Course Overview: Global Conversations with Entrepreneurs (GCE) is a three-credit 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://www.sce.cornell.edu/ss/courses/on/courses.php?v=3064
Online Overview of HADM 6133: https://www.sce.cornell.edu/ss/courses/courses.php?v=3106
Global Conversations with Entrepreneurs (HADM 4133/6133) Course Manual Summer 2016
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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 HADM4133, 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) 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

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. Online (asynchronous instruction). Grading is S/U or graded only. SHA policy prohibits auditing.

**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 approximately 9 hours/week to lectures, 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#task).

**Add/Drop Deadlines:** The Cornell University School of Continuing Education (SCE) has set the following deadlines that must be adhered to for this class. The full details are listed here: https://www.sce.cornell.edu/ss/admissions/calendar.php. I’ve noted select important dates below. All questions on the add/drop process should be directed to SCE.

- **Add Deadline:** June 6. Note: You cannot add the course after this date.
- **Drop Deadline:** June 10. Note: If you drop the class after this date, the letter “W” will appear on your transcript. Further, withdrawal require a petition to the registrar’s office. Note that petitions can be declined.
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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 only. Request an online appointment at http://tinyurl.com/officehourswithprofessorolsen. This link is also posted on Blackboard.

Mona Anita K. Olsen is an assistant professor and the associate academic director of the Leland C. and Mary M. Pillsbury Institute for Hospitality Entrepreneurship at the School of Hotel Administration (SHA) 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). 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.

Since 2013, Olsen has been leading initiatives to expand and enrich the Pillsbury Institute’s multifaceted work on entrepreneurship education. She has engaged partners at all levels to integrate the work of the Pillsbury Institute into ongoing efforts within SHA, 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 SHA 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.
Main Points of Contact for You:

Academic Administrative Assistant: Kimberly Whiffen (545 Statler Hall), kaw296@cornell.edu

Graduate Teaching Assistant: Heather Linton, hl942@cornell.edu

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 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 goes from 6/1/2016 through 6/24/2016, and allows for scheduling flexibility during the summer 2016 session. 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.
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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>100 percent</td>
</tr>
<tr>
<td>A</td>
<td>95-99 percent</td>
</tr>
<tr>
<td>A-</td>
<td>90-94 percent</td>
</tr>
<tr>
<td>B+</td>
<td>86-89 percent</td>
</tr>
<tr>
<td>B</td>
<td>83-85 percent</td>
</tr>
<tr>
<td>B-</td>
<td>80-82 percent</td>
</tr>
<tr>
<td>C+</td>
<td>77-79 percent</td>
</tr>
<tr>
<td>C</td>
<td>74-76 percent</td>
</tr>
<tr>
<td>F</td>
<td>Below 74 percent</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>750-1000 Points</td>
</tr>
<tr>
<td>U</td>
<td>0-749 Points</td>
</tr>
</tbody>
</table>

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.
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 students will comment on peer work, providing both positive and constructive feedback. It is also expected that you will contribute 10 substantial comments (approximately three paragraphs each) on the assigned blog prompts over the duration of the course, worth up to 10 points each.
- Professionalism/respect in online communication (100 points)
  - You are expected to behave appropriately in the online classroom. Inconsiderate communication or other disruptive behaviors will result in the student(s) 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.

<table>
<thead>
<tr>
<th>Rubric</th>
<th>0</th>
<th>50</th>
<th>80</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professionalism</td>
<td>Shows no professionalism; written discussion shows no respect and consideration for the viewpoints of others.</td>
<td>Some of the written interactions on the discussion board show respect and interest to others' viewpoints.</td>
<td>Generally shows respect and interest to others' opinions.</td>
<td>Always shows respect and interest to others' opinions and is sensitive to peers' diversity and different opinions.</td>
</tr>
</tbody>
</table>
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**Presentations**
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 Friday, June 17, 2016
- Final Project Presentation (100 points), Due date is Friday, June 24, 2016 at 12PM EST
- 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 (unless otherwise noted)

| Blog 1: Wednesday, 6/1/16 |
| Blog 2: Thursday, 6/2/16 |
| Blog 3: Friday, 6/3/16 |
| Blog 4: Saturday, 6/4/16 |
| Blog 5: Sunday, 6/5/16 |
| Blog 6: Wednesday, 6/8/16 |
| Blog 7: Friday, 6/10/16 |
| Blog 8: Saturday, 6/11/16 |
| Blog 9: Wednesday, 6/15/16 |
| Blog 10: Thursday, 6/16/16 |
| Testimonial Blog Extra Credit: Friday, 6/17/16 12 PM EST |
# Video Blog Rubric:

