MODULE I (8 credits)

Entrepreneurial Thought and Action: Creating and Scaling Effective Businesses

Module 1 sets the stage for Babson’s focus on entrepreneurial and creative thinking in management. Your coursework over the eight week period will be in four academic streams: Entrepreneurship; Financial Reporting; Strategy; and Data, Models and Decisions. In addition, you will work in teams on integrative activities we call “signature learning experiences.”

ACADEMIC STREAMS

- **Opportunity & Entrepreneurship (EPS)** This stream focuses on the entrepreneurial process. Where do ideas come from? How do we design products or services to transform ideas into potential businesses that create value for our customers? What kind of business model generates the greatest profit? How do we launch and scale the business? Because entrepreneurial leaders need to be able to convey their ideas clearly and persuasively, you will develop your communication skills through getting feedback on individual and group presentations.

- **Financial Reporting (FINACC)** This stream introduces financial reporting. You will focus on preparation and analysis of financial statements for external users. Financial reports are one measure of how successful the company has been in implementing its business strategy. Financial reports will be analyzed across companies and industries, providing linkages to entrepreneurial and strategic decision making.

- **Strategy (STRAT)** This stream focuses on strategic and competitive analysis to enable entrepreneurial action. How should we position our business strategically to compete effectively? What sources of competitive advantage can we create, exploit and sustain? What capabilities do we need to launch the business, grow the business, and adapt successfully to changes in the environment? Students will need to demonstrate that they can write coherently about strategic developments and options.

- **Data, Models and Decisions (DMD)** This stream is concerned with identifying variation, measuring it, and managing it to make informed decisions. Topics include: numerical and graphical description of data, confidence intervals, hypothesis testing, regression, decision analysis, and simulation. Applications to Economics, Finance, Marketing, and Operations illustrate the use of these quantitative tools in applied contexts. The course utilizes spreadsheet, statistical, and simulation software.

SIGNATURE LEARNING EXPERIENCES (SLE) The Graduate School at Babson College incorporates Signature Learning Experiences (SLEs) into the curriculum to develop entrepreneurial leaders. These education experiences occur throughout the four modules, giving students the opportunity to integrate the knowledge gained in the classroom and apply it to entrepreneurial decision making. They focus not only on the development of the business skills necessary to be successful in an ever changing global environment, but also to give the students the skill sets necessary to manage self and others in this context. The SLEs also emphasize the importance of strong communication skills, an ethical and societal approach to decision making, all in the context of a global economic environment.
• **Creating** Where do great ideas come from? Creating is the first step in entrepreneurial thought and action. You will explore and experience something new. We will give you a challenge to take risks, make a difference, be innovative and unconventional. Your group will then perform or share a creativity presentation for your MBA peers, faculty, and the Babson community.

• **Team Process Day** In Module 1 you’ll also start tackling the question of how to build effective teams. In a day-long set of indoor and outdoor activities, you’ll get insights into your own and your peers’ behavior in teams. You’ll also have an opportunity to practice giving and receiving feedback, and use tools to help others contribute positively to team endeavors.

• **Feasibility Analysis** Once you have an idea in mind, the next step is to analyze its feasibility. Feasibility is critical, whether you are interested in new venture creation, corporate or social entrepreneurship, or any new project or process. In this project, you’ll work to understand the customer group and its needs, assess the durability of the opportunity, understand the competitive landscape and identify possible business models that provide value to both the business and its stakeholders, most notably customers.

**MODULE II (7 credits)**

**Managing for Value Creation**

Module II develops and applies an integrated approach to value creation. Students are introduced to the analytical tools and perspectives essential to the creation of value for multiple stakeholders, including shareholders, customers, and society. These tools are applied and extended using a variety of case studies, exercises, and other action-learning methodologies. Four academic disciplines are covered in Module II: marketing, managerial economics, corporate finance, and business law.

