

# IDH 3034 Aesthetics, Values & Authority

## U28 GROWING SMARTLY: How Global Corporations Grow Successfully

This is a Global Learning Course that counts toward your Global Learning graduation requirement and the prestigious Excellence in Global Learning Medallion. [GoGlobal.fiu.edu/medallion](http://GoGlobal.fiu.edu/medallion)

Fall 2018  
Monday 1:00 – 3:45 pm  
Location: PC 419

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Teaching Assistant:  
Phone:  
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### Overview – U28 IDH 3034

**Business growth is the productive engine of economic, social and cultural development.** Through active student participation in class, students will use critical thinking, creativity and problem-solving skills to analyze Harvard Business cases on key business themes: Apple, Heritance Kandalama Resort of Sri Lanka, Intel, Groupon, Apollo Hospitals of India, LEGO, Axel Springer, Hubspot, Allstate, Kindle Fire, Google in China, Clayton Industries of Italy, Zara of Spain. The course is taught at a non-technical high level for students seeking both a business and non-business perspective of the growth of the world's representative companies in their thematic areas. The course is capped by a project a la SHARK TANK. Prof. Sampedro is known for her practical, and, in many cases, first-hand account experiences. *The course requires active student participation and class attendance. There are no exams in this course.*

### GRADING STANDARDS/PERFORMANCE MEASURES

Grade will be determined based on in-class presentations on review papers on readings, in-class presentations of case studies, quality of classroom participation and a course project. Students will determine the project they want to do, which will relate to a theme from the course, and will work in teams of 3 – 5 students. Grading will be on a curve. Attendance at class is expected and more than two absences will result in a lowering of one full grade in a student's final grade. Readings and cases must be read and prepared in advance of each class. There are no exams in this course.

Grading      Class participation - 15%      Review papers - 15%      Case studies - 40%      Course project - 30%

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## REQUIRED MATERIALS

1. [THE LITTLE RED WRITING BOOK](#), by Brandon Royal
  2. **HBS Publishing Cases Coursepack** must be downloaded by each student for a fee.  
  
*Register* with HBS at <https://cb.hbsp.harvard.edu/cbmp/login>  
  
*Download Coursepack* at: Fall 2018 Coursepack URL: TBA
  3. Required articles, papers, videos and cases are listed in the Syllabus per the ***Assignment Schedule*** below
  4. Course project a la [Shark Tank](#) - 3 – 5 students per team
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### Articles/Readings/Videos

Students should express their own insight or takeaway **no longer than a paragraph** derived from the article. A student(s) will be chosen to present the article in class. These are to be uploaded to Blackboard no later than midnight of the Friday for that Monday's class.

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### Cases

Each team should prepare a summary analysis of the case **no longer than a page** derived from the case. The teams will present the cases at class. The case write ups are to be uploaded to Blackboard no later than midnight of the Friday for that Monday's class.

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### Project

Each team will select a project using the course teachings to develop a scalable business idea and present it to the class (a la [Shark Tank](#)). Presentation will be a video (creativity encouraged!). A 10 slide PPT may be substituted for the video. The projects will be eligible to be submitted to StartUp FIU.

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## ASSIGNMENTS SCHEDULE

GROWING SMARTLY Fall 2018

Harvard Business School Publishing url: <https://cb.hbsp.harvard.edu/cbmp/login> COURSEPACK URL: TBA

