



# introduction *to* DRIEHAUS

## BUSINESS FUNDAMENTALS AND THE ENTREPRENEURIAL MINDSET

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**CLASSROOM:** Lewis Center Rm 1009

**MEETING DATES:** Mon. & Wed.

**CLASS TIME:** 10:10am-11:40am

### COURSE INTRODUCTION

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Welcome to the Driehaus College of Business, a school known for its exceptional teaching, nationally ranked entrepreneurship program, and well-connected professional alumni network in Chicago, the U.S., and around the globe. You are at the beginning of your business education journey at Driehaus. Some of you may already have a clear vision of the career you hope to pursue; some of you may have only recently decided to study business and are not yet aware of the career and educational opportunities available to you. The goal of *BUS 101: Introduction to Driehaus* is to bring your entire business cohort together to teach the fundamentals of modern business education, the specific skills and tools necessary for success in an international, competitive business landscape, and the “entrepreneurial mindset” that prepares *every* Driehaus graduate for future success. An additional feature of the course is *The Driehaus Difference*, a series of short videos that introduces students to the academic advising, career planning, and co-curricular opportunities awaiting them. To achieve these goals, the *Introduction to Driehaus* course is built on three pillars:

- **Leadership in Thought:**

Students will learn the *concept* of business, who the key players are (e.g., supplier, buyer), how needs are identified, how value is delivered, and the motivations that drive actions and behaviors within the market. By introducing the entrepreneurial mindset and design thinking elements, students will also learn how to identify, solve, and commercialize business solutions to social problems in a variety of consumer contexts.

- **Leadership in Word:**

Students will learn the *language* of business, improving their *business fluency* and understanding of how the various business disciplines—Accounting/MIS, Economics, Finance/Real Estate, Hospitality, Management & Entrepreneurship, and Marketing—provide tools for the successful creation, implementation, and maintenance of a business. Students will also master the art of compelling business communication and oral presentation of ideas.

- **Leadership in Action:**

Students will learn how to put business concepts into *practice* via engaging, active-learning class activities (e.g., BizCafé simulation; group project), as well as via the many co-curricular student groups, professional organizations, and business school-sponsored activities that complement and reinforce in-class education.

## ACTIVE LEARNING APPROACH

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In addition to the many real-world business examples and essential readings that will introduce and illustrate key course concepts, several active learning elements are integrated into the course. These active learning elements are included to give you a “hands-on,” engaging experience when it comes to running a business and understanding the many facets of doing so. For example, you will work as part of a team to complete a BizCafe™ simulation that requires you to discuss, debate, and make decisions regarding a variety of business objectives (e.g., ideal staffing, product selection, pricing decisions, etc.) as if running and operating a real café. In addition, you and your group will work together to use the entrepreneurial mindset to develop an innovative business solution to a social problem. Your group will address the problem using the mindset and present your solution in both a written executive summary and an oral presentation. Finally, by including the series of short video modules known as *The Driehaus Difference*, you will be introduced to the many ways you can get involved *beyond the classroom* to enhance your educational and professional training by *doing* and *applying* your new knowledge.



## THE DRIEHAUS DIFFERENCE

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The Driehaus College of Business prides itself on its connected, caring community of students, faculty, and staff. Over the next four years, you will have more resources, experts, and opportunities available to you than you will ever have in your lifetime. So, how do you even begin to know what those valuable resources are? How can you access them and when should you? Enter The Driehaus Difference. Each week, in a series of online video modules, our class will introduce the many wonderful resources available to you at Driehaus—from Academic Advising to Study Abroad, Career Advising to extracurricular groups—resources and people who truly make Driehaus an amazing place by making *your life* better. The students who tap into these resources are the ones who land dream jobs, have amazing college experiences, creative valuable lifelong networks, and even travel the world. So, pay attention and take advantage of these resources as they will *literally* change your life.

## QUIZZES + EXAMINATION

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There will be a series of quizzes (D2L) and one midterm examination designed to assess your individual learning and understanding of the concepts presented in class. It is your responsibility to keep up with the assigned readings, attend class lectures, and seek clarification for any concepts that are unclear. The quizzes and exam are a chance to assess your comprehension of business concepts.

## GROUP PROJECT DETAILS

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The purpose of *Intro to Driehaus* is to introduce you to fundamental business concepts and a problem-solving mindset that will help you frame your time at Driehaus, see the world through a new lens, and adopt a data-driven, solutions-focused perspective that will serve you well in your career. Understanding *how* business works, as well as knowing the various components and tools helpful for operating a well-oiled business machine, makes you more likely to see opportunities to create value and/or increase efficiency. The entrepreneurial mindset provides a step-by-step problem-solving framework that helps you answer the question, “What must be done?”—with an eye on improving life and creating value for employees, customers, business partners, or society, in general.

In this group project, you and your team will use the entrepreneurial mindset we learn in class to identify a problem you would like to solve using business (and business tools) as a solution. The problem could be a social issue—e.g., homelessness, access to clean water, inequity in educational opportunities—or the problem could be one specific to a company’s day-to-day operations—e.g., missed opportunities to engage technology, toxic corporate culture, concerns regarding consumer privacy. The central “problem” that forms the focus of your group project is up to you and your group, but you should use the entrepreneurial mindset to define the problem and to create a business-inspired solution to that problem. Importantly, while your problem may be one currently addressed by existing companies and business solutions, you and your team must provide an *original*, unique solution and then present a clear, compelling case for why your solution is better.

For your group project, you will work with the same randomly selected team with which you completed your BizCafé simulation. Using the business fundamentals from Weeks 1-6 of class, as well as the entrepreneurial mindset from Weeks 7-10 of class, you will propose a business solution to a clearly defined problem and deliver a 10-minute presentation integrating and applying relevant class concepts. More specifically, your presentation should include:

- Motivation, spark for your idea
- Empathize: research, needs identification, addressing the “What must be done?” question
- Define: clear articulation of the core problem to be addressed; defined audience for solution
- Ideate: discussion of the ideas proposed, the brainstorming process; why final idea selected
- Prototype: visual, tangible representation of idea; link features w/ problem components
- Test: any problem refinement/editing; discussion of KPIs, test marketing insights
- Elements from the six core business disciplines:
  - Economics: supply, demand, underlying need, value
  - Marketing: the 4Ps, STP, branding/identity
  - Finance: capital sources, financially viable business model
  - Management: company organization, leadership, incentives, alignment
  - Accounting: information management, sources of information, data storage
  - Hospitality: customer service, human experience, creative personal touch
- A brief, “key ideas” conclusion

Ten minutes is *not* a long time, so the presentation should be carefully constructed to highlight only those key points the group wishes to convey. The group should also treat the presentation like a **professional** presentation: dress up and be prepared, engaging, and convincing. Use compelling visuals, storytelling techniques, and tangible prototypes/examples to inform, educate, and persuade your audience. Your “pitch” is part of your group project grade, so pay attention to your style.

In addition to its 10-minute presentation, the group will also submit a 5-10 page (single-spaced, 12-pt. font, 1” margins) Executive Summary that provides more detail (but covers the same topics bulleted above) than the presentation has time to allow. The Executive Summary should be well-written, free of typos/grammatical mistakes, and clearly organized using headings, subheadings, and bold text to highlight key concepts. Any cited sources should be listed in a “References” section following the paper, and citation should adhere to APA guidelines. Remember: the goal of an Executive Summary is to provide a busy executive with a concise, informative summary of critical information/data, key problems, important ideas, and suggested solutions with the associated risks/benefits detailed for each solution. Be thorough, but be brief. Edit accordingly.