**ACADEMIC STREAMS**

• **Defining, Offering, and Delivering Value to Customer (MKT)** This course provides frameworks and analytical techniques that the enterprise should use to develop a discerning sense of the market and to engage the market in a way that distinctive value is created for and delivered to the customers.

• **Managerial Economics (MICRO)** The course provides a framework for systematic analysis of consumer and firm’s choices in light of global market dynamics to create and capture value given the firm’s and industry’s market structure.

• **Introduction to Financial Management (FIN)** This course introduces analytical approaches to estimate the shareholder value impact of tactical and strategic managerial decisions, methods to raise capital to fund those initiatives, and financial securities used to hedge corporate risks.

• **Law (LAW)** This course teaches students to create business structures and make business decisions that effectively manage legal issues in order to create and capture value for their business while managing law-related risks.
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- **Demand Sizing and Forecasting** How do you turn market data into usable information for your business? This exercise gives student first-hand experience in handling data for the purpose of explaining and predicting the size of demand. Using publicly available data, students will apply tools from managerial economics and marketing to analyze the market(s), leading into a broader discussion of analytics in market analysis, market forecasting and identifying the drivers of demand.

- **Market Segmentation and Price Discrimination** Price discrimination applied to different market segments is a proven way to increase profits under certain conditions. In this session, students will analyze the different target market segments of a software company, compute optimal pricing for different versions of the software, consider the costs and benefits of “versioning”, and discuss the pricing challenges of zero-marginal-cost products.

- **Socially Responsible Managerial Decision-Making** Integrating business strategy with corporate social responsibility is a challenge for almost any company, especially when a “people vs. profits” scenario arises. Using a case from the pharmaceutical industry, students will debate the responsibilities a firm has toward its shareholders, employees, customers and other stakeholders, and how decisions should be made when the interests of different stakeholders conflict.

SPRING KICKOFF (1 credit)

Managing Talent: Your Own and Others (MTYOO)

This course is designed to help you build two competencies critical to your success as a leader and an entrepreneur.

- **The ability to effectively deploy your own talent.** This means far more than getting a job. This means (1) developing a clear sense of your strengths, weaknesses and passions, (2) connecting those capabilities and interests with opportunities in your environment and (3) lifelong learning based on the experiences these connections offer you. A career is not an entitlement. It is a negotiated outcome that results in the creation of value for you and your world. Through experience, reflection and feedback you can continue to enhance your ability to create value, as you and others define it, over time.

- **The ability to identify and help to develop talent in others.** Through better articulating your own talent, you will become more effective at grappling with one of the thorniest of all management challenges: identifying and selecting talent. Selection should not rely solely on intuition. Careful articulation of the talent needed to create value in a particular role is the foundation for a more systematic and objective approach to building an organization. Talent and opportunities are not static, however, and as such, it is essential to build coaching skills that facilitate the ability of others to learn from their experiences.
THE COURSE EXPERIENCE

This course relies on an integrated, blended-learning pedagogy. The work of managing your own talent begins as you enter Babson's MBA Program and you will have an opportunity to meet your integrated course delivery team, including Organization Behavior faculty members and Center for Career Development professionals. Your first task will be to begin to build a Feedback Portfolio using a variety of online assessment tools, particularly the Babson Multi-Rater Feedback 360° survey. This web-based survey tool, developed here at the College, will help you gain feedback from former work colleagues (willing to help) as well as from your Babson peers as you move through the first semester. This activity will help you build a comprehensive sense of your strengths and weaknesses from a variety of perspectives, taking you well beyond the feedback you’ll receive through graded assignments in class. As preparation for your work in January, we’ll also ask you to complete self-assessments of your career interests and your leadership style. (You will receive these reports in person when we move to the face-to-face portion of the course. The reports from these online assessments are yours for development purposes and are not graded.)

