Subject: Business Basics       Number: EBGN298

Course Title: Business Smart

Section: EBGN298

Semester/Year: Spring 2020

Instructors:

Andrew H. Pederson

Contact Information:
Office: Engineering Hall #117
Office Phone: (303) 273-3426
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Office hours:

Monday: 10-2PM
Tuesday: 10-2PM
Wednesday: 10-2PM
Thursday: 10-2PM
Friday: by appointment only

Sid Saleh

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Office Phone: (303) 273-3550
Cell: (720) 746-1900

Email: shsaleh@mines.edu

Office Hours:
Tuesday: 1-2PM
Other times by appointment

Class meeting days/times:

MWF: 9:00 – 9:50AM

Class meeting location:
Coors Tech 130

Web Page/Canvas link: http://www.Canvas.mines.edu

Teaching Assistant / Grader:

Grader will not be holding office hours. Please contact your Professors with questions related to the course.
Course description from Bulletin:

Business Smart is an introduction to all things business. In this interactive class, we will explore why businesses are formed, what gives them a competitive advantage in the market, and how businesses report information to investors and the public. We will also explore best practices for success when operating in a business environment including delivering a good business presentation, leading and communicating with teams, and making sound project decisions. This class is a perfect springboard for learning about economics and business processes. Mines graduates typically start their careers as engineers but quickly get tapped to manage and lead thriving businesses. After completing this course, you will have a better understanding of how being business smart is the foundation of every career path moving forward and how you can round out your Mines education with deeper economics and business courses.

Textbook and/or other required materials:

- No Required textbook. We will be using articles and online resources that will be posted on Canvas.

Student learning outcomes: At the conclusion of the class students will...

1. Demonstrate professional business communication*
2. Identify ethical problems in business decision making*
3. Apply an entrepreneurial mindset to business problems*
4. Demonstrate leadership and basic project management skills.
5. Apply marketing concepts to products, projects, and business in general.
6. Explain why firms organize to meet their objectives.
7. Analyze a firm’s choices with respect to cooperation and competition.
8. Explain the major sources of financing and be able to evaluate financial statements.
9. Apply tools to evaluate firm’s investment decisions.
10. Identify the objectives of operations and supply chain management, applicable to goods and services.
11. Apply quantitative decision-making tools to inform business operational decisions.

*Guiding Principles, these will be prevalent throughout the class

Brief list of topics covered:

Describe the structure of a message and how to frame it for intended receiver
Use professional communication skills to reach and interview target audiences
Create and deliver a professional a video presentation
Distinguish between various legal and tax structures available to a new venture
Contrast the economic and social business models of for-profit and non-profits
Experience four frames of an organization (four frames exercise)
Describe the formal and informal structure of an organization
Create and evaluate SMART goals and create a founding document
Identify key stakeholders, Moral, and Ethical Responsibility
Understand the difference between waterfall and Agile project management
Scheduling Pitfalls, Critical Path analysis, best practices
Identify a promising target market (+TAM, SAM)
Apply SWOT analysis to an identified target market
Develop the 4Ps for a potential product and service
Develop a market requirements document (MRD)
Outline possible competitive strategies for businesses including price, quality, and differentiation
Dissect a firm’s competitive strategy one from a product, and one from a service provider
Understand and calculate a project’s before-tax cash flow and identify possible missing numbers
Define the main functions of the balance sheet, income statement, and statement of cash flows
Identify and explain the typical asset and liability accounts presented on a firm’s balance sheet
Identify and explain the typical revenue and expense accounts presented on a firm’s income statement
Explain a firm’s sources of cash and uses of cash, and how these relate to a firm’s overall cash flows
Evaluate the overall performance of a firm and compare to industry norms
Discuss the main sources of debt financing for firms (short-term vs. long-term)
Discuss the main sources of equity financing for firms (stocks, VC)

Grading Procedures:

This class will use a point grading system. All possible points will be outlined and posted on Canvas. All sections will have an online test/quiz to test your understanding of the main sections. These are subject to change so all stated values should be considered as best guesses. There are no formal exams for this class. It will be a combination of group work, class participation, and individual quizzes and assignments. Once material has been graded the points will be posted in Canvas where the student may view their total points. Each homework, quiz, and assessment will have marks where the student lost points so the student can learn from their mistakes.

Course Homework Return Policy:

Homework can be vied on Canvas with the comments left from the professors and grader. Homework will be graded the following class period whenever possible, while quizzes will available to view on Canvas after the due date. It is the student’s responsibility to retrieve all homework and graded material. All course material not retrieved by the end of the semester will be shredded.

