire case for the first class.<br><br><b>Description:</b><br>In October 2005 Wal-Mart launched a sweeping business sustainability strategy to dramatically reduce the company's impact on the global environment. Wal-Mart had three aspirational goals: "To be supplied 100% by renewable energy; to create zero waste; and to sell products that sustain our resources and the environment." The case addresses three of the company's primary focus areas (seafood, electronics, and textiles) their effect on the company's operations, supplier relationships, and results and also explores how it measures and communicates its ideas about sustainability to its suppliers, associates, customers, and the public. Corporate responsibility, Corporate strategy, Entrepreneurship, Environmental protection, Operations management, Strategy implementation, Suppliers, Supply chains.<br>Part B: Brief Discussion of Student papers posted on line. |  |
| <b>Section Meeting- Case Study Workshop –</b>             |  |   |  |
| 11/8<br>Class 19  | Students as noted in above are assigned to groups to tackle one of the three areas of focus for Walmart and to present their respective strategies. See assignment guidelines posted online                          | Continuation of Walmart Case Discussion and presentations by students. Relating case to the balance of our discussions on our course themes. Compare and contrast to UBS's efforts.   | <b>Submit Weekly Status report on Design Project and Case Study (see guidelines for report submission in assignments)*** Start to wrap up writing case and write Final Draft of teaching notes</b> |
| 11/13<br>Class 20<br>Tuesday                              | Discussion of Finances as part of <u>Case Study Discussion and tying in to first part of semester case studies.</u><br>Current Event Discussion  | Part A: Case Study Finances: HBS 202027 Ocean Carriers Case The case uses a customers shipping needs to provide the opportunity for students to make a capital budgeting decision and to develop an understanding of how discounted cash flow analysis can be used to make investment and corporate policy decisions.<br>Part B: Current Events.  |  |
| <b>Section Meeting: Design Project Workshop</b>           |  |   |  |
| 11/20<br>Class 21<br>Thursday                             | Discussion of New Product Development as part of <u>Case Study Discussion and tying in to first part of semester case studies and projects.</u><br>Current Event Discussion  | Part A: Case Study New Products: Icebreaker: The China Entry Decision. <u>The case</u> shows how a product and brand are created and then brought to market. Covers: brands, consumer marketing, distribution, entrepreneurial finance, market entry, new product marketing, product development.<br>Part B: Current Events   | <b>Schedule Individual meetings with students to discuss Final Projects</b>  |
| <b>Thanksgiving break Weds. 21-Sunday 25<sup>th</sup></b> |  |   |  |

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| 11/27<br>Class 22<br>Tuesday  | Discussion of Human relations and leadership as part of <u>Case Study Discussion and tying in to first part of semester case studies.</u><br>Current Event Discussion<br><b>Guest: TBA</b> | Part A: Case Study Human Relations and Leadership: Starbucks and Conservation International: In this case, Starbucks and Conservation International, a major international environmental nonprofit organization create an alliance to promote coffee-growing practices of small farms that would protect endangered habitats. The collaboration emerged from the company's corporate social responsibility policies and its coffee procurement strategy. The initial project was in the southern Mexican state of Chiapas and resulted in the incorporation of shade-grown coffee into the Starbucks product line, providing an attractive alternative market for the farmer cooperatives at a time when coffee producers were in economic crisis due to plummeting world prices. Simultaneously, the company had to deal with growing pressures from nonprofit organizations in the Fair Trade movement, demanding higher prices for farmers. Starbucks was reviewing the future of its alliance with Conservation International and its new coffee procurement guidelines aimed at promoting environmentally, socially, and economically sustainable coffee production. Subjects covered include agribusiness, conservation, environmental protection, purchasing, retail stores, social responsibility and strategic alliances.<br>Part B: Levinson 71-84; Current Events | Submit near Final Draft of Case Study to professors by email  |
| 11/29-12/1  | Meet with Students to go over projects and case studies. Students to sign up in class on the 27th  |  |   |
| <b>Section Meeting: Work on Case Study Projects</b>                 |  |  |   |
| 11/29<br>Class 23<br>Thursday                                       | <b>Review of Semester themes and concepts</b><br>Discussion of themes in relationship to each other. Discussion of submitted questions.  | Review of Semester themes and concepts   | Submit near Final Draft of Case Study to professors by email<br>Submit at least one question for each theme discussed in the course by email before 9pm 11/28 |
| 12/4<br>Class 24<br>Tuesday   | Continuation of discussion of themes and questions   | <b>Start reading submissions of case study projects including Design Project Component</b>   | <b>Case, teaching note, and takeaways are due by 6pm. Case Studies to be posted on line for class to read.</b>  |
| <b>Section Meeting: Times to be used for Practice Presentations</b> |  |  |   |
| 12/6<br>Class 25<br>Thursday  | Presentations and discussions of the Final Design Projects and Case Study Projects   | Completion of Design and Case Study Projects and First Presentations are made  |   |
| 12/11<br>Class 26   | Presentations and discussions of the Final Design Projects and Case Study Projects   | Completion of Design and Case Study Projects and Remaining Presentations are made  |   |
| <b>Class Party @ Prof. M's house</b>                                |  |  |   |



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