Summer
2025

Syllabus

BUS-X545 MSM

Management Foundations

BUS-X545 Management Foundations

Welcome to Management Foundations!

The goal of Management Foundations is to expose students to a wide variety of management and business foundational topics, providing you with the necessary preparation to begin taking advanced graduate-level courses in the MSM program.X545 comprises multiple sub-disciplines or topics. These topics vary in length and are listed below.

- Accounting
- Business Ethics
- Entrepreneurship
- Finance
- Marketing
- Organizational Behavior and Human Resources
- Operations Management
- Quantitative Methods
- Strategy

All modules are designed to introduce students to essential tools and concepts in management and business, equipping them to tackle complex and unstructured business challenges. The X545 course emphasizes an integrated approach, where faculty members address related business problems in complementary sessions. Each professor will provide a detailed syllabus for their respective module, which can be accessed on Canvas.

X545 Modules

Accounting

This is a graduate course in general accounting practice and theory, like the core accounting course offered in the traditional Kelley online MBA program. Fortunately, the structure and practice of accounting is universal across companies and industries. However, we do sometimes observe idiosyncratic practices in life-science companies. Where practical, we will explore these differences and look at examples from publicly available information including but not limited to financial statements, news articles and direct experience.
Both financial and managerial accounting will be included in this course. To achieve the educational objectives, the course has been designed to use a mixture of problems and cases involving universal accounting concepts while also integrating real-world examples information and decision-making situations commonly encountered from health care companies when available.

Business Ethics

Our exploration of ethics will focus on the limits of our rationality (i.e., our tendency to "think fast") and the importance of "thinking slow" using analytical decision-making tools when confronting right v. right ethical dilemmas, conflicts of interest, and tradeoffs between competing values. We will explore why individuals and organizations make regrettable decisions and occasionally act contrary to stated values regarding what is right and wrong. Ethical issues pervade our personal and professional lives, and thoughtful reflection upon and resolution of ethical dilemmas are essential skills for business leaders in all industries (but especially in health care and life science industries).
These interactive and practical sessions will assume that ethical decision making is more complicated than knee- jerk intuitions and lessons learned in Kindergarten. In addition to raising awareness around recent research from the field of behavioral ethics, I will also discuss strategic approaches and a practical framework for assessing and resolving ethical dilemmas using a variety of real-life scenarios.

Finance

The objective of the course is to provide an overview of the basic concepts and principles of financial management. The course will use the framework and logic of finance to illuminate complex business problems. Topics to be covered include the notion of (no) arbitrage, the discounting of cash flows, the tradeoff between risk and return, valuation techniques, justification of capital expenditures, and the role of financial markets. We will emphasize both the mathematical tools of financial decision making as well as the intuition, reasoning and concepts in appropriately applying these tools.

Class participants will learn how the decisions of a company affect shareholder value. To understand this perspective, we will study basic principles of financial economics: time value of money, valuation of debt and equity securities, discounted cash flow as a foundation for stock prices, the impact of diversification on portfolio risk, and the relationship between risk and expected return in securities markets. We will use these concepts to help provide insight into business decisions.

Marketing

Marketing is perhaps one of the least understood functions within business and organizations, in part, because historically the role of marketing and how it is measured has been considered more of an art, than a science. But recent advances in digital technology and attribution are allowing marketers to be more accountable and better integrated with other functional peers. This is especially important when considering the ethical, moral, and life-and-death situations healthcare organizations face.

Marketing focuses on identifying unmet customer/patient needs and developing and coordinating a strategy to serve those needs. This work is done through a mix of marketing analysis, decisions, strategies and tactics that will be explored in this course. In this module we will focus on understanding the role of marketing and its connection to the various healthcare customers and marketplaces. We will also start with customers. Understanding your customer is at the heart of any good marketing. But customers in Healthcare can represent wide and varied backgrounds depending on whether you are dealing with a consumer/patient, or doctor/physician, nurse, hospital administrator, insurer, government approver, etc. And not only are there lots of different customer types to think about, but they each behave differently.

Operations Management

Operations management is defined as the design, operation, and improvement of the systems that create and deliver the firm's primary products and services. This class provides an understanding of the operations management function and its relationship to other functional areas within the firm.