Absence Policy:

There is no makeup, bonus work, or replacement exams. The only exception to this policy is an absence approved by letter from the Dean of Students or the Department of Athletics. If you know you will be gone on a specific date, it is your responsibility to make alternative plans. I am happy to work with you if you plan ahead and of course, in true emergencies.
Grading Policy:

- All work must be turned in the day it is due to be graded – plan ahead.
- All work must have a full student name and section i.e. “John Smith EBGN298”
- No work will be accepted if it is turned in late; no make-up work will be assigned.
- It is the student’s responsibility to make arrangements if the student is going to be away when work is due.
- All points will be outlined on Canvas

<table>
<thead>
<tr>
<th>Section Quizzes (9 Total)</th>
<th>450 Pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation &amp; Contribution</td>
<td>200 Pts</td>
</tr>
<tr>
<td>Poster Presentation</td>
<td>150 Pts</td>
</tr>
<tr>
<td>Peer Reviews</td>
<td>200 Pts</td>
</tr>
</tbody>
</table>

Approximate Total 1,000 Pts

Based on an estimated 1,000 points, quizzes represent 45% of the total grade, so participation in all phases of the course is necessary to succeed! Points determine grades, which are based on a straight curve 90/80/70, etc. There is no makeup, or bonus work or replacement quizzes. The only exception to this policy is an absence approved by letter from the Dean of Students or the Department of Athletics. If you know you will be gone on a specific date, it is your responsibility to make alternative plans. We are happy to work with you if you plan ahead and of course, in true emergencies.

All lecture notes, detailed course outlines, related materials such as office hours, this syllabus, etc, will be on Canvas

Along with exam reading and homework assignments, all homework, quiz and exam solutions will be posted on Canvas. Posting of solutions will occur immediately after the Section B class period representing the final lecture in each series. No homework will be accepted after the solutions have been posted. See individual exam outlines for details on assignments.

Course Schedule:

Week 1: Professional Communication and Networking
Week 2-3: Structure of US businesses
Week 4-5: Team Leadership and Project Management
Week 6-7: Market 4P’s, SWOT analysis, Best Practices
Week 8-9: Competitive strategies in business
Week 10-11: Finance & Decision Analysis
Week 12-13: Accounting and Financial Statements
Week 14: Operations and Supply Chain Management
Week 15: Ethics, Intellectual Property, and Legal Issues

Diversity and Inclusion:

At Colorado School of Mines, we understand that a diverse and inclusive learning environment inspires creativity and innovation, which are essential to the engineering process. We also know that in order to address current and emerging national and global challenges, it is important to learn with and from people who have different backgrounds, thoughts, and experiences.

Our students represent every state in the nation and more than 90 countries around the world, and we continue to make progress in the areas of diversity and inclusion by providing Diversity and Inclusion programs and services to support these efforts.

Students with Disabilities:

The Colorado School of Mines is committed to ensuring the full participation of all students in its programs, including students with disabilities. If you anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with me. Students with disabilities may also wish to contact Disability Support Services (DSS) to discuss options to removing barriers in this course,
including how to register and request official accommodations. Please visit their website at
[disabilities.mines.edu](http://disabilities.mines.edu) for contact and additional information. If you have already been approved for
accommodations through DSS, please meet with me at your earliest convenience so we can discuss your
needs in this course.

**Accessibility within Canvas:**

Read the [Accessibility Statement](https://www.mines.edu) from Canvas to see how the learning management system at the
Colorado School of Mines is committed to providing a system that is usable by everyone. The Canvas
platform was built using the most modern HTML and CSS technologies, and is committed to W3C's Web
Accessibility Initiative and [Section 508 guidelines](https://www.mines.edu).

**Discrimination, Harassment, and Title IX:**

All learning opportunities at Mines, including this course, require a safe environment for everyone to be
productive and able to share and learn without fear of discrimination or harassment. Mines’ core values of
respect, diversity, compassion, and collaboration will be honored in this course, and the standards in this
class are the same as those expected in any professional work environment. (More information can be
found here.) **Discrimination or harassment of any type will not be tolerated.** As a participant in this
course, we expect you to respect your instructor and your classmates. As your instructor, it is my
responsibility to foster a learning environment that supports diversity of thoughts, perspectives and
experiences, and honors your identities. To help accomplish this:

- Course rosters are provided to the instructor with the student’s legal name. I will honor your
  request to address you by an alternate name or gender pronoun. Please advise me of this
  preference early in the semester so that I may make appropriate changes to my records.
- If something is said or done in this course (by anyone, including myself) that made you or others
  feel uncomfortable, or if your performance in the course is being impacted by your experiences
  outside of the course, please report it to:
  - Me (if you are comfortable doing so)
  - Wellness Center- [Counseling](https://www.mines.edu/counseling-center/)
  - [Speak Up](https://www.mines.edu/speak-up/) – Anonymous Option