It is essential to plan ahead and create a schedule for the project. Late projects will **not** be accepted. Your project will compete both within-section and across all sections of the class, so make it great!

## BIZCAFÉ SIMULATION DETAILS

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You will have plenty of time to get to know your Group Project group because it is the same group with whom you will be completing a real-world business simulation throughout our class! Each week, you and your team will make decisions as the owners and managers of a fictitious café. By addressing a variety of business decisions, your team will compete with other teams in class also running and operating their own café. The simulation is intended to expose students to the variety of decisions and challenges facing a company while also providing an immediate outlet to try out new tools and concepts being taught in class. The dynamic nature of a market and the effects competition and firm decision-making can have on a business' success are explored in this fun, engaging context. Each week, your team will meet, discuss the decisions you intend to make, and then upload your choices. Note: only one member of the team needs to upload the group's choices each week, so typically groups will meet and do this together or will discuss their strategy and appoint one person to enter the decisions before the deadline. BizCafé will also ask you and your team to summarize its thought process behind each week's decisions, so the group should elaborate on what information it used from the simulation, the concepts we discussed in class, and other strategies/logic that went into the group's decision. Be thoughtful and thorough and remember: this is safe way to practice business ideas!

## MIDTERM EXAMINATION DETAILS

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My goal for class is to teach you business fundamentals that will provide a solid foundation upon which your remaining core and discipline-specific classes will build. To ensure that you are making steady progress in acquiring, retaining, and understanding the information presented in class, we will have one examination—the midterm exam—that allows you to demonstrate the extent to which you understand and can apply our class concepts. The goal of the examination is *not* to trick you or to require you simply to memorize definitions. Instead, the examination is crafted to measure your mastery of the course content, identify where weak spots might exist, and to let you demonstrate adept application of the concepts for example business problems inspired by the real-world. The examination will take place online via D2L (see the course schedule at the end of the document) and will be an open book, open note examination. The exam cannot be rescheduled, and missing the examination will result in a score of zero for the exam. The questions will be a mix of multiple choice, short answer, and real-world application questions and may cover topics from our in-person class lectures, assigned readings, class slides, or any other assigned resources (e.g., podcasts, videos), so it is essential to attend class, take notes, and complete assigned readings and media references so you are aware of all class content.

## GRADES + EVALUATIONS

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It would be wonderful if everyone could get an A+ in class, but sadly, that is not how the real world is structured. Indeed, even bonus structures at companies often have designated “bins” or “buckets” in which employees are separated as a function of their performance. Our class is *not* curved. Thus, in theory, *everyone* could get an A (DePaul does not have A+, unfortunately), but the quality of your work will be compared to the work of your peers, which should produce some friendly competition and raise the tide for *all* ships. Here is how your grade will be broken down in this class:

|  |            |
|--|------------|
| Weekly Quizzes (D2L)                           | 20%        |
| Midterm Examination                            | 25%        |
| Group Project: Presentation                    | 15%        |
| Group Project: Executive Summary               | 15%        |
| Participation and Attendance                   | 10%        |
| Driehaus Difference Modules                    | 5%         |
| <u>The Driehaus Difference Self-Reflection</u> | <u>10%</u> |
| <b>TOTAL: 100%</b>                             |            |

**BONUS:** BizCafé Final Performance.....+1-2% points (calculated)  
(Note: all students are **required** to complete BizCafé)

## PROFESSIONALISM + PREPARATION

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As an up-and-coming business professional, your ability to present yourself as a well-prepared, professional businessperson is as important as your ability to convey business literacy. Thus, in addition to mastering the content of our course, you are also expected to come to every class fully prepared, having completed all the required readings and ready to participate in class discussion. In class, you should present yourself in a professional, respectful manner and engage with your fellow classmates and professor with consideration and kindness. Missing class, arriving late, leaving early, and/or being disruptive or distracting will affect your grade. Importantly, **all deadlines are final**. No extensions shall be granted, no late work shall be accepted. Do not ask. This expectation is not meant to punish you but, instead, to teach you and to prepare you for real-world expectations. Your company will not change an important deadline because you could not manage your time, so do not get used to asking for extensions or turning in late work. Learn to manage your time wisely *now*. We're *all* busy.

## TECHNOLOGY ETIQUETTE IN THE CLASSROOM

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Research suggests that the use of laptops and mobile phones in the classroom are harmful to an individual's educational development and can be equally (if not more) distracting to others ([Fried, 2007](#)). Technology certainly has an important role to play in modern business practice, but using technology in class for non-class purposes is bad, just as checking your email or watching a basketball game on your laptop during a business meeting would get you fired. Translation: do not do it. Technological devices that assist with any physical or learning needs are permitted, but if you are using your laptop in our class for anything other than *our* class, it will negatively impact your grade.

## OUR VINCENTIAN VALUES

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Driehaus prides itself in providing its students with a world-class business education, but our college holds itself to an *even higher standard*. The Vincentian mission of DePaul University and the Driehaus College of Business means that we are to ask the question, "What *must* be done?" When we look out toward the world, when we observe society, and when we reflect on the experiences of others—including those like us and others unlike us—where is there room to make the world a better, more just place? Where is there an opportunity to create *value* for others? Where is there room for innovation and entrepreneurship that can improve the world? Our Driehaus community views business through this lens of lifting others up and doing what must be done. Companies who create value create profit, and the ability to bring value to others and to society while also generating returns for our company and/or organization is truly a win-win approach. Keep this in mind in our class, during your time studying at Driehaus, and in the professional roles you pursue during and after business school.

## DEPAUL ACADEMIC INTEGRITY

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As a student at DePaul University, you are expected to adhere to the university's academic integrity policies and student code of conduct. Cheating, plagiarism, improperly citing sources, reusing work created for other courses (without permission), and collaborating on individual work with fellow students all violate these university determined policies and will result in disciplinary action. Be sure to review this [website](#) to familiarize yourself with these important policies. In addition, posting class assignments, solutions, quizzes, examinations, PowerPoint slides, or any other resource online is a violation of intellectual property and will result in a grade of F for the course, even retroactively.

## CENTER FOR STUDENTS WITH DISABILITIES (CSD)

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Our classroom is a safe, inclusive space where we can share ideas, grow, and learn *together*. If you have accommodations set up through the Center for Students with Disabilities (CSD), please know that I will do everything possible to facilitate your needs to ensure a rich, educational experience. Your privacy will be respected, and do not hesitate to reach out should you have any questions pertaining to creating the best possible learning environment for you.