**Readings and cases must be read and prepared in advance of each class.**

CLASS (#) LRWB (principles) DATE	<u>TOPIC</u>	ARTICLES/READINGS/VIDEOS	CASE	<u>SHARK TANK</u> PROJECT
(1) 8/20/18	Introduction – strategy, marketing, management	<a href="#">Peter Drucker (Wikipedia)</a>  <a href="#">W. Edwards Deming (Wikipedia)</a>  <a href="#">The Art of Crafting a 15 Word Strategy Statement, Alessandro Di Fiore</a>  -Michael Porter, Porter, M.E. (1987) " <a href="#">From Competitive Advantage to Corporate Strategy</a> ". <i>Harvard Business Review</i> , May/June 1987, pp. 43–59.	The Five Competitive Forces that Shape Strategy R0801E-PDF-ENG	Set up in teams.
(2) 8/27/18 Last day to add/drop	Competitive Strategy	The Rise of the Digital Capital Economy (post)  <a href="#">All Consumer Trends Involve the Internet</a>	Apple Inc. in 2015 715456-PDF-ENG	Come up with a new business idea for a <i>substantial problems with scalable solutions</i> as if you were going to present it to SHARK TANK.
9/3/18		<i>LABOR DAY</i>		<a href="#">Business Model Generation, Alexander Osterwalder, Yves Pigneur, Alan Smith</a>
(3) 9/10/18	Emergent Strategies Human Resources Management Organizational Behavior	Henry Mintzberg of McGill University; Patti Patrizi  <a href="#">Strategic Philanthropy for a Complex World</a> Kania, Kramer, Russel, Stanford U.  <a href="#">Is Strategic Philanthropy Yesterday's News?</a> Schambra  <a href="#">Business and Society in the Coming Decades</a> McKinsey	Sustainable Tourism: Heritage Kandalama Resort of Sri Lanka NTU003-PDF-ENG	Present Shark Tank ideas to the class for selection.  E.g. I am going to develop a new cure for diabetes because I have been diabetic all my life. Problem and solution.

(4) 9/17/18	Value Creation - Value Capture	Bowman and Ambrosini in their 2003 revised paper " <a href="#">Value Creation Versus Value Capture: Towards a Coherent Definition of Value in Strategy</a> " /Bowman and <a href="#">Ambrosini.pdf</a>  Why Organizations Don't Learn (7) R1511G-PDF-ENG	Intel Corp. 703427-PDF-ENG	Teams to present Competitive Strategy and Value Creation, Value Capture definition for Project Idea
(5) 9/24/18	Customer Value Proposition	<a href="#">Four Steps to Building a Compelling Value Proposition</a>	Groupon 511094-PDF-ENG	Teams to present Emergent Strategy and Team Customer Value Proposition for Project idea
(6) 10/1/18	Customer Experience and Customer Mapping – Value Stream Mapping	<a href="#">The Power of Value Stream Maps</a>  <a href="#">Gantt chart</a> (Wikipedia)  <a href="#">PERT</a> (Wikipedia)	Apollo Hospitals: Differentiation through Hospitality IMB425-PDF-ENG	Teams to present Initial Customer Experience Outline and Customer Mapping for Project idea. Including Value Stream Map for Project Idea
(7) 10/8/18	Target Customer Operations Management	<a href="#">The 30 Best Pieces of Advice for Entrepreneurs in 2014</a>	Zara: IT for Fast Fashion (23) 604081-PDF-ENG	Teams to present Target Customer Definition for Project Idea
(8) 10/15/18	Innovation	<a href="#">The Innovators Dilemma</a> Tim Woods blog  <a href="#">8 Principles of the Innovator's Solution</a> Tim Woods blog  <a href="#">How Domino's Pizza Reinvented Itself</a>	LEGO 613004-PDF-ENG	Teams to present Innovative Idea for Project Idea
(9) 10/22/18	Business Model	<a href="#">What is a Business Model</a> Ovans	Axel Springer in 2014: Strategic Leadership of the Digital Transformation E522-PDF-ENG	Teams to present Proposed Business Model for Project Idea
(10) 10/29/18 Last day to drop with a DR grade	Inbound Outbound	<a href="#">What is Inbound Marketing?</a> Hubspot  <a href="#">The Double Game of Digital Strategy</a>	Hubspot: Inbound Marketing and Web 2 509049-PDF-ENG	Teams to present Inbound Outbound for Project Idea