In this course, we will cultivate a community that supports survivors, prevents interpersonal violence, and
promotes a harassment free environment. Title IX and Colorado State law protects individuals from
discrimination based on sex and gender in educational programs and activities. Mines takes this
obligation seriously and is committed to providing a campus community free from gender and sex-based
discrimination. Discrimination, including sexual harassment, sexual violence, stalking, and domestic
violence, is prohibited and will not be tolerated within the Mines campus community. If these issues have
affected you or someone you know, you can access the appropriate resources on the [Mines Title IX website](https://www.mines.edu). You can also contact the Mines Title IX Coordinator, Camille Torres, at 303.384.2124 or
titleix@mines.edu for more information. It’s on us, all of the Mines community, to engineer a culture of
respect.
CARE @ Mines:

If you feel overwhelmed, anxious, depressed, distressed, mentally or physically unhealthy, or concerned about your wellbeing overall, there are resources both on- and off-campus available to you. If you need assistance, please ask for help form a trusted faculty or staff member, fellow student, or any of the resources below. As a community of care, we can help one another get through difficult times. If you need help, reach out. If you are concerned for another student, offer assistance and/or ask for help on their behalf. Students seeking resources for themselves or others should visit care.mines.edu.

Additional suggestions for referrals for support, depending on comfort level and needs include:

- CARE at Mines (care.mines.edu) – for various resources and options, or to submit an online “CARE report” about someone you’re concerned about (email care@mines.edu)
- CASA (https://www.mines.edu/casa) – for academic advising, tutoring, academic support, and academic workshops
- Counseling Center (https://www.mines.edu/counseling-center/) – for students to call 303-273-3377 for an appointment. There are also online resources for students on the website. Located in the Wellness Center 2nd floor at 1770 Elm St.
- Health Center (https://www.mines.edu/student-health/) – students may call 303-273-3381 for appointment. Located in Wellness Center 1st floor at 1770 Elm St.
- Colorado Crisis Services (http://coloradocrisisservices.org) – for crisis support 24/7, either by phone, text, or in person. Colorado Crisis Services is a great confidential resource, available to anyone by calling 1-844-493-8255, or texting “TALK” to 38255. Walk-in location addresses are posted on the website.
- Food and/or Housing - Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. Furthermore, please notify your professor if you are comfortable in doing so. This will enable your professor to provide resources that may be available. All of these options are available for free for students. The Counseling Center, Health Center, and Colorado Crisis Services are confidential resources. The Counseling Center will also make referrals to off-campus counselors, if preferred. In an emergency, you should call 911, and they will dispatch a Mines or Golden PD officer to assist.

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In an emergency, you should call 911, and they will dispatch a Mines or Golden PD officer to assist.

Absence Policy:
The Student Absences webpage outlines CSM's policy regarding student absences. It contains information and documents to obtain excused absences.

Note: All absences that are not documented as excused absences are considered unexcused absences. Faculty members may deny a student the opportunity to make up some or all of the work missed due to unexcused absence(s). However, the faculty members do have the discretion to grant a student permission to make up any missed academic work for an unexcused absence. The faculty member may consider the student's class performance, as well as their attendance, in the decision.

In the case of an absence, the student is responsible for determining what work was missed and for putting forth a good faith effort to review the material on their own.

Policy on Academic Integrity/Misconduct:

The Colorado School of Mines affirms the principle that all individuals associated with the Mines academic community have a responsibility for establishing, maintaining an fostering an understanding and appreciation for academic integrity. In broad terms, this implies protecting the environment of mutual trust within which scholarly exchange occurs, supporting the ability of the faculty to fairly and effectively evaluate every student's academic achievements, and giving credence to the university’s educational mission, its scholarly objectives and the substance of the degrees it awards. The protection of academic
integrity requires there to be clear and consistent standards, as well as confrontation and sanctions when individuals violate those standards. The Colorado School of Mines desires an environment free of any and all forms of academic misconduct and expects students to act with integrity at all times.

Academic misconduct is the intentional act of fraud, in which an individual seeks to claim credit for the work and efforts of another without authorization or uses unauthorized materials or fabricated information in any academic exercise. Student Academic Misconduct arises when a student violates the principle of academic integrity. Such behavior erodes mutual trust, distorts the fair evaluation of academic achievements, violates the ethical code of behavior upon which education and scholarship rest, and undermines the credibility of the university. Because of the serious institutional and individual ramifications, student misconduct arising from violations of academic integrity is not tolerated at Mines. If a student is found to have engaged in such misconduct sanctions such as change of a grade, loss of institutional privileges, or academic suspension or dismissal may be imposed.

The complete policy can be found in the Mines' Policy Library.