## A NOTE ON BUSINESS WRITING AND COMMUNICATION

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As part of your formal business education at Driehaus you will have the opportunity to take courses on writing and presenting in professional contexts. Even more important, you will have the opportunity to hone your writing, speaking, and presenting skills throughout your courses here at Driehaus beginning with this class. You should take these assignments and projects seriously, using them as practice before entering “real world” business communication contexts in your internships and, eventually, your full-time job. Similarly, when provided feedback from professors regarding your writing, speaking, and presenting style, take it seriously: part of being persuasive and effective as a communicator is the style, professionalism, and charisma with which you present your ideas. To help you get a “head start” on being a better business communicator, here is a list of tips and tricks:

1. Know your audience and write/present for *them* (i.e., using the appropriate language, style, content).
2. Treat *every* class assignment/presentation like it is a *job* assignment/presentation (and dress accordingly).
3. Efficiency is your friend. Cover *exactly* what is asked for. No less. No more (or, if more, use an appendix).
4. Make use of headings, subheadings, and bold words to organize your logic and draw attention to key ideas.
5. Use bullet points, instead of sentences, to list key points that do not need much elaboration.
6. Minimize text on slides and *never* read text verbatim from a slide (unless directly quoting a source).
7. If using visual aids (e.g., slides), make them look polished, sleek, and professional. Design matters.
8. If using images, only use hi-res images without pixilation and label any necessary graphs, axes, etc.
9. Familiarize yourself with [APA Style](#) for citing sources, as well as punctuation and grammar rules. Use it.
10. Be creative. Tell a compelling story. Address any and all requirements by telling a *cohesive story*.
11. Justify all of your ideas with *evidence*, whether primary data or secondary data, and logic.
12. Do not use “texting language” or informal language in business writing unless a deliberate style choice.
13. Do not use notecards or word-for-word scripts. Know your material well enough to speak confidently.
14. Cover key ideas in an oral presentation; leave small, supplementary details for the accompanying report.
15. Use whatever grading/evaluation rubric is provided to structure your work and to deliver what is expected.
16. Save and send work in file formats (e.g., PDF) you *know* will open for your audience. Test to make sure.
17. Familiarize yourself with the “Curse of Knowledge,” and adjust your writing/presentation accordingly.
18. Do not just *talk* about ideas, *show* your ideas (e.g., mock-ups, appendix visual aids, etc.)
19. Consider clever “souvenirs,” memorable activities, visuals, or tangible items to leave a *lasting impression*.
20. Practice makes perfect. Practice to perfect timing, handoffs, presentation choreography, and group work.

Remember that part of our job, in addition to teaching you the ins and outs of business, is to teach you how to perform as successful businesspeople. The ability to write, present, and communicate effectively and efficiently is critical to your success as a businessperson, so soak up this knowledge.

## A NOTE ON GROUP WORK AND COLLABORATION

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Most of the work you will do as young professionals will require teamwork and collaboration, online and offline. Sometimes you will be able to select colleagues with whom you can work on a project, but often you will be required to work with colleagues, clients, partners, agencies, and customers you do *not* get to choose. As such, a considerable amount of your time at Driehaus will be spent working on projects with teams you select and teams you do not. Get used to it. ☺ This, of course, requires you to learn how to listen and work well with others, present and lobby for your ideas, acknowledge when someone else’s idea may be better than your own, communicate and coordinate well with multiple people, and hold yourself and others accountable for fulfilling your part of the group’s work. It may not always be a smooth ride, but that is life, and we are preparing you for a lifetime of group work. It is in your best interest to learn the best practices of group collaboration as early as possible and to adhere to your workload and scheduling commitments. Also, be aware of resources (e.g., Slack, Discord, Google Drive, Dropbox, etc.) that may help your team communicate and set deadlines effectively. These are the kinds of tools you will be using in the business world, so it is helpful to practice using them now. **NOTE:** Group members will evaluate one another at the end of the quarter regarding each person’s commitment and contribution to the group’s deliverables. So, if someone does not deliver their part or do their work, the rest of the group will get credit, but that individual member will not. Translation: don’t shirk; do your work.



## BizCafé Team Simulation Instructions

**Introduction:** To give you a taste of the many different decisions one must make when engaging in business, you will be participating in a business simulation called BizCafé in which you and your group manage the operations of a café. You will select your menu, choose prices, engage in market research, purchase assets to enhance your café, and keep track of your financials using the easy-to-use BizCafé interface. Your group will enter its decisions weekly throughout the first six weeks of the quarter, applying the new tools and skills acquired in class to make better, smarter decisions each week. To understand your group's logic behind its decisions, BizCafé will also ask you to write a bit about how your group arrived at its decisions, what information went into the decisions, and more.

**Accessing BizCafé is easy:** To log in to BizCafé, visit the [BizCafé website](#).

Follow the instructions to upload your group's decisions for each week.

**Note:** Each team member will have to purchase access to BizCafé, but remember there's no textbook for our class. So, instead of spending \$300, you'll just spend about \$30. Not too shabby!

**Deadline:** Your BizCafé decisions must be uploaded to the BizCafé site by a certain time each week so that the simulation can factor your group's decisions into the mix. Remember, each team's decisions influence the performance of the other teams. To give you and your team the maximum amount of time to meet each week, your decisions will be due by midnight at the start of the following academic week. To clarify with an example, let's say your class meets Wednesdays and Mondays; your BizCafé decisions must be entered by 11:59pm on the Wednesday following your Monday class. If your class has back-to-back sessions on, say, a Tuesday night, then your decisions must be entered by the following Tuesday (also at midnight). When in doubt, be sure to have your BizCafé decisions submitted before the next week of class begins (note: this is different from a traditional calendar week).

### Frequently Asked Questions (FAQs):

Q: "Does every member of our group have to enter our decisions?"

A: No, only one person in your group needs to enter your group's decisions. The BizCafé system will automatically apply it to your entire group.

Q: "What decisions do we have to enter? How do we know?"

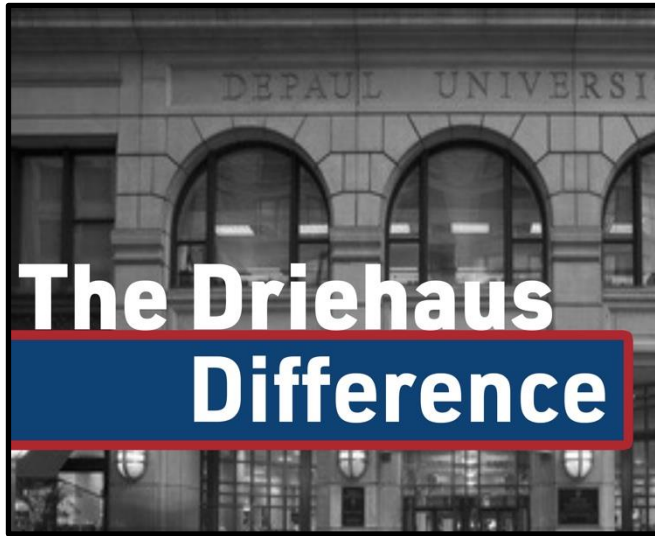
A: The BizCafé user interface is pretty clear. Not only will it provide you with a tutorial upon your initial introduction, but it will also tell you which decisions you need to make before you can "submit" for the week. Be sure to review all the information BizCafé provides before making your decision; some content can be found under the various tabs of the user interface that can help you make better decisions. Also, the performance dashboard is a great resource for helping you understand how your business is doing.

Q: "When we are asked to write about how we arrived at our decisions, what do we say?"

A: That's up to you and your group, but be sure to incorporate the concepts we are discussing in class, as well as any information you used from the BizCafé system (e.g., market research).

Q: "Our group is nervous to submit! We're brand new to business – how can we be certain?"

A: Don't worry! Although all groups are required to complete BizCafé, your performance only counts for extra credit. We know you are new to business. BizCafé allows you to test the water without facing huge consequences. The only way it can affect your grade is by improving it! So, do your best, make informed decisions, and try to incorporate the concepts we are discussing in class. This is how you will learn!



## The Driehaus Difference: Self-Reflection Instructions + Scoring Rubric

**Introduction:** Throughout the quarter you will be provided with information regarding the many wonderful resources exclusively available to you as a Driehaus College of Business student. The most successful students tend to be the ones who take advantage of the co-curricular opportunities available to them, and we want you to be among that group! Thus, we want you to reflect on how ‘The Driehaus Difference’ has shaped your personal experience at the business school, your professional plans, and your goals for the time you will spend at Driehaus.