In this class, we will develop frameworks to analyze the strengths and weakness of a firm's operations and to develop viable alternatives in pursuing its goals and objectives. We will examine the tradeoffs that managers face in emphasizing one goal (such as high capacity utilization) as compared to another goal (such as minimum throughout time). We will compare and contrast the strengths and weaknesses of different strategies and techniques, as determined by industry and global operating environments.

Organizational Behavior

The overall objective of this course is to develop your management literacy and skills. We will read about and discuss the theories, concepts, and perspectives on leading people, individual and group behavior in organizations, and best practices in human resource management. We will discuss problems using different perspectives and paradigms to improve your ability to analyze leadership problems and suggest realistic solutions that are sensitive to context (and avoid unintended consequences). Throughout the course, you will be challenged to frankly assess your own strengths and weaknesses in relation to the competencies that are predictive of management effectiveness.

Quantitative Methods

The term Quantitative Methods is used to describe a set of analytical and quantitative practices to methodologically explore an organization's data and employ the derived insights to support decision making.

This course provides an introduction to some fundamental tools used in quantitative methods. In the first part of the class, we consider different approaches to systematically explore and structure data and derive business insights. We start by considering simple but effective visualization and tabulation techniques. We then discuss tools from statistics and probability theory that describe characteristics of individual variables and relationships between different variables. Finally, we cover some introductory and more advanced aspects of regression analysis.

The approach taken in the course is entirely example-based and hands-on, since all these techniques will be implemented in Excel, either with Excel's built-in tools or with Excel add-ins. As such, a portion of the course will also focus on developing spreadsheet analysis skills. The objective of this course is to provide students with a solid understanding of fundamental quantitative business analytics tools and how to implement these tools in a spreadsheet environment.

Strategy & Innovation

Which direction should firm, business unit, product or program go in the next few years? How can that firm, business unit, product or program best meet the challenges and leverage the opportunities created by change in the external environment? How should a firm, business unit, product or program leverage its strengths, mitigate its weaknesses, and take advantage of disruptions brought about through technological changes? Every successful manager or entrepreneur asks these questions routinely as he or she plans for the future, and positions a firm, business unit, product or program for success. The answers to these questions are at the very heart of what is referred to as strategy. Strategy is about moving the firm in a direction that is responsive to the future external environment while capitalizing on and building the firm's internal competencies and capabilities. Innovation is about developing products processes and business models that are novel and valuable, and which create an advantage for a firm, business unit, product or program over the long term. In this module we will examine the tools, processes, practices and perspectives that will enable you to be strategic and innovative in your career.

By the end of the Strategy and Innovation component module, you should be able to:

- Define the concepts of strategy and innovation and describe how they impact the competitiveness and sustainability of a firm.
- Diagnose the critical challenges and opportunities within a firm, business unit, product or program by rigorously assessing the external and internal environment.
- Decide on a strategic solution to effectively address the most critical challenges and opportunities for a firm, business unit, product or program, by creatively identifying, developing, evaluating and selecting strategic and innovative options for moving forward.
- Deliver on a strategic decision, by effectively communicating a solution and implementing that solution within a firm, business unit, product or program.

Course Readings And Books

A packet of readings and custom textbook/s will be available to you in a digital or hard copy format once you receive access to the X545 Canvas site – you must purchase the packet. Some faculty will utilize their own materials and will post material to Canvas.

Grading Procedures

To succeed in this course, dedicate yourself to both team and individual assignments, and always come to class well-prepared. Consistent effort has historically led to strong academic outcomes.

Your final grade will be based on:

1.   Graded assignments and exams
2.   Class participation

How is Your Course Grade Determined?

All evaluation components (e.g., exams, assignments, etc.) will be graded on a scale of 0 – 100. Your final course score will be computed based on a weighted average of your performance on each module.

The weights for the components of your grade for the X545 course roughly corresponds to the classroom hours for each topic and are as follows:

Accounting	14%
Quantitative Methods	14%
Finance	14%
Operations Management	14%
Strategy	15%
Marketing	14%
OBHR	15%

X545 Grade Policies

The grade for each module in(BUS-X545) will be computed by the instructor of that module based on a 0-100 point scale, as a percentage. All grades below the C- grade will be awarded an "F" grade.