The course culminates in an intensive four-day session that kicks off the start of Module 3. During this classroom time you’ll work to build the skills needed to create a robust personal development plan, one that will provide you with a career vision to guide your work through subsequent semesters at Babson, and beyond. Through case discussions and readings you’ll be exposed to key talent development concepts including the use of competency theory, how competencies develop, the role of experience as a driver for learning and development, feedback and reflection, how developmental coaching guides talent management and the organizational factors that promote, and inhibit, the creation of value through talent.

You’ll also receive the results of your Babson Multi-Rater Feedback Survey and Leadership self-assessment as well as a Career Anchors report to help you articulate your own interests in your career. This culminates in the creation of a graded development plan, an action oriented document that will help you identify key competencies important to your future, how to build those competencies through activities in and out of the classroom, and activities that can help you position yourself to better pursue your career goals.

This intensive culminates with students’ sharing of a draft of their development plan in an individual coaching session with a business leader, typically someone from your chosen field or industry of interest.

Throughout the fall, your career learning with the Center for Career Development will be closely integrated with the professional development objectives in Managing Talent: Your Own and Others; and in the Module 3 kick-off intensive your work will also integrate with BCAP. Finally, your development plan will be utilized in Mod 3 and 4 coursework in a variety of interesting ways. Ultimately, a development plan has to be a living document and it is our hope that you leave Managing Talent: Your Own and Others with a sound approach to promoting lifelong development.

MODULE III (6 credits)

Creating and Sustaining Organizational Effectiveness

Module three builds on the earlier modules’ themes of opportunity identification and assessment by developing students’ ability to create and manage systems to capture those opportunities. This module focuses on building and implementing competitive capabilities and developing high-performance organizations to drive value creation in complex and changing environments. Three academic disciplines are the sources for coverage in Module III: Organization Behavior, Managerial Accounting, and Technology and Operations Management. In addition, this module marks the start of the BCAP course, a field-based Signature Learning Experience in which student teams apply an integrated problem-solving approach to develop solutions for client organizations. Module III also provides the opportunity for students to take an elective course of their choosing.
ACADEMIC STREAMS

- **Creating and Leading Effective Organizations (CLEO)** studies the core issues of entrepreneurial leadership: how to get things done when you can’t give orders, how to develop influence and build effective teams and organizations, and how to design and implement management structures and processes for high performance. There will be opportunity for practicing influence, stakeholder analysis and action planning skills.

- **Measuring & Managing Strategic Performance (MMSP)** is focused on the connection between strategy execution and profitability. Students develop skills in quantitatively-grounded logical analysis in order to be able to:
  - Judge the financial feasibility of plans for launching new businesses or for redesigning existing ones.
  - Grow profitable and sustainable ventures.
  - Create business models that make money.

- **Technology & Operations Management (TOM)** This course introduces students to the fundamental components of a firm’s operating systems, be it a mature enterprise or an early stage company. The course introduces the new methods and models to analyze, diagnose and improve operations activities for both manufacturing and service firms. We examine key issues for competitiveness including operations strategy, innovation, product and process design and development, global supply chain management, quality management, and sustainable operations. Developing a strong appreciation for the contribution of technology and operations to a company's market success is an essential element of effective decision-making for entrepreneurs and leaders of all types of organizations.

- **Babson Consulting Alliance Program (BCAP)** One of Babson’s signature learning experiences is the Babson Consulting Alliance Program (BCAP). BCAP plays an integral role in helping students integrate their classroom knowledge into sound business practices. First-year MBA candidates are matched with alliance companies from industries in which they have expressed a career interest. Guided by an advisor, BCAP teams work directly with company representatives to complete a project. The BCAP project is designed to address specific alliance company needs and will focus on solutions to real business problems. Past projects have focused on topics such as market segmentation, organizational design, performance measurement, activity analysis, and costing skills that are developed in the MBA curriculum. Typically the project concludes with a written report and a presentation with recommendations from the team to company executives. Babson’s context of experiential learning involves a three part accountability structure: Peer group learning, an academic advisor and curriculum, and a client sponsor.