**The Assignment:** You will write a 2-page (single-spaced, 12-pt. font, 1” margins) self-reflection summarizing how the information presented in The Driehaus Difference modules completed as part of our class in class have influenced your plans, thoughts, and engagement as a student. Topics may include:

- Co-Curricular Activities + Student Involvement
- Career Advising & The Career Center
- Academic Advising
- Student Resources (CSD, writing center, tutoring, etc.)
- Career Toolkit: Personal Brand, Résumés, LinkedIn, Internships
- Mental and Physical Health/Well-Being
- Study Abroad Opportunities
- Driehaus Ambassadors / Alumni Engagement
- Registering for Classes
- Research + Entrepreneurship Opportunities (BETA Lab, Coleman)

What information did you learn that changed your college/career plans? Which offices have you visited/been in touch with, and what have you learned from that engagement? Which student group(s) did you join, and why did you choose to join? Which classes are you most looking forward to taking, and what academic major, path, or program are you planning to pursue? Be detailed and describe your *personal* plan. Statements like “Study abroad seems cool; I’ll look into it” are **not** acceptable. Which *specific* study abroad programs interest you? Why? Why would you do them or why not (e.g., what might prevent you from doing it)? This assignment is as much about helping you reflect on your opportunities as it is to help connect you to the resources necessary to make those plans happen. Help us help you help yourself.

**Scoring:** In addition to getting credit for completing The Driehaus Difference modules (videos + self-assessment quiz), you will receive credit for writing a personal self-reflection. Your self-assessment will be scored based on the extent to which you cover the required topics listed above (80%) and the professionalism and quality of the writing (20%). Please refer to the “Note on Business Writing and Communication” in the syllabus for guidance.

**Deadline:** Each Driehaus Difference module should be viewed/completed in the week it is assigned. Your ‘The Driehaus Difference’ Self-Reflection should be uploaded by the last official class (Week 10). You can upload your self-reflection on D2L in the submission folder entitled “The Driehaus Difference Self-Reflection.”





## The Group Project + Scoring Rubric (Presentation + Executive Summary)

**Introduction:** To make connections between our class content and real-world examples/applications of our class concepts, you will work with your group to use the entrepreneurial mindset and the business fundamentals taught in class to develop an innovative business solution that addresses an identified problem. Your job is to apply the mindset, identify an opportunity to create value for a company, customer, and/or partner, and then create a business-inspired solution. Your proposed business solution (which could be a *new* business, a new business *tool*, a new business *procedure*, etc.) will compete with those presented in our class and across all sections of the current quarter's BUS 101 classes, so be sure to bring your best ideas!

**The Assignment:** The Group Project consists of two parts:

- 1) **The Presentation:** You will present a 10-minute (maximum) presentation integrating relevant class concepts to cover the following topics:
  - Motivation, spark for your idea
  - Empathize: research, needs identification, addressing the “What must be done?” question
  - Define: clear articulation of the core problem to be addressed; defined audience for solution
  - Ideate: discussion of the ideas proposed, the brainstorming process; why final idea selected
  - Prototype: visual, tangible representation of idea; link features w/ problem components
  - Test: any problem refinement/editing; discussion of KPIs, test marketing insights
  - Elements from the six core business disciplines:
    - Economics: supply, demand, underlying need, value
    - Marketing: the 4Ps, STP, branding/identity
    - Finance/RE: capital sources, financially viable business model
    - Management & Entrepreneurship: company organization, leadership, incentives, alignment
    - Accounting/MIS: information management, sources of information, data storage
    - Hospitality: customer service, human experience, creative personal touch
  - A brief, “key ideas” conclusion
  
- 2) **The Executive Summary:** You will write a 5-10 page (single-spaced, 12-pt. font, 1” margins) Executive Summary that succinctly summarizes the topics presented in the presentation. The Executive Summary should be well-written, free of typos/grammatical mistakes, and clearly organized using headings, subheadings, bullets, and bold text to highlight key concepts. Any cited sources should be listed in a “References” section following the paper, and citation should adhere to APA guidelines. Remember: the goal of an Executive Summary is to provide a busy executive with a concise, informative summary of critical information/data, key problems, important ideas, and suggested solutions with the associated risks/benefits detailed for each solution. Be thorough but be brief. Edit accordingly. Please refer to the “Note on Business Writing and Communication” in the syllabus for guidance.

**Scoring:** Your presentation will be graded on clarity (10%), content covered (30%), accurate application of class concepts (30%), professionalism/aesthetics (15%), and engagement/effective storytelling (15%)—the “pitch.” Your executive summary will be graded on its clear organization (10%), content covered (30%), accurate application of course concepts (30%), professionalism (15%), and grammar/style (15%). Ten minutes for a presentation is *not* a long time, but it is *enough* time. The presentation should be carefully constructed to highlight *only* those key points the group wishes to convey. The group should also treat the presentation like a professional presentation: dress up and be prepared, engaging, and convincing. Use compelling visuals, storytelling techniques, and tangible props/examples to inform, educate, and persuade. You can see a scoring rubric for both the presentation and the executive summary at the end of the syllabus. Be aware that this rubric is what your professor will use to grade your presentation and executive summary.

**Deadline:** Your presentation and Executive Summary should be uploaded to D2L (submission folder: Group Project) by the day/time the group is scheduled to present. D2L randomly determines group membership and order: Groups 1-4 will present Week 10A; Groups 5-8 will present Week 10B. Although your group has ten weeks to identify a problem, develop a solution, and create the accompanying presentation and executive summary, it is essential to plan ahead!



## Group Member Evaluation (Optional)

**Introduction:** At the end of the quarter, you will have the (optional) opportunity to rate your group members on their contributions to your group's work across the quarter. From your BizCafé group work and decision making to your group project presentation and executive summary, it is *essential* that each member of your group does their part. Shirking is unacceptable, and students who do not do their "fair share" will not receive the same grades as group members who do. Get used to pulling your weight as a member of a team. 😊

**The Opportunity:** At the end of the quarter, one of two things will be true: 1) everyone in your group did what they were assigned to do all quarter long and you are happy, or 2) someone (or several people) in your group shirked and did *not* do what they were supposed to do. If the first scenario describes your group, then great! There's no need to do anything, and points will be evenly distributed among your group members. If the second scenario describes your group, then you have the option to rate your group members according to their respective contributions. If one member of your group did about 50% of the work they agreed to do, you can let me know. If a member of your group did 0% of the work they agreed to do, also let me know. If enough members of your group communicate the same message about a particular team member's (or team members') performance, that person's grade for group project elements will be adjusted to reflect the amount of work he/she/they did NOT do. So, if four members of a group say that the fifth member did 0% of the work on a project, then that fifth member gets zero points for that project. It's that simple. To let your professor know, just send an email with each group member listed and the % of work (out of 100%) each member by the end of Week 10 of class. You may wish to include evidence or details when emailing, as that will provide your professor with some context in the event a student tries to complain. This is usually very simple because students who didn't do their work usually have no evidence to defend their lack of contribution.

**Let's Be Real:** Listen, group work is tough, but it is a required part of business (and life). You need to learn how to have tough conversations with your peers and to be willing to listen when your peers hold *you* accountable. The group member evaluation is a gift from me, your professor, to ensure any slackers in your group are not rewarded for your hard work. Still, students need to learn the ups and downs of group work because this is an *essential* life skill. You will be doing group work in college and beyond, so figure out how to do it well and how to be self-sufficient when it comes to managing groups effectively. Don't complain about group work; manage it. There will (and should be) disagreements—that's how business works—but find a way to come together to get your work done. Help each other, grow together, and be kind.