(11) 11/5/18	Distribution	<a href="#">Marketing and Promotion Strategies</a> Australia	Allstate Corporation 2007 – 2013 715426-PDF-ENG	Teams to present Distribution Channel for Project Idea
11/12/18		🇺🇸 <i>Veteran's Day – no classes Do something nice for a veteran</i> 🇺🇸		<a href="#">Business Model Generation</a> <a href="http://alvarestech.com/temp/PDP2011/pdf/Business%20Model%20Generation%20(1).pdf">http://alvarestech.com/temp/PDP2011/pdf/Business%20Model%20Generation%20(1).pdf</a>
(12) 11/19/18	Pricing	<a href="#">Pricing to Create Shared Value</a> Bertini & Gourville <a href="#">What You Don't Know About Making Decisions (10)</a> R0108G-PDF-ENG Garvin & Roberto	Kindle Fire: Amazon's Heated Battle for the Tablet Market KEL770-PDF-ENG	Teams to present Pricing for Project Idea
11/22 -24		🍂 <i>Thanksgiving Break- no classes</i> 🙌		
(13) 11/26/18	General Management Organizational Behavior International Business	<a href="#">Rethinking Political Correctness (10)</a> R0609D-PDF-ENG <a href="#">When Culture Doesn't Translate (5)</a> R1510C-PDF-ENG <a href="#">Can China Maintain its Economic Power</a> McFarlan	Google in China (A) (13) 510071-PDF-ENG Google in China (B) Google in China (C)  China's Journey to the West: Chongqing (12) NTU051-PDF-ENG	Teams to continue work on their Shark Tank Project Idea. Elements should include key topics of the course: problem ~solution, competitive advantage, customer value proposition, target customer, customer experience, customer mapping, value stream mapping, innovation, business model, inbound/outbound, distribution, pricing.
(14)	International Macro- economics	<a href="#">The Globalization Capability</a> <a href="#">America's Looming Creativity Crisis (10)</a> R0410H-PDF-ENG <a href="#">Building a Resilient Global Enterprise Inspired by Biology</a> <a href="#">Where does Growth Come From?</a> Christiansen	Clayton Industries: Peter Arnell, Country Manager for Italy (12) 4199- PDF-ENG	Tutorial: International macroeconomics 715702-HTM-ENG
12/3 - 8/18 2018 Finals Week	<i>Deadline for Faculty to submit grades 12/12/18</i>	👏 Project presentations 👏		Teams to present final video/PPT to <a href="#">Shark Tank!</a>

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## CLASS OR PROFESSOR POLICIES

Very active role in class discussion is expected and required.

Cell phones and beepers for personal use are prohibited during class.

Readings and cases must be read and prepared in advance of each class.

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## ATTENDANCE STANDARDS & PROCEDURES

Attendance at class is expected and more than two absences will result in a lowering of one full grade in a student's final grade.

Absences must be reported in advance to the TA. Readings and cases must be read and prepared in advance of each class.

NOTA BENE: While this course shares similar teaching methodologies with Disruptive Innovations, the lessons are unique.

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## COURSE PROCEDURES & METHODOLOGY ACTIVE LEARNING TACTICS

This is a highly participatory course based on Harvard Business Cases, MIT, Stanford, and other leading institutions of higher learning in Europe and India. Students will actively participate in class discussion, summarize their reading assignments, prepare their case studies as a team, and create a team course project.

Students will share their insights by role-playing, oral presentations, videos, debate, and business modeling. Lecturing comprises a minimal part of this course; rather, active interaction on the part of the individual student and the teams will drive the learning. Readings and cases must be read and prepared in advance of each class.

The project will have "Shark Tank" as a conceptual model and must deal with substantial problems with scalable solutions; the students will have the opportunity to submit their project to StartUp FIU

Cases will cover Asia, Europe and the US, industries will include technology, environmental issues with the hospitality industry, healthcare manufacturing decisions, restructuring hospital services for patients, and communications, children's toys, digital transformation of the publishing industry, the evolution of inbound vs. outbound marketing techniques, country management in Italy, retailing based in in Spain and successful world-wide.

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## COURSE OBJECTIVES

This course exposes students to practical applications of business disciplines, strategy, management and marketing, to solving significant business problems crossing international borders, dealing with multi-faceted clients, cross-cultural staff, and regulatory authorities.