The numerical grade will correspond to a letter grade as given in the grading scheme below:

Grade	Range		GPA
A+	100%	to 97.0%	4.0
A	<97.0%	to 93.0%	4.0
A-	<93.0%	to 90.0%	3.7
B+	<90.0%	to 87.0%	3.3
B	<87.0%	to 83.0%	3.0
B-	<83.0%	to 80.0%	2.7
C+	<80.0%	to 77.0%	2.3
C	<77.0%	to 73.0%	2.0
C-	<73.0%	to 70.0%	1.7
F	<70.0%	to 0.0%	0

Management Foundations Course Grades

The BUS-X545 overall course grade will be computed based on a weighted average of the individual module scores. The weights of the individual modules are specified in the course syllabus. Overall scores may be adjusted based on factors such as professionalism, engagement, and contribution as specified in each course syllabus.

Letter grades will be assigned such that the class average across all cohorts is between 3.4 and 3.6 without a prescribed distribution. No specified grading scheme will be applied to the overall course grade. Final grades will be awarded such that the average grade for the course falls between 3.4 and 3.6. All grades below C- will be awarded an "F" grade. Program Course Grade Expectations: The final grade for all courses must have an average between 3.4 and 3.6 on a 4.00 scale with no prescribed distribution. Any deviation from the specified average grade must be discussed with the faculty chairperson of the student's program and adjusted if deemed necessary prior to the course grades being made available to students. All grades below the C- grade will be awarded an "F" grade.

Please note that in addition to the overall course grade requirement, MSM students must earn a grade of 'B' or better in EACH module in BUS-X545. Failure to do so will result in the student being place on academic probation.

The policies set forth herein are guidelines for faculty and do not create any contractual rights for students.

Remember your final grade in X545 will be determined by members of the faculty and will be assigned by the faculty chairperson who is the instructor of record.

Please remember, it is up to you to keep track of how you are doing. On each graded assignment, you will be provided with your score, the cohort mean on the assignment, the cohort standard deviation and the range. If you find that you fall one standard deviation or more below the mean, you should seek help from the faculty teaching the material with which you are having difficulty. It is important to act quickly due to the cumulative nature of the material.

What are the individual grade components?

1.   Assignments/Exams. The assignment page in Canvas provides a summary of the weights associated with each assignment along with the professor who will handle the assignment. Assignment and exams dates can be found in the on-line schedule.
2.   Class Participation. Since much of the course content is based on cases and interactive discussion (even many "lectures" will be highly interactive in nature), it is important that you do the following: (1) attend class, (2) prepare in advance for class, and (3) present and defend your ideas on both a voluntary and cold-call basis. Preparation for class includes reading the assigned materials and completing the required homework or case analysis. If you have prepared for class, presenting and defending your ideas should be relatively easy.

Class participation is always important and expected. In sessions that involve case discussions, however, your active engagement is critical. The case method of teaching and learning may be new to you. It is worthwhile, therefore, to review how to prepare for and participate in case discussion.

Learning Goals

The relationship to a set of learning goals is critical to demonstrate what you should expect in terms of personal outcomes throughout the X545 course. The outcomes of the modules that comprise X545 fully serve together to distinctly match each of the learning goals included in the Appendix of this syllabus. Those outcomes serve as the foundation for the full Master's degree experience. An overview of the modules that form X545 to achieve those learning goals are listed below.

OTHER POLICIES

Religious accommodation

Any student who cannot participate fully in any aspect of a module due to a religious conflict must inform the X545 Coordinator and module instructor by e-mail within the first week of the course so that alternate arrangements can be discussed and finalized. If you cannot submit any deliverable on its due date due to a religious holiday conflict, it is your obligation to plan ahead and either submit the item prior to the due date or make alternative arrangements with the faculty member. The IU policy on Accommodations for Religious Observances can be found here.

Students with Disabilities

Any student with a disability requiring reasonable accommodation must inform the X545 Coordinator by e-mail within the first week of the program, along with a completed copy of the "Testing/Classroom Modifications" form from the Office of Disability Services for Students. Lead time is important so that there is time to provide the required accommodation(s).

Statement on Diversity and Inclusion

+Kelley and BUS-X545 is a community of faculty, students, and staff from a wide range of cultures and social backgrounds accepting of all individuals irrespective of their race, color, national or ethnic origin, immigration status, religion, age, marital or parental status, sex, sexual orientation, gender identity or expression, socioeconomic or educational background, disability, military service or veteran status.

We are committed, both individually and collectively, to nurturing diversity and inclusion, sustaining a climate of mutual respect, and fostering a collaborative and supportive academic environment wherein everyone is empowered to succeed.