## COURSE CALENDAR

The following schedule has been developed to help you keep organized. Be sure to come to class prepared, submit assignments and quizzes by the deadline (all times CST), and work ahead whenever possible to stay on track. We have a lot of ground to cover, so figuring out a system that works for you and your group will serve you well in our class and in your career! Find your groove and lock it in!

### Week 1: Course Introduction + Economics

|  |  |
|--|--|
| Definition/Function:                                   | Economics is the study of how humans satisfy needs and wants via the allocation of scarce, limited resources that could be used for other purposes. Stated more simply, economics is the efficient allocation of resources to satisfy the needs of consumers and producers and, in doing so, creating value.                         |
| <b>Day 1 – Wednesday, September 7, 2022</b>            |  |
| Topic  | <b>Economics: Humans, Scarcity, and the Market</b><br><br><i>This class introduces students to the way individual human needs, and the pursuit of products/services to fulfill those needs, affects supply, demand, and—ultimately—profit.</i>   |
| Real World Example and/or Class Activity               | Supply & Demand: From a Lemonade Stand to Your Business Degree   |
| Driehaus Paths, Career & Salary Info                   | We'll discuss different pathways for a successful, rewarding career in Economics.  |
| Readings/Assignments To Prepare for Class              | 1. Read <i>The Undercover Economist</i> , Chapter 1, p. 5-13, Chapter 2, p. 31-38  |
| <b>Day 2 – Monday, September 12, 2022</b>              |  |
| Topic  | <b>Business Cycles &amp; Macroeconomics</b><br><br><i>This class introduces students to the idea that individual business decisions must be made in the context of an overall economy that is constantly changing. The class motivates why understanding the overall macro economy is necessary to make good business decisions.</i> |
| Real World Example and/or Class Activity               | Case Study Class Discussion: Beanie Babies + Sneakerheads<br>Activity: Super Economics!  |
| BizCafé Simulation                                     | Be sure your group enters its BizCafé decisions for this week by the deadline!   |
| The Driehaus Difference                                | Co-Curricular & Student Groups: Activities + College Engagement  |
| Readings/Assignments To Prepare for Class              | 1. Read "After the Beanie Baby Bubble Burst," Vox<br>2. Read "Sneakerheads are Flipping..." Bloomberg<br>3. Read "What is a Business Cycle?" Business Insider  |
| <b>Assignments, Quizzes, and Other Items to Submit</b> |  |
| Items Due This Week                                    | 1. Submit Week 1 BizCafé simulation decisions by 11:59pm, Sept. 14, 2022<br>2. Submit Week 1 (Economics) Quiz on D2L by 11:59pm, Sept. 14, 2022<br>3. Submit Week 1 Driehaus Difference Module by 11:59pm, Sept. 14, 2022  |

# Week 2: Marketing

Definition/Function:

Marketing is the study of “markets,” where those who produce/supply meet those who consume to exchange products, services, experiences, and ideas. Understanding customers’ attitudes, perceptions, satisfaction, and needs (market research) helps businesses develop valuable products and/or services they can then sell to customers to generate value (and profit).

## Day 1 – Wednesday, September 14, 2022

Topic

### Segmentation, Targeting, and Positioning (STP)

*This class introduces students to market segmentation, targeting, and positioning (STP), an exercise in efficiency and data-driven decision-making based on market research and return on marketing investment. The “marketing continuum” is discussed.*

Real World Example and/or Class Activity

Activity: Mars, M&Ms, and Sweet STP

Driehaus Paths, Career & Salary Info

We’ll discuss different pathways for a successful, rewarding career in Marketing.

Readings/Assignments To Prepare for Class

1. Read “Richard Branson... Virgin Voyages”
2. Read “Facebook in Fight for Teen Attention Against Social Media Rivals”

## Day 2 – Monday, September 19, 2022

Topic

### The Marketing Mix (4Ps)

*This class introduces students to the four foundational pillars of marketing: product, price, placement, and promotion. Together, these four factors provide business students with a fundamental understanding of the role and power of marketing within business.*

Real World Example and/or Class Activity

Case Study Class Discussion: Barbie’s Got a New Body  
Activity: M&M’s Innovation

BizCafé Simulation

Be sure your group enters its BizCafé decisions for this week by the deadline!

The Driehaus Difference

Academic Advising + Writing, Tutoring, and Academic Resources

Readings/Assignments To Prepare for Class

1. Read “Barbie’s Got a New Body”
2. Read “Apple Inc.’s Marketing Mix of 4Ps (An Analysis)”
3. Read “The Marketing Mix: The Art of Using the 4Ps of Marketing”

## Assignments, Quizzes, and Other Items to Submit

Items Due This Week

1. Submit Week 1 BizCafé simulation decisions by 11:59pm, Sept. 21, 2022
2. Submit Week 1 (Marketing) Quiz on D2L by 11:59pm, Sept. 21, 2022
3. Submit Week 1 Driehaus Difference Module by 11:59pm, Sept. 21, 2022

# Week 3: Finance & Real Estate

Definition/Function:

Finance involves the creation, planning, and management of a company's or individual's money and investments. From generating start-up capital from bank lenders or investors to making wise financial decision that can grow resources exponentially, finance oversees how money is acquired, spent, and invested.

## Day 1 – Wednesday, September 21, 2022

|   |  |
|---|--|
| Topic                                     | <p align="center"><b>Sources of Capital: Debt and Equity</b></p> <p><i>This class introduces students to the concept of debt financing and equity financing. Whether borrowing from financial institutions or exchanging shares of ownership for money, businesses rely on debt and equity to get started and to grow into profitable organizations. This class discusses these approaches and the tradeoffs inherent in each.</i></p> |
| Real World Example and/or Class Activity  | Case Study Class Discussion: Portillo's  |
| Driehaus Paths, Career & Salary Info      | We'll discuss different pathways for a successful, rewarding career in Finance.  |
| Readings/Assignments To Prepare for Class | <ol style="list-style-type: none"> <li>1. Read Portillo's Case Study</li> <li>2. Read "Exploding Kittens Raises \$30 Million..." Variety</li> <li>3. Read "What is the Stock Market?"</li> </ol>   |

## Day 2 – Monday, September 26, 2022

|   |  |
|---|--|
| Topic                                     | <p align="center"><b>Interest Rates and the Time Value of Money</b></p> <p><i>This class introduces students to the concepts of interest and the time value of money. Businesses and people can have "more money today" than they currently have on hand, but this borrowing comes at a cost: interest. Leveraging this concept as a lender can lead to financial growth opportunities. This class discusses this critical concept of finance.</i></p> |
| Real World Example and/or Class Activity  | <p align="center">Activity: Financing College<br/>Activity: Capital Budgeting</p>  |
| BizCafé Simulation                        | Be sure your group enters its BizCafé decisions for this week by the deadline!   |
| The Driehaus Difference                   | The Career Center: The Importance of Getting Started Now   |
| Readings/Assignments To Prepare for Class | <ol style="list-style-type: none"> <li>1. Read "Compound Interest: Explained with Calculations &amp; Examples"</li> <li>2. Watch "The Rice and the Chess Board"   <a href="https://www.youtube.com/watch?v=eJmWu18pWtI">https://www.youtube.com/watch?v=eJmWu18pWtI</a></li> </ol>   |

## Assignments, Quizzes, and Other Items to Submit

Items Due This Week

1. Submit Week 3 BizCafé simulation decisions by 11:59pm, Sept. 28, 2022
2. Submit Week 3 (Finance) Quiz on D2L by 11:59pm, Sept. 28, 2022
3. Submit Week 3 Driehaus Difference Module by 11:59pm, Sept. 28, 2022

# Week 4: Management & Entrepreneurship

Definition/Function:

Management is the study of organizations and the behavior of individuals within an organization, from the CEO to the newest, entry-level employee. Management encompasses organizational structure, motivation and incentives, human resources, corporate strategy, and more.