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>10</th>
<th>8</th>
<th>6</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timeliness</td>
<td>Posted blog by the deadline. Commented in a constructive/meaningful way on 2 or more peer's video blogs.</td>
<td>Posted blog by the deadline. Commented on less than 2 of their peer's blogs and/or commented in a way that was not meaningful or constructive.</td>
<td>Posted blog after the deadline AND was not a thoughtful, complete response to the prompt OR did not include adequate peer response.</td>
<td>Posted blog after the deadline AND did not comment on a peer's video.</td>
</tr>
<tr>
<td>Relevance of Post</td>
<td>There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.</td>
<td>Main idea is clear but the supporting information is general.</td>
<td>Main idea is somewhat clear but there is a need for more supporting information.</td>
<td>The main idea is not clear. There is a seemingly random collection of information.</td>
</tr>
<tr>
<td>Video Presence</td>
<td>Good body language/connects with camera, strong tone, does not use filler words like &quot;um&quot;, is dressed professionally and is undistracted. High video sound/image quality.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>Concept Understanding</td>
<td>Mastery of the material.</td>
<td>Understands almost all of the module material but is missing key points/does not fully express understanding.</td>
<td>Improvement is needed to ensure concept understanding.</td>
<td>Was unprepared; shows clear misunderstanding of the module and/or assignment.</td>
</tr>
</tbody>
</table>
Written Assignments (500 points)
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, June 8, 2016
- Self-Evaluation Project (70 points), Due on Friday, June 10, 2016
- Networking Project (100 points), Due on Monday, June 13, 2016
- Peer Evaluation Deliverable (30 points), Due on Wednesday, June 15, 2016
- Final Project for Course: GEM Case/Project Deliverable (200 points), Due on Friday, June 24, 2016 at 12PM EST
## Written Assignments Rubrics:

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>10</th>
<th>8</th>
<th>6</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriateness of</td>
<td>Student’s response fully addresses topic.</td>
<td>Student’s response addresses topic, but may diverge or digress at some points.</td>
<td>Student’s response begins to address topic.</td>
<td>Student’s response does not address topic.</td>
</tr>
<tr>
<td>Response</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflection/Critical Thinking</td>
<td>Student makes credible, thoughtful connections in response. The writing demonstrates clear critical thinking and depth of consideration.</td>
<td>Student makes some, thoughtful connections in response. The writing begins to demonstrate clear critical thinking.</td>
<td>Student makes tenuous connections between topic and related ideas, but these are limited and not fully formed.</td>
<td>Student’s response is limited in critical assessment. No credible connections are made. Student may reiterate topic in response.</td>
</tr>
<tr>
<td>Understanding of Subject</td>
<td>Student’s response shows clear grasp of topic and presents information and insight that demonstrates consideration.</td>
<td>Student’s response shows reasonable knowledge of topic, and presents information in clear writing.</td>
<td>Student’s response shows some knowledge of topic, but response may be repetitive or limited in scope.</td>
<td>Student’s response does not demonstrate knowledge of topic.</td>
</tr>
<tr>
<td>Writing Conventions</td>
<td>Writing demonstrates consistent agreement between parts of speech. Few to no spelling errors exist.</td>
<td>Writing demonstrates clear understanding of parts of speech and demonstrates agreement between parts of speech. Very few spelling errors.</td>
<td>There is some understanding of parts of speech usage, but inconsistent usage is present in writing. There are some spelling errors.</td>
<td>Writing features inconsistent agreement between parts of speech. Numerous mechanical errors and persistent spelling errors are present.</td>
</tr>
<tr>
<td>Content and Ideas</td>
<td>Meets minimum word requirement</td>
<td>Only meets two of the following: 1. Addresses assignment requirements 2. Contains relevant supporting evidence and details 3. Applies course material</td>
<td>Only meets one of the following: 1. Addresses assignment requirements 2. Contains relevant supporting evidence and details 3. Applies course material</td>
<td>Does not meet assignment requirements Does not contain relevant supporting evidence and details Does not Apply course material</td>
</tr>
</tbody>
</table>
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 Academic Integrity Code (http://cuinfo.cornell.edu/Academic/AIC.html).
  o 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 Academic Integrity code, 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. The Leland C. and Mary M. Pillsbury Institute for Hospitality Entrepreneurship at The School of Hotel Administration at 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:
  o Share their unique experiences, values and beliefs
  o Be open to the views of others
  o Honor the uniqueness of their colleagues
  o Appreciate the opportunity that we have to learn from each other in this community
  o Value each other’s opinions and communicate in a respectful manner
  o Keep confidential discussions that the community has of a personal (or professional) nature
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- 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 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 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
I have received the course manual for Summer 2016 for Global Conversations with Entrepreneurs (HADM 4133). 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: Global Conversations with Entrepreneurs Summer 2016 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 Global Conversations with Entrepreneurs Summer 2016 Course

Signature

Date

Please Print

Company/Organization (If applicable)

Address