Sexual Misconduct and Title IX

One of the responsibilities of the instructors and coordinators is to create a positive learning environment for all students. Title IX and IU's Sexual Misconduct Policy prohibit sexual misconduct in any form, including sexual harassment, sexual assault, stalking, and dating and domestic violence. If you have experienced sexual misconduct, or know someone who has, the University can help.

If you are seeking help and would like to speak to someone confidentially, you can make an appointment with: The

Sexual Assault Crisis Services (SACS) at (812) 855-8900 (counseling services)

Confidential Victim Advocates (CVA) at (812) 856-2469 (advocacy and advice services) IU Health

Center at (812) 855-4011 (health and medical services)

It is also important that you know that Title IX and University policy require faculty and staff to share any information brought to their attention about potential sexual misconduct, with the campus Deputy Title IX Coordinator or IU's Title IX Coordinator. In that event, those individuals will work to ensure that appropriate measures are taken and resources are made available. Protecting student privacy is of utmost concern, and information will only be shared with those that need to know to ensure the University can respond and assist.

You are encouraged to visit stopsexualviolence.iu.edu to learn more.

Academic misconduct is defined as any activity that tends to undermine the academic integrity of the institution. Academic misconduct includes, but is not limited to, the following: cheating, fabrication, plagiarism, interference, violation of course rules, and facilitating academic dishonesty. The faculty member may take into account the seriousness of the violation in assessing a penalty for acts of academic misconduct. The faculty member must report all cases of academic misconduct to the dean of students, or appropriate official. The university may discipline a student for academic misconduct.

Source: Indiana University Code of Student Rights, Responsibilities, and Conduct: http://www.iu.edu/~code/code/responsibilities/academic/index.shtml

Kelley Code of Conduct

The Kelley X545 faculty members support and enforce the Kelley Graduate Code of Conduct. You are encouraged to read the Code carefully, which can be found in the "Resources" section of the X545 Course in Canvas, to ensure that your academic, professional, personal behavior is consistent with the Code's principles. Any violation of the Kelley Code of Conduct will be referred to your program's Conduct Review Committee (CRC) for further action.

The sections below provide additional details concerning a few specific matters, but it is your responsibility to familiarize yourself with all aspects of the Code. Violations of the policies detailed below will be treated as professional misconduct as well as a breach of the Kelley code of conduct and will be referred to your program's Conduct Review Committee (CRC) for further action. Policy violations can result in penalties ranging from significant grade penalties in your overall grade for the X545 to dismissal from your graduate program.

Class Attendance

1.   **Punctuality.** Class time is precious; you are expected to be in class and in your seat on time. **NOTE** that any late arrivals will be denied admittance to the classroom session if you are not on time when the posted class session begins. We understand that circumstances happen but we encourage you to plan accordingly – we expect full compliance with this policy and faculty will enforce this aspect of what should be considered professional conduct.

2.   **Leaving in Mid-Session.** You should not leave class once a session has started with the exception of personal emergencies. We understand, however, that there may be times when you will need to leave class early (e.g., for an interview). On these occasions, you should inform the professor prior to the class that you will be leaving.

3.   **Missed Classes.** You are responsible for all material covered in all sessions of the X545 course. You should inform the professor via e-mail if you plan to miss a class session. Due to space and temporal limitations, it will be impossible to "make-up" a missed session by attending another cohort session other than the one to which you have been assigned.

4.   **Late Work.** In general, late assignments will not be graded and you will receive "0" credit. Therefore, if you are going to be absent from a class in which an assignment is due, please hand in your work early.

Use of Laptops and Other Electronic Devices During Class

1.   **Laptop and Tablet Use.**. It is up to individual faculty members to allow usage when appropriate (for relevant class exercises). Examples of underacceptable uses of computers (**when allowed by the instructor)** include: checking your e-mail for ANY reason, surfing the web, doing any kind of work for sessions other than the one in progress, and reviewing internship/job listings. Each instructor will clarify his/her policy regarding in- class laptop use at the start of each session and/or module.

2.   **Screen Savers, Desktop Backgrounds, Zoom Backgrounds.** We realize that screen savers, desktop

backgrounds, and Zoom backgrounds can be quite creative. Please do not have images on your screens that classmates may find offensive or distracting.