## Day 1 – Wednesday, September 28, 2022

|   |  |
|---|--|
| Topic                                     | <p align="center"><b>Strategy and Design</b></p> <p><i>This class introduces students to the ways a company plans and prepares for the future, including its short-term and long-term goals, as well as how it designs a corporate structure that will help it achieve its goals.</i></p>  |
| Real World Example and/or Class Activity  | Discussion: Workplace Surveillance + (Dis)honorable CEO Traits   |
| Driehaus Paths, Career & Salary Info      | We'll discuss different pathways for a successful, rewarding career in Management.   |
| Readings/Assignments To Prepare for Class | <ol style="list-style-type: none"> <li>1. Read "The Rise of the Worker Productivity Score"<br/><b>OR</b> listen to <i>The Daily</i> episode "Workplace Surveillance Productivity Tracking"</li> <li>2. Read "Takeaways from the Uber Files Investigation"</li> <li>3. Read "Leadership vs. Management: A Key Lesson for Business Leaders"</li> </ol> |

## Day 2 – Monday, October 3, 2022

|   |   |
|---|---|
| Topic                                     | <p align="center"><b>Motivation and Leadership</b></p> <p><i>This class introduces students to the concept of incentives and the importance of aligning individual goals with the goals of the business. Rewards, sanctions, and motivation are discussed, as well as leadership styles and the role of power in a business organization.</i></p> |
| Real World Example and/or Class Activity  | Activity: Share and Discuss Career Explorer Diagnostic Results  |
| BizCafé Simulation                        | Be sure your group enters its BizCafé decisions for this week by the deadline!  |
| The Driehaus Difference                   | Registering for Classes + The Course Cart (Academic Advising II)  |
| Readings/Assignments To Prepare for Class | <ol style="list-style-type: none"> <li>1. Read "Nintendo's Key to Creativity: More Women"</li> <li>2. Read "The Ideal CEO-to-Employee Pay Ratio"</li> <li>3. Read "In 2020, Top CEOs Earned 351 Times More Than the Typical Employee"</li> <li>4. Complete the Career Explorer Diagnostic and bring your results to class</li> </ol>              |

## Assignments, Quizzes, and Other Items to Submit

Items Due This Week

1. Submit Week 4 BizCafé simulation decisions by 11:59pm, Oct. 5, 2022
2. Submit Week 4 (Management) Quiz on D2L by 11:59pm, Oct. 5, 2022
3. Submit Week 4 Driehaus Difference Module by 11:59pm, Oct. 5, 2022

# Week 5: Accounting & MIS

|  |  |
|--|--|
| Definition/Function:                                   | Accounting involves the tracking, record keeping, and reporting of a company's assets, liabilities, and performance over time. External parties (e.g., investors) use prepared financial reports from companies to make informed investment decisions, while others (e.g., governments, auditors) use the information to make sure a company is operating in an ethical way. Managers can also use the numbers to make better decisions for the firm.            |
| <b>Day 1 – Wednesday, October 5, 2022</b>              |  |
| Topic  | <b>The Accounting Equation + Financial Statements</b><br><br><i>This class introduces students to the Accounting Equation: assets, liabilities, and shareholder/owner's equity. Using double-entry bookkeeping and other established accounting rules, students will understand how accounting keeps track of a company's transactions to ensure honest, balanced reporting for prospective investors and stockholders.</i>                                      |
| Real World Example and/or Class Activity               | Activity: Annual Report Scavenger Hunt   |
| Driehaus Paths, Career & Salary Info                   | We'll discuss different pathways for a successful, rewarding career in Accounting/MIS.   |
| Readings/Assignments To Prepare for Class              | 1. Read "History of Accounting"<br>2. Read "Blockchain and Cryptocurrency CPAs"  |
| <b>Day 2 – Monday, October 10, 2022</b>                |  |
| Topic  | <b>Taxes, Fraud, and Audits</b><br><br><i>Accounting is not just about providing outside investors with a snapshot of a company's health. Accounting also provides information to governments for taxation, to regulators for ethics and transparency, and even to the company, itself, to ensure that its many employees are keeping things on the "up and up." If you are a big fan of CSI or mysteries, then get ready to put your crime-fighting cap on!</i> |
| Real World Example and/or Class Activity               | Case: Food for Thought from Kraft Heinz<br>Activity: Ethics Dash from Red Flag Mania   |
| BizCafé Simulation                                     | Be sure your group enters its BizCafé decisions for this week by the deadline!   |
| The Driehaus Difference                                | Study Abroad: Business Experiences Around the World  |
| Readings/Assignments To Prepare for Class              | 1. Read "Food for Thought from Kraft Heinz"<br>2. Read "Dixon's Quiet Hero"  |
| <b>Assignments, Quizzes, and Other Items to Submit</b> |  |
| Items Due This Week                                    | 1. Submit Week 5 BizCafé simulation decisions by 11:59pm, Oct. 12, 2022<br>2. Submit Week 5 (Accounting) Quiz on D2L by 11:59pm, Oct. 12, 2022<br>3. Submit Week 5 Driehaus Difference Module by 11:59pm, Oct. 12, 2022  |

# Week 6: Hospitality + Midterm Examination

|  |   |
|--|---|
| Definition/Function:                                   | Hospitality Management spans travel, tourism, events, dining, and other contexts in which impeccable service, planning, and attention to detail are essential for creating positive customer experiences. Beyond products and services, hospitality emphasizes the <i>people</i> in market transactions and the engagement among salespeople, customers, partners, staff, and others.   |
| <b>Day 1 – Wednesday, October 12, 2022</b>             |   |
| Topic  | <b>Tourism, Hotel, Leisure, Restaurant, and Event Management</b><br><i>This class introduces students to various types of Hospitality Management, from hotels to event spaces, travel and tourism to dining/restaurants. Students will learn theories, approaches, and tools to boost hospitality.</i>  |
| Real World Example and/or Class Activity               | Case: Disney and the Quintessential Hospitality Experience  |
| Driehaus Paths, Career & Salary Info                   | We'll discuss different pathways for a successful, rewarding career in Hospitality.   |
| Readings/Assignments To Prepare for Class              | 1. Read "How Disney Cast a Spell on France's Hospitality Industry"<br>2. Read "Disney's Four Keys to a Great Guest Experience"  |
| <b>Day 2 – Monday, October 17, 2022</b>                |   |
| Topic  | <b>Midterm Examination</b><br><i>The midterm examination provides students the opportunity to demonstrate their mastery and understanding of the class content up to this point. The exam is a mix of multiple choice, short answer, matching, and some computational questions. Students will have the entire class session (90 minutes) to complete the exam. The exam will be completed online via D2L. Students may refer to their notes and other resources, but the entire exam must be completed in the 90 minutes allotted. Best of luck – you can do it! 😊</i> |
| Real World Example and/or Class Activity               | Midterm Examination   |
| BizCafé Simulation                                     | Be sure your group enters its BizCafé decisions for this week by the deadline!  |
| The Driehaus Difference                                | Achieving Personal Balance: Mental/Physical Health Resources + CSD  |
| Readings/Assignments To Prepare for Class              | 1. Study for the Midterm Examination<br>2. Do something nice for yourself   |
| <b>Assignments, Quizzes, and Other Items to Submit</b> |   |
| Items Due This Week                                    | 1. Submit Week 6 BizCafé simulation decisions by 11:59pm, Oct. 19, 2022<br>2. Submit Week 6 (Hospitality) Quiz on D2L by 11:59pm, Oct. 19, 2022<br>3. Submit Week 6 Driehaus Difference Module by 11:59pm, Oct. 19, 2022  |



# Week 7: Entrepreneurial Mindset (E/M) Part I

Definition/Function:

In Intro to Driehaus, students learn the *entrepreneurial mindset*, which is a useful problem-solving tool that can be used to generate innovative, effective solutions to class assignments, real world business problems, and even social issues. Whether your plan is to start your own business someday or to be a valuable, contributing employee at an existing company, the entrepreneurial mindset will serve you well in your career.