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1. To develop an understanding of how these three disciplines, interrelate in a practical manner at the highest decision-making levels of multinational corporations.
  2. To develop applications of critical thinking to multi-disciplinary cases ranging from Strategy to Organization to Operations to Marketing while dealing with the nuances of multiple cultures.
  3. To develop approaches to creativity in problem solving facing the largest companies in the world as they deal with the challenges of technology, global competition and new platforms.
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## COURSE & GLOBAL LEARNING OUTCOMES

1. To develop the skills necessary to draw upon each discipline to apply them in a global case.
  2. To further expand analytical tools to solving the problem.
  3. To self-assess one's capabilities to apply the key concepts from each discipline to the problem.
    1. Global Awareness: Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems.
    2. Course Learning Outcome: Students will demonstrate knowledge of the interrelated global dynamics (social-cultural, political, economic, etc.) that shape aesthetics, values, and authority in diverse cultural contexts.
    3. □ Global Perspectives: Students will be able to develop a multi-perspective analysis of local, global, international, and intercultural problems.
    4. Course Learning Outcome: Students will be able to analyze the multiple global forces that shape their understanding of aesthetics, values, and authority — economic, political, sociological, technological, cultural, etc.
    5. Global Engagement: Students will be able to demonstrate a willingness to engage in local, global, international, and intercultural problem solving.
    6. Course Learning Outcome: Students will be able to develop solutions to local, global, international, and/or intercultural problems related to aesthetics, values, and authority.
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## FIU/HC POLICIES

### Religious holidays

Every effort will be made, where feasible and practical, to accommodate students whose religious practices coincide with class requirements scheduling. Please make sure to notify your instructor at the beginning of the semester of which dates you will be absent or any anticipated problems with completing course work.

### Physical, mental and sensory challenges

Every effort will be made, where feasible and practical, to accommodate students who are so challenged. Should you require accommodations, contact the [Disability Resource Center](#) (DRC), if you have not done so already.

### Honors College Requirements

Registration in this course implies an acceptance of and compliance with the Honors College policies for students and the FIU Code of Academic Integrity.

### Honors Citizenship Requirements

Beginning in Fall 2014, Honors College students are required to accumulate at least 20 citizenship points each academic year (Fall and Spring) by attending Honors College activities. Students attending only one semester (Fall or Spring) are required to accumulate 10 citizenship points. See <http://honors.fiu.edu/academics/policies/citizenship/>.

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## STUDENT PORTFOLIOS

The Honors College will be using a portfolio method to assess students' learning outcomes. The portfolio allows for maximum flexibility in gauging student learning. Students decide (with instructor consultation) what "artifacts" or assignments to include for consideration in their portfolios to demonstrate successful achievement of each of five key student-learning outcomes over the 4-year Honors experience. See [www.honors.fiu.edu/portfolios](http://www.honors.fiu.edu/portfolios).

## Honors College Academic Misconduct Statement

In the Honors College, the term "honor" refers both to academic accomplishment and character. Students in Honors should therefore adhere to and be held to the highest standards of personal academic accountability. Academic dishonesty in any form, including plagiarism, is antithetical to the very definition of being an Honors student at FIU. Consequently, an Honors College student found responsible for academic misconduct will be dismissed from the College.

## Procedures and Penalties

An Honors faculty member may bring charges of academic misconduct against an Honors student if the faculty member suspects plagiarism or other forms of academic misconduct. The faculty member will decide whether to pursue informal resolution, file formal resolution charges, or take no further action, and will follow the procedures outlined in the Honors College website (<http://honors.fiu.edu/academics/policies/>), and the Academic Misconduct Procedures, available at <http://www.fiu.edu/~oabp/misconductweb/lacmisconductproc.htm>.

FIU Code of Academic Integrity – <http://www.fiu.edu/~dwyere/academicintegrity.html>.

FIU Honors College Student Handbook – <http://honors.fiu.edu/handbook0910.html>

FIU Honors College Plagiarism Policy – [http://honors.fiu.edu/current\\_policy\\_plagiarism.html](http://honors.fiu.edu/current_policy_plagiarism.html) Courses designated as Global Learning courses (IDH 2003-2004, IDH 3034-3035) must list specific Global Learning outcomes. Assignments must be able to assess the students' ability to demonstrate these outcomes. Questions on Global Learning should be addressed to Jose Rodriguez, [rodrijej@fiu.edu](mailto:rodrijej@fiu.edu).

## Global Learning Outcomes

Second year and Upper Division classes have been designated as Global Learning courses. For questions regarding GL requirements, please contact Mr. Rodriguez.