3. **Mobile devices.** The use of mobile phones and other portable electronic devices in class is not permitted for ANY reason. All mobile phones must be placed in a secure location, out of your line of sight, such as a drawer, your locker, or backpack when class is in session. Do not leave your mobile phone on the desk as the vibration caused by incoming messages and calls will be amplified by the resonance of the surface.

Academic Honesty

1. **Team Work.** In the case of group assignments, the work submitted is to be that of your team ONLY. Your team is not to receive any information on an assignment from members of other teams. Likewise, you are not to provide information to members of other teams. If your team's assignment is judged to be highly similar to that of another team, both teams will be held equally culpable and will be dealt with accordingly. Penalties range from a "0" on the assignment, to dismissal from the program. *[See "Kelley Graduate Code of Conduct" for more information about team assignments.]*

2. **Individual Work.** Individual assignments are to be done completely on your own. Unless the professor says otherwise, you are not to accept information or materials from anyone and you are not to provide information or materials to anyone. If your assignment is judged to be highly similar to that of another student, both students will be held equally culpable. Penalties are the same as above. [See "Kelley Code of Conduct" for more information about individual work.]

3. **Sharing Class Session Information Between Students**
You are not allowed to share **any** information or materials from a class session with anyone who has not already had that session (e.g., no sharing of answers to homework problems; no sharing of information about case discussions) – **an example would be** sharing morning class session information with a student in the afternoon session. Any violation will be considered a violation of the Kelley Graduate Code of Conduct.

4. **Plagiarism**: A student must not adopt or reproduce ideas, words, or statements of another person or authoritative source without appropriate acknowledgment. A student must give credit to the originality of others and acknowledge indebtedness whenever they do any of the following:
Quote another person's actual words, either oral or written; Paraphrase
another person's words, either oral or written; Use another person's idea,
opinion, or theory; or
Borrow facts, statistics, or other illustrative material, unless the information is common knowledge. This includes use of any generative artificial intelligence tools (e.g., ChatGPT or similar Large Language Models) to generate ideas or materials for either written or oral use, unless specifically authorized.
When using text that contains the same wording as the original, that text must appear in quotation marks with the appropriate citation. When paraphrasing text, the appropriate citation must appear in the text or in a footnote or endnote. This same use of citations is required for communicating another person's ideas, opinions, or theories unless that information is common knowledge. In no case should a student leave the reader or listener with the impression that the work is original if it is not.

5. Turnitin: All written assignments will be submitted using the turnitin.com system which is integrated into Canvas. Turnitin is useful in helping to determine whether or not a writer is relying too heavily upon sources. You are encouraged to use the turnitin system to check your originality score before final submission of your assignment.

6. **Deliverable Affirmation.** Before you or your team turns in an assignment you must sign a "deliverable affirmation." This affirmation states the following:
"I (WE) have neither given nor received unauthorized aid on this assignment."

"Video cameras may be used to monitor the room during student assessment activities, including but not limited to, exams, tests, and quizzes. Video recordings may be used to investigate or support disciplinary action. All access to and use of video equipment and recordings will follow applicable IU policies."

General Professional Conduct

1.   **Constructive Input.** Like any organization, the Kelley School evolves and changes over time. Student input is important to this process. If you have an issue or comment regarding the X545 course, don't just sit back and complain. Please provide constructive suggestions to Gabe Sheir, X545 Coordinator.

2.   **You Are In Charge.** Ultimately, you are responsible for your own learning. You are also expected to monitor your own progress and keep track of your performance. If you are having problems related to your understanding of the module material (or you are having other problems that detract from your academic performance in the X545 course), contact the appropriate professor(s) immediately. Early intervention to resolve the problem is very important.

3.   **Extraordinary Circumstances**. During the year, some may experience unexpected and serious personal circumstances (e.g., illness, death of a family member, etc.). These circumstances may adversely affect your academic performance. The X545 Coordinator and MGP Office staff will work with you during these times, but they must be informed immediately of any extraordinary situation that you think may be detrimental to your performance. If the circumstances are not brought forward in a timely manner, they will not be considered in assigning X545 grades or as part of an appeals process.

4.   **Interacting With Faculty and Fellow Students.** Be respectful of your classmates and the faculty. Kelley students are expected to abide by the Kelley Pledge and the Kelley Graduate Code of Conduct. Refer to the Kelley Code of Conduct for a detailed description of behaviors expected of all Kelley graduate students.