## Day 1 – Wednesday, October 19, 2022

Topic

### Empathize

*If the Entrepreneurial Mindset is all about seeing opportunities to create value, then Design Thinking is the tool that helps us achieve that value. The first step, Empathy, involves connecting with and understanding customers on a deep, insightful, and psychological level including asking the Vincentian question, “What must be done?”*

Real World Example and/or Activity

Activity: Worst. Better. Best.  
Activity: In-Class Group Project Workshop

Readings/Assignments To Prepare for Class

1. Read “Why Design Thinking Works,” *Harvard Business Review*
2. Use Empathy exercises from class to help you make progress on your group project

## Day 2 – Monday, October 24, 2022

Topic

### Define

*Framing a problem or an opportunity correctly can drastically alter the potential success or failure of an entrepreneurial solution. The Define step involves choosing a focal problem or issue, clearly defining and framing that problem/issue, and setting that sharply defined problem as the foundation for the remaining steps in the process.*

Real World Example and/or Activity

Activity: Mind Meld  
Activity: In-Class Group Project Workshop

The Driehaus Difference

Personal Finance: Student Financial Wellness & DePaul Central

Readings/Assignments To Prepare for Class

1. Read “How to Pitch”
2. Read “13 Tips on How to Deliver a Pitch Investors Simply Can’t Turn Down”
3. Use Define exercises from class to help you make progress on your group project

## Assignments, Quizzes, and Other Items to Submit

Items Due This Week

1. Submit Week 7 (Empathize & Define) Quiz on D2L by 11:59pm, Oct. 26, 2022
2. Submit Week 7 Driehaus Difference Module by 11:59pm, Oct. 26, 2022
3. Work on your Final Group Project

# Week 8: Entrepreneurial Mindset (E/M) Part II

Definition/Function:

As we continue the journey of the Entrepreneurial Mindset and our Design Thinking tool, we proceed past problem identification and definition to the solution ideation and creation phase. We discuss brainstorming, groupthink risk, and idea prototyping among other topics.

## Day 1 – Wednesday, October 26, 2022

Topic

### Ideate

*This class provides tools, tips, and tricks for generating original, creative ideas that could potentially serve as solutions to the problem articulated in the previous Define step. Initially, the goal is to develop as many potential solutions as possible without judgment or evaluation. Eventually, the best ideas will proceed to the next stage (as a function of time, resources).*

Real World Example and/or Activity

Activity: Five Things  
Activity: In-Class Group Project Workshop

Readings/Assignments To Prepare for Class

1. Read “Design Thinking’s Exciting Third Phase: Ideating”
2. Use Ideate exercises from class to help you make progress on your group project

## Day 2 – Monday, October 31, 2022

Topic

### Prototype

*This class introduces the idea of Prototyping, or the process by which intangible ideas/solutions are built out (at least in part) into tangible products, services, experiences, and/or processes. By making a solution more “real,” the solution can proceed to the next step in the process, which will involve testing it out on prospective customers/users, as well as highlight potential problems or issues that need fixed.*

Real World Example and/or Activity

Activity: Object Work  
Activity: In-Class Group Project Workshop

The Driehaus Difference

Business Creators: The Coleman Entrepreneurship Center & The BETA Lab

Readings/Assignments To Prepare for Class

1. Read “Design Thinking: Get Started with Prototyping”
2. Use Prototype exercises from class to help you make progress on your group project

## Assignments, Quizzes, and Other Items to Submit

Items Due This Week

1. Submit Week 8 (Ideate & Prototype) Quiz on D2L by 11:59pm, Nov. 2, 2022
2. Submit Week 8 Driehaus Difference Module by 11:59pm, Nov. 2, 2022
3. Work on your Final Group Project

# Week 9: Entrepreneurial Mindset (E/M) Part III

Definition/Function:

As we end our Entrepreneurial Mindset and Design Thinking journey, we conclude the process by testing our selected idea(s), learning about and improvement upon that idea, and—ultimately—making our valuable idea a reality (...or, depending on test market info, scrapping the idea altogether).

## Day 1 – Wednesday, November 2, 2022

Topic

### Test

*This class teaches students about the importance of testing ideas before spending more time, energy, and money bringing full ideas to fruition. Testing allows us to learn what works well, what doesn't, and potential features or attributes to tweak before launching a "final" product/idea.*

Real World Example and/or Activity

Activity: A Few of Our Favorite Things  
Activity: In-Class Group Project Workshop

Readings/Assignments Due Today

1. Read "Top 7 Product Design Testing Methods"
2. Use Test exercises from class to help you make progress on your group project

## Day 2 – Monday, November 7, 2022

Topic

### Feedback Loop

*Now that we have completed a cycle of the Design Thinking process, we pause to appreciate the cyclical, dynamic nature of this process. In doing so, we recognize that having an Entrepreneurial Mindset involves identifying potential value in any context, whether we are starting our own business or working for company. The E/M mindset is useful everywhere. It is also a great time to edit your group project, trim the excess, and fill any missing gaps: you want to present the very best pitch possible!*

Real World Example and/or Activity

Activity: What I Learned  
Activity: In-Class Group Project Workshop

The Driehaus Difference

Career Toolkit: Specific Career Tools to Start Assembling Today!

Readings/Assignments To Prepare for Class

1. Read "Fostering an Entrepreneurial Spirit in the Workplace..." *Forbes*
2. Use Feedback Loop exercises from class to help you wrap up your group project

## Assignments, Quizzes, and Other Items to Submit

Items Due This Week

1. Submit Week 9 (Test & Feedback Loop) Quiz on D2L by 11:59pm, Nov. 9, 2022
2. Submit Week 9 Driehaus Difference Module by 11:59pm, Nov. 9, 2022
3. Work on your Final Group Project

# Week 10: Final Presentations

Definition/Function:

The time has come for you and your team to present your group project solutions! Leveraging the discipline-specific principles from the first six weeks of class, as well as the Entrepreneurial Mindset and Design Thinking tools from Weeks 7-9, your group will pitch an original innovative solution that addresses a clearly defined business or social problem. Dream big, have fun, and be sure that you address all the elements of the group project as defined in the syllabus for class.