**SIGNATURE LEARNING EXPERIENCES (SLE)** The Graduate School at Babson College incorporates Signature Learning Experiences (SLEs) into the curriculum to develop entrepreneurial leaders. These education experiences occur throughout the four modules, giving students the opportunity to integrate the knowledge gained in the classroom and apply it to entrepreneurial decision making. They focus is not only on the development of the business skills necessary to be successful in an ever changing global environment, but also to give the students the skill sets necessary to manage self and others in this context. The SLEs also emphasize the importance of strong communication skills, an ethical and societal approach to decision making, all in the context of a global economic environment.
CURRICULUM INFORMATION / BABSON MBA TWO-YEAR PROGRAM

- Gazogle Simulation
- Sustainability Initiative at your BCAP Client: Evaluate entrepreneurial thought and action (ETA) opportunities at your BCAP company, or at an organization in the value chain of your BCAP company, and taking the perspective of an outside consultant consider how would you mobilize talent and other resources to drive a sustainability initiative. Develop specific and actionable recommendations for your BCAP/other company.

SPRING ELECTIVE(S) (3 credits)

Elective Options for Spring

Students are required to take a minimum of one elective* in the spring semester of their first year. This elective provides students the opportunity to take a deep dive into a discipline of their choosing that aligns with their career goals.

*Please note the below list is not comprehensive and additional course options will be discussed during the elective town meeting.

Day: Monday
Time: 1:40 – 4:10
Credit: 3 credit hours

EPS7500 Entrepreneurship
Interdisciplinary course that focuses on all aspects of starting a new business, with emphasis on the critical role of recognizing and creating opportunities. Topics include attributes of entrepreneurs and entrepreneurial careers, evaluating opportunities, writing business plans, and financing the venture.

FIN7502 Capital Markets
This course provides an overview of modern capital markets and is intended both for students who are not concentrating in finance (but want to learn more about how markets work) as well as for finance concentrators. The course considers the domestic and the global aspects of capital markets. It begins by studying the basics of fixed income markets, concentrating on determinants of the yield curve and the term structure of interest rates. It then discusses options and other simple derivatives, including their pricing and how they are traded. Corporate, sovereign, and municipal bond markets, including credit default swaps, are studied. We then discuss the interaction between financial markets and financial institutions, including the mortgage markets, mutual funds, commercial banks, investment banks, and hedge funds. The course concludes with equity markets and new electronic equity trading facilities.

MOB7520 Corporate Strategies
Focuses on alternatives and challenges companies face in deciding what businesses they should be in and then building and actively managing business portfolios which deliver attractive and sustainable returns from those strategic choices. Provides comprehensive and critical review of concepts and analytical tools companies and consultants use in devising corporate strategies. Coverage includes merits and success factors of different strategic investment vehicles in building business portfolios-greenfield expansion, acquisitions, joint ventures, and corporate venture capital programs. Case examples range from small, young companies to large multinationals. Target audience: those contemplating careers in strategy consulting, new business development, and general management.
**MKT7510 Marketing Research Analysis**

The objective of this course is to provide a fundamental understanding of marketing research and analysis. Marketing research is an organized way of developing and providing information for decision making purposes. The quality of information depends on the care exercised at each step of the marketing research process. These steps include problem definition, research design, data collection methods, questionnaire design, measurement, sampling, data analysis, and interpretation.

This class will examine all steps of the market research process. Both the qualitative and quantitative aspects of research will be emphasized. The first part of the class will focus on the research process and design. In this section students will learn how to formulate a research problem, determine a research design, evaluate methods for data collection, and develop instruments for data collection. The second part of the class will focus on how to analyze the data using SPSS, and how to recommend the appropriate action to management.

A course project provides students with the opportunity to integrate the steps in the marketing research process discussed in class. The project will allow students to conduct an actual research project from problem definition through a final report.

*Students can request to take a second elective, but it must be approved by their Academic Advisor in GPSA.*

**MODULE IV (6 credits)**

**Growing and Creating New Businesses in a Globally Connected Environment**

Module IV introduces concepts and tools for managers to succeed in a rapidly changing global environment, where economies are increasingly integrated and carefully designed information strategy and execution are vital to competition.