5.   **Professionalism.** One of the key attributes for success in the market place is professional behavior. Professional behavior is defined in the "Kelley Graduate Code" and includes behavior outside the classroom while a student in the graduate Program. This type of behavior includes behavior such as appropriate attire, hygiene, interactions with a customer/recruiter, peer, faculty, Program staff, and community member. Anyone (customer/recruiter, peer, faculty, Program staff) can report an incident of unprofessional behavior. Once a report has been made, you will be notified; the situation will be discussed with you and then reviewed your program Office, the program chair/director and if warranted, the Conduct Review committee. This type of behavior does fall under the grading component referenced as "Professionalism and Contribution" in this document. For specific class meetings, respective faculty may require different appropriate attire – understanding that students are still responsible for adherence to both the Kelley Code and guidelines of their respective graduate program including this syllabus.

Appendix 1

X545 LEARNING GOALS

Goal 1: Technical Expertise

Students who complete BUS-X545, Management Foundations, will be able to demonstrate an introductory knowledge of the technical aspects of business.

Goal 2: Managerial and Organizational Frameworks

Students who earn an MS in Information Systems degree will be able to articulate and/or explain how managerial and organizational issues affect the use of information systems in organizations.

Goal 3: Integration with Other Functional Areas of Business

Students who complete BUS-X545, Management Foundations will be able to integrate business topics to analyze and recommend solutions to business problems.

Goal 4: Critical Thinking and Communication

Students who e complete BUS-X545, Management Foundations will be able to apply critical thinking skills to develop evidence-based recommendations and effectively communicate them to non-technical professionals.

Goal 5: Risk, Compliance and Ethical Considerations

Students who complete BUS-X545, Management Foundations, will be able to demonstrate an understanding of the risk management, compliance and ethical issues in business situations.

Goal 6: Teamwork and Collaboration

Students who complete BUS-X545, Management Foundations will be able to demonstrate effective teamwork and collaboration skills and the ability to work with clients professionally.

Appendix 2

Characteristics of Professional Behavior[1]

Professionalism Factor	Assessment Criteria
Team Work (Civic Behavior)	• Builds team spirit and motivates team • Carefully balances interests of the team and personal interests • Able to compromise in order to reach agreement to benefit the goal of the group • Willing and able to work with others toward a common goal • Pitches in to help the group and maintains contributions to the team throughout the entire project • Respects team members' personal situations and conflicts • Showing up for engagements on time and prepared • Sharing knowledge and experience with team members • Trust your teammates to execute on their commitments
Integrity	• Honors commitments • Keeps information confidential when appropriate • Carries out tasks and responsibilities in an ethical and honest manner • Knows when to be discreet
Coordinating/ Leading Others	• Earns respect and attention • Influences the opinions, attitudes and actions of others • Inspires others to achieve greater performance • Motivates and influences others to achieve a common goal • Understands the tasks at hand and ensures that everyone is "on the same page"
Interpersonal	• Open and considerate of needs and views of others • Sensitive and responsive to others and their opinions • Achieves results working in a positive, supportive and co-operative manner
Flexibility/ Adaptability	• Shifts priorities when appropriate • Adapts well to ambiguity and stress Asks questions and seeks help when necessary • Copes with unforeseen circumstances • Responds and improves based on suggestions and comments from others

[1]This description of Professionalism was created by the MSIS students, Fall Core, 2014. It was based on the description of Professionalism created by the Curriculum Advisory Committee, 2004. Approved by ISGP Policy Committee on 8/17/2015.

Tact	• Acts respectfully and politely when dealing with others • Maintains keen sense of what to do or what to say; diffuses potential conflicts • Deals with students and faculty in a sensitive and responsible way • Understands what to say or not to say in order to avoid offending others while also staying true to your own values • Handles others effectively in trying situations • Communicates constructive criticism to further team and individual goals
Managing Conflict, Stress and Setbacks	• Avoids escalating conflict by keeping focused on priorities and accommodating different perspectives • Openly encourages co-operative solutions in conflict situations • Seeks to prevent personal differences from exacerbating conflicts • Recognizes and faces problems or stresses that test coping skills • Responds gracefully to failures and setbacks
Culture	• Embrace different cultures and be open to different perspectives • Seek out opportunities to expand global awareness
External Interactions	• Be respectful of other Kelley school students with coordinating resources such as breakout rooms • Maintain positive image of your program when interacting with companies and the community • Be respectful of other students, staff, faculty, alumni, and recruiters