## Day 1 – Wednesday, November 9, 2022

### Group Presentations | Day 1

Topic

*Half of the groups (**Groups 1-4**) will be presenting in class today. The other half will be an attentive audience and provide feedback, thoughtful questions, and praise for particularly good ideas.*

Readings/Assignments  
To Prepare for Class

1. Practice your group project presentation
2. Complete the Group Member Evaluation (optional – see syllabus)

## Day 2 – Monday, November 14, 2022

### Group Presentations | Day 2

Topic

*The remaining groups (**Groups 5-8**) will present in class today. Groups that have already presented will serve as the supportive audience.*

The Driehaus Difference

Pay It Forward: Driehaus Ambassadors + Alumni Success Stories  
+ Next Steps in your Driehaus and Professional Career

Readings/Assignments  
To Prepare for Class

1. Practice your group project presentation
2. Complete the Group Member Evaluation (optional – see syllabus)

## Assignments, Quizzes, and Other Items to Submit

Items Due This Week

1. Submit your group's presentation on D2L (only one needed per group)
2. Submit your group's Executive Summary on D2L (only one needed per group)
3. Submit your individual The Driehaus Difference Self-Reflection paper.

# SOCIAL EVENT + DRIEHAUS CUP COMPETITION

**Date: Wednesday, November 16, 2022 + Time: 5:00-7:00pm**  
**@ Lincoln Park Student Center Room 120A/B (Lincoln Park Campus)**

Purpose

The winning group from each section of the current quarter's BUS101 classes will compete to become the Driehaus Cup Champions & win scholarship money!

Readings/Assignments  
To Prepare for Class

Attend the event, enjoy some snacks, and celebrate the end of our class!

**Congratulations on successfully completing BUS101: Introduction to Driehaus!**

## APPENDIX. Group Project Presentation and Executive Summary Scoring Rubric

| <b>GROUP PROJECT SCORING RUBRIC</b>        |   |   |  |  |  |        |            |                |
|--|---|---|--|--|--|--------|------------|----------------|
| <b>Presentation (Oral)</b>                 |   |   |  |  |  |        |            |                |
|  | 1-2 points  | 3-4 points  | 5-6 points   | 7-8 points   | 9-10 points  | Weight | Team Score | Weighted Score |
| <b>Clarity</b>                             | The presentation was incoherent, disorganized, and hard to follow. No thought was put into its organization.  | The presentation was shaky and confusing. Some thought was given to its structure but not much.   | The presentation was okay but inconsistent. Some parts made sense while other parts were very unclear.   | The presentation made sense and had structure. There were a few bumps, but it was mostly good.   | The presentation was extremely clear, organized, and logical. The content flowed very smoothly.  | 10%    |            |                |
| <b>Content Covered</b>                     | Almost no concepts from class were discussed.   | Some concepts from class were discussed, but many concepts were missing.  | The group covered a fair amount of class concepts. A few key concepts were missing.  | The group covered many concepts from class with just a few exceptions.   | The group covered concepts from nearly every content area discussed in class. Very thorough presentation.  | 30%    |            |                |
| <b>Accurate Application of Concepts</b>    | The group incorrectly applied most, if not all, class concepts during the presentation.   | The group incorrectly applied many class concepts during the presentation but applied one or two concepts correctly.  | The group correctly applied many class concepts but also incorrectly applied several concepts.   | The group correctly applied most class concepts with just one or two exceptions.   | The group flawlessly applied every class concept during the presentation. The integration of skills/tools was most impressive.   | 30%    |            |                |
| <b>Professionalism/Aesthetics</b>          | The presentation was sloppy, lacking a design theme and style consistency. The presenters carried themselves unprofessionally in presentation and appearance.                           | The presentation had some design elements but lacked sophistication. The presenters were slightly unprofessional in presentation and appearance.                              | The presentation had an okay design with some consistency. The presenters came across as mostly professional but were unprofessional at times.                               | The presentation was well designed with a theme and consistency. The presenters were mostly professional in both presentation and appearance.                                | The presentation was sophisticated, having a clear design theme and style consistency. The presenters carried themselves with exceptional professionalism in both presentation and appearance.   | 15%    |            |                |
| <b>Engagement/Storytelling (The Pitch)</b> | The presentation lacked engagement, was not compelling, and was forgettable.  | The presentation had only one or two engaging parts, did not persuade, and might be remembered for the wrong reasons.   | The presentation had some engaging parts, was somewhat persuasive, and might be recalled.  | The presentation had many engaging parts, was persuasive, and could likely be recalled.  | The presentation was extremely interactive, compelling, and memorable.   | 15%    |            |                |
| <b>Presentation Total:</b>                 |   |   |  |  |  |        |            |                |
| <b>Executive Summary (Written)</b>         |   |   |  |  |  |        |            |                |
|  | 1-2 points  | 3-4 points  | 5-6 points   | 7-8 points   | 9-10 points  | Weight | Team Score | Weighted Score |
| <b>Clear Organization</b>                  | The executive summary was incoherent, disorganized, and hard to follow. No thought was put into its organization.   | The executive summary was confusing and unclear. Some thought was given to its structure but not much.  | The executive summary was okay but inconsistent. The use of headings, subheadings, and bold text was missing or confusing.   | The executive summary made sense and had structure. The use of headings, subheadings, and bold text was adequate.  | The executive summary was extremely clear, organized, and logical. The use of headings, subheadings, and bold text was perfect.  | 10%    |            |                |
| <b>Content Covered</b>                     | Almost no concepts from class were discussed. The summary was either too long, too short, or extremely inefficient in the way it covered the class content.                             | Some concepts from class were discussed, but many concepts were missing. The summary lacked efficiency and/or polished conciseness.   | The group covered a fair amount of class concepts. A few key concepts were missing. The summary was just okay with respect to conciseness and efficiency.                    | The group covered many concepts from class with just a few exceptions. The summary could have been more concise and/or more efficient.                                       | The group covered concepts from nearly every content area discussed in class. The summary was concise and very efficient. A busy executive would benefit from this document.                     | 30%    |            |                |
| <b>Accurate Application of Concepts</b>    | The group incorrectly applied most, if not all, class concepts in its executive summary.  | The group incorrectly applied many class concepts in the summary but applied one or two concepts correctly.   | The group correctly applied many class concepts but also incorrectly applied several concepts.   | The group correctly applied most class concepts with just one or two exceptions.   | The group flawlessly applied every class concept in its executive summary. The integration of skills/tools was most impressive.  | 30%    |            |                |
| <b>Professionalism</b>                     | The executive summary was extremely unprofessional. The language, content, and directives were not something one hopes to find in an executive summary for a top business organization. | The executive summary was somewhat unprofessional. The lack of sophisticated language content, and directives suggests a great deal editing and rewriting would be necessary. | The presentation executive summary was okay. The language, content, and directives would need to go through a few rounds of revision and editing, but they weren't terrible. | The executive summary was mostly professional. The language, content, and directives were mostly clear and, with some edits, would make for a very strong executive summary. | The executive summary was extremely professional. The language, content, and directives (supported by evidence/logic) were <i>exactly</i> what one hopes to find in a top business organization. | 15%    |            |                |
| <b>Grammar/Style</b>                       | The executive summary had several major spelling, grammar, or typographical errors.   | The executive summary had a few major spelling, grammar, or typographical errors.   | The executive summary had several minor spelling, grammar, or typographical errors.  | The executive summary had some minor spelling, grammar, or typographical errors.   | The executive summary had no major or minor spelling, grammar, or typographical errors.  | 15%    |            |                |
| <b>Executive Summary Total:</b>            |   |   |  |  |  |        |            |                |

**NOTE:** To calculate how many % points your project and/or executive summary performance will contribute to your final grade for class, simply divide the weighted total by 10 and then multiply that result by 15. For example, a Presentation Total of 8 and an Executive Summary Score of 9 would contribute 12% and 13.5% to your grade, respectively (out of a maximum of 50% for each).

