



Global Conversations with Entrepreneurs (HADM 4133/HADM 6133)  
Course Manual Spring 2019 at Cornell University

# **HADM 4133/HADM 6133**

## **Global Conversations with Entrepreneurs**

### **Course Manual for Spring 2019**

#### **351 Statler Hall**

#### **1:25PM-2:40PM T/TH**

**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.

[Overview of HADM 4133](#)

[Overview of HADM 6133](#)



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

**Outcome 1- Develop a Personalized Global 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: 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 Builder Profile (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 BP10

**Outcome 2- Practice Opportunity Recognition:**

- 2.1: Identify specific opportunities and challenges present in the topic of entrepreneurship; 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 form of a business plan: 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

**Outcome 3- Create/Share Knowledge on International Entrepreneurship and Networking:**

- 3.1: Practice and understand the importance of networking skills and a global mindset



**Enrollment: Elective, 3-credit course. Hybrid instruction.** Grading is S/U or graded only. SHA policy prohibits auditing.  
**351 Statler Hall from 1:25PM-2:40PM-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. It is intended for students interested in obtaining exposure to entrepreneurship. The course is setup 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 is setup 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.nysed.gov/college-university-evaluation/distance-education-program-policies>).

**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 5, 2019
- Drop Deadline: March 19, 2019- *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.* **Requests to drop the course must be emailed to [kaw296@cornell.edu](mailto:kaw296@cornell.edu) and cc'd to [olsen@cornell.edu](mailto:olsen@cornell.edu) to be considered.**



**Main Point of Contact for You:**

**Academic Administrative Assistant:** Kimberly Whiffen (541 Statler Hall), [kaw296@cornell.edu](mailto:kaw296@cornell.edu)

Kimberly joined the School of Hotel Administration (SHA) as an Academic Administrative Assistant IV in July 2014, after fifteen plus years in administrative and human resource positions. Kimberly also has an extensive background in the hospitality industry and served in many roles in both hotel and bistro environments. Since joining SHA, Kimberly has been highly effective in her work supporting five professors each semester. She has a wealth of knowledge and has excelled in her role especially through the merging of SHA, Dyson, and Johnson, which is now the SC Johnson College of Business. In the Fall of 2017, she took on a new role as a Program Assistant to the Entrepreneurial Bootcamp for Veterans with Disabilities Program in addition to completing her role as an Administrative Assistant. She has a great passion for Cornell. She loves working with the students and seeing them grow. Outside of Cornell she loves spending time with her family.

**Course Materials: Handouts, readings, assignments, entrepreneurship resources, and grading rubrics will be available on the Learning Management System (LMS) that Cornell uses called Blackboard at**

**<https://blackboard.cornell.edu>** and on my website at **[www.monaanitaolsen.com/teaching](http://www.monaanitaolsen.com/teaching)**. You will need access to a video camera and microphone (most students use the functionalities on their cell phones). You will also need to take the Gallup's Builder Profile (BP10) Assessment (<https://www.gallup.com/builder/225332/builder-profile-10.aspx>).

**Teaching Assistant (TA) Office Hours:**

Posted on my website. If you have any questions about class, seek assistance during posted office hours. **Take advantage of office hours to preview your work, ask questions, or catch-up on coursework.**

**Course Schedule:** This course is held during the semester dates of 1/22/2019 through 5/7/2019. The course allows for some scheduling flexibility during the spring 2019 session given its hybrid nature. 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.



## Global Conversations with Entrepreneurs (HADM 4133/HADM 6133) Course Manual Spring 2019 at Cornell University



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

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

Office hours: By appointment. You are expected to leverage office hours with TAs for initial questions and to catch-up on missed classes. Follow-on questions and work review can then be done during my office hours. Request an appointment at [www.monaanitaolsen.com](http://www.monaanitaolsen.com).

Mona Anita K. Olsen is an assistant professor at the School of Hotel Administration in the Cornell SC Johnson College of Business. Olsen is a Faculty Fellow for Risley Residential College for the Creative and Performing Arts for Yogibana (weaving Yoga + Ikebana in 12 steps). Olsen is the founder of Innovation Barn AS in Borhaug, Norway.

As an assistant professor, she developed and currently teaches courses focused on entrepreneurship theory and practice. Olsen led Cornell to win a grant from 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 4133/6133: 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. Olsen was an Engaged Cornell Fellow and created the Seed the Bloom Program (sowing ideas, cultivating community).

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 Hotel School, 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.



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

You can obtain up to 1,000 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+	1000 points
A	950-999 points
A-	900-949 points
B+	860-899 points
B	830-859 points
B-	800-829 points
C+	770-799 points
C	750-769 points
F	Below 750 points

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 12:00PM (noon) EST on the day they are due unless otherwise noted.**

If you have a concern about a grade in the course, explain it *in writing* using the Grade Change Request Consideration Online Form at [www.monaanitaolsen.com/teaching](http://www.monaanitaolsen.com/teaching) **within one week** of the grade being posted, in order to be considered. Requests filed after one week of the grade being posted **will not** be considered. I do not accept late work. I suggest you submit as much as you have completed by the submission time in order to get partial points. Anything submitted after the submission time will not be graded. Extra credit opportunities are periodically provided during the semester. I **highly** suggest you take advantage of them.