**ACADEMIC STREAMS**

- **Managing at the Crossroads: Business, Government, and the International Economy (Mac-BGIE)** Is an international macroeconomics course that focuses on the interactions among credit markets, goods and services markets, and foreign exchange markets. This global framework is used to explain changes in a nation’s economic health, its economic impacts on foreign countries, and the effects of government and central bank policies.

- **Global Connections through Technology (GCTT)** is an information technology course that educates knowledge workers to use information and technology to think and act entrepreneurially to create and sustain social and economic value in a global environment.

- **Babson Consulting Alliance Program cont. (BCAP)** One of Babson’s signature learning experiences is the Babson Consulting Alliance Program (BCAP). BCAP serves as the two-year core capstone and plays an integral role in helping students integrate their classroom knowledge into sound business practices. First-year MBA candidates are matched with alliance companies from industries in which they have expressed a career interest. Guided by an advisor, BCAP teams work directly with company representatives to complete a project. The BCAP project is designed to address specific alliance company needs and will focus on solutions to real business problems. Past projects have focused on topics such as market segmentation, organizational design, performance measurement, activity analysis, and costing skills that are developed in the MBA curriculum. Typically the project concludes with a written report and a presentation with recommendations from the team to company executives. Babson's context of experiential learning involves a three part accountability structure: Peer group learning, an academic advisor and curriculum, and a client sponsor.
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- **Gamification** Emerging technologies have provided new opportunities for entrepreneurs to innovate and compete. These innovations have led to new organizational forms, reallocation of decision rights, improved product designs and access to new markets. This SLE creates an environment for students to learn about new technologies and explore their macroeconomic implications.

Gamification, the process of using game mechanics and game thinking in non-game settings to engage users and solve problems, is one such technology trend that is garnering much attention. Facebook has provided a platform for companies, like Zynga (makers of Farmville and Cityville), to attract millions of users to its games. We will explore how these platforms can be used by entrepreneurs to launch their own ideas. In addition, we will take a close look at Zynga (the game developer) and how it has created loyal users and profit streams using virtual currencies.

Virtual currencies have an especially interesting connection to macroeconomics because their development during the 21st century mirrors that of the United States banking system during the 19th century, when checking accounts (a virtual currency) eclipsed physical currency as the nation’s prime means of payment. Are virtual currencies “money” that should be included in the money supply statistics? Can Facebook, Zynga, and others create “money”? Should they be regulated as banks are regulated? Who should control them? Does the creation of virtual currencies affect a nation’s economy (e.g., inflation rate)? What are the implications for the national tax base and governments (federal, state, and local) that are desperate for revenues? Will the rise of virtual currencies affect the nation’s national income accounting (e.g., GDP) measures and business financial statements?

Concepts like gamification, platforms and virtual currencies can be used in non-game settings. Student teams will be asked to use these techniques and propose solutions for a societal problem. Currently, game mechanics are being proposed to promote safety by rewarding good driving behaviors in certain cities. Similar ideas could be used to promote fiscal responsibility, reduce poverty, curb tax evasion/money laundering, encourage healthy living, improve community engagement, and enhance education.

As part of this SLE, each team will identify and research a business opportunity that utilizes gamification and solves a societal problem. The objective of the research is to prepare a 20 minute presentation (using Elluminate) that uses course concepts to solve that problem. The entire class will vote to identify the best proposals using criteria, like viability, impact of the solution, clarity of the problem statement, and fit between the solution and problem statement. The top three teams in each class will present to their findings to their particular class. The instructor (with help from an expert) will identify the best proposal from each of the three classes.

The three finalist teams will use the feedback they received from their own sections to modify their content (if necessary or desired) and then present their business opportunities to the entire cohort. The best presentation from the top three presentations will be chosen at the end of the day.