**Engagement (200 points total)**

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

- o Professionalism/respect in online and in class communication: 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 76 points)

Rubric	0	20	50	76
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.

- o Participation is a result of active preparation in class activities. I recognize that you have many opportunities while at Cornell and that you balance many priorities. However, do not contact me with excuses for lack of attendance or tardiness. Personal illness, job interviews, travel plans, etc... are not considered excused absences by university policy. If you accumulate four unexcused absences, you will be given a failing grade for the course. If you arrive late or leave early, half of the points for the class will be taken off. Note: Points for attendance for classes missed before the add deadline can be only made-up by taking extra credit points. If you have questions on the policies on any classes you are missing, please inquire prior to the class to set yourself up for success. (Up to 124 points)



### Presentations (300 points total)

\*Communication skills are necessary to being a successful entrepreneur and presentations in this course provide you with the opportunity to work on your pitching skills and your formal presentation skills. All assignments must be submitted on the due date, electronically via the LMS. I will provide assessments of your work and specific feedback via the LMS. I want to support your growth in the learning of the content and assist in your presentation skill development. The LMS will be set up to allow submission of any given assignment only up until 12:00PM (noon) EST on the date it is due (with the exception of your final project). All completed submissions are final and may not be revised at a later time. The rubrics for evaluation (and point allocations) will be posted on the LMS. **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 presentations that you give for the course which include the following elements:

- Video Blogs (Vlogs) (100 points) \*50 points each
  - 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
  - **Vlogs are due by 11:59AM EST on the dates outlined below**, if you are struggling to upload your file to the LMS, it is your responsibility to contact ATC (learn more at [atc.cit.cornell.edu](http://atc.cit.cornell.edu)) prior to the submission time. Take upload times into consideration. Vlogs posted on external websites or drives as links will not be accepted as multiple graders need to view the work for grading and all grading is done and stored on the LMS.

<b>Vlog 1: Wednesday, 2/6/19</b>
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<b>Vlog 2: Wednesday, 3/13/19</b>
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- Make a Difference Portfolio (Final--Presentation Portion) (200 points), **Due by 4:30PM EST on Tuesday, May 14, 2019** (this is the university-assigned date and time for the final project for HADM 4133/6133) \*See note on written portion of the final in the next section.





### 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 the LMS. I will provide assessments of your work and specific feedback via the LMS. I want to support your growth in the learning of the content and assist in your writing skills development. The LMS will be set up to allow submission of any given assignment only up until 12:00PM (noon) EST on the date it is due (with the exception of your final project). All completed submissions are final and may not be revised at a later time. The rubrics for evaluation (and point allocations) will be posted on the LMS. **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 Wednesday, April 10, 2019**
- Make a Difference Portfolio (Final--Written Portion) (400 points), **Due by 4:30PM EST on Tuesday, May 14, 2019** (this is the university-assigned date and time for the final project for HADM 4133/6133)

**Note: Do not email your submission to me—your submission will only be accepted via LMS. Plan accordingly to get your submission uploaded on time. 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. Submit partial work by the submission time for partial points. I highly suggest you attend office hours to test your final project PRIOR to the final submission time. The course will not be responsible for any technical issues that you have. It is expected that you start your project at least two weeks prior to the final submission date/time. Feedback on submissions will be provided via the LMS.**



## 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 always. 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 before the add date for 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 must 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; and
  - Use this opportunity together to discuss ways in which we can create an inclusive environment in this course and across the Cornell community.



**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 because of a religious observance providing I have been notified in writing to [olsen@cornell.edu](mailto:olsen@cornell.edu) a minimum of 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 this class and can also help you connect with campus resources.

**Sharing Policy:**

- If you find it helpful to study with other students and share ideas, I strongly encourage you to do so. However, the work you turn in should ALWAYS be your own and all work created for this class should NEVER be shared without the written consent of your peer.

**Campus Resources:**

- [Office of Student Services](#)
- [The Learning Strategies Center](#)
- [Cornell Health](#)
- [Communication Center](#)
- [Empathy Assistance and Referral Service](#)
- [Cornell Library](#)



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**LEFT BLANK FOR NOTES**



**I have received the course manual for Spring 2019 for Global Conversations with Entrepreneurs (HADM 4133/HADM 6133) and reviewed the course manual in full.**

**I acknowledge understanding of the course manual in full.**

Printed Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Net ID: \_\_\_\_\_

Date: \_\_\_\_\_



### Standard Release

I am 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 myself, Cornell and/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: Mona Anita Olsen Lecture and Classes

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Date**

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**Please Print**

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**Address**

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