Faculty Information Literacy Stipend
Final Report

Name: **David Jacobson**
Course: **MNO 6228 – Complex Problem Solving**
Semester: **Fall 2021**

Introduction (This section to include why you decided to create the assignment, and how the information literacy learning goals support the course.)

Complex Problem Solving is a course that teaches a robust, proven methodological approach for approaching the solving of complex problems in teams. Within a multiple case study experiential learning environment, students will analyze and break down the component parts of complex problems, create and test hypotheses, work under time pressure, and continually relate it to the client/consultant or executive/work team situation. This is a fast-paced learning experience. The first half of the course will be building problem solving skills and strategic frameworks. In the second half of the course, students will partner with corporations, non-profits and other global organizations to solve their most challenging problems in a consulting capacity. The Business Library has been participating in this course for some time, and I saw room for improving and increasing their engagement. Research skills are not intuitive, they are trained and the only way to understand the process is to practice. The library and the librarians at the Cox School of Business are stellar. They are also committed to the success of students who are engaging with topics are both ambiguous and unstructured. In the initial iterations of the course, the librarians did a lot of hand holding (without complaint) but the goal is to develop students who in their professional careers will have the skills to dig deeply into challenging issues to gain insight into solutions. In collaboration with the library, we have created modules which not only teach the students to perform complicated global business research but gives them a number of practice sessions where the skills are learned in a manner similar to the way a student becomes proficient at a sport of a musical instrument.

The learning objectives are that by the end of this course, students will be able to:
- Apply a rigorous problem-solving methodology to a variety of workplace situations;
- Quickly form efficient working teams under time, ambiguity and complexity pressure;
- Have the necessary diagnostics and previous coaching for optimal team performance;
- Utilize a number of problem-solving, analytical and task tracking aids that maximize task efficiencies;
- Utilize a broad range of research skills that allow for the use of global resources and also for original research into key challenges and/ or opportunities to help see inside the challenges and turn organizational "pain" into opportunities;
- Be knowledgeable of and have practiced in leading and powerful presentation techniques that are of the level of leading professional service firms;
- Develop further skills in their non-preferred technical, interpersonal and presentation areas; and
- Have the ability to thrive constructively in cross cultural and cross border environments

The Business Library's engagement impacted the achievement of success in application of a rigorous problem-solving methodology that includes defining a hypothesis based on research and synthesis of information. Also, the library's engagement contributed to the efficient utilization of a number of problem-solving, analytical and task tracking aids. The information literacy learning goals were that students will learn how to frame complex problems into research questions -

which they will use as they identify, acquire, evaluate, and apply data and information to answer the questions, or further refine the inquiry, in a team setting approach. The information will be organized, synthesized, and used to draw conclusions for addressing the complex problems. This approach will allow the student to look at problems using a fact based, hypothesis testing framework that yields insights, strategies, and solutions that are implementable.

Description of the information literacy assignment or activities

 A thorough understanding of the global organizations they are focusing on/consulting with; including their business operations; economic, political, social and demographic environments; industry trends and competitive landscape; is essential to successfully applying the strategic frameworks learned in the course to successfully present well-reasoned solutions. During the activities, students will explore knowledge practices and dispositions in the ACRL Framework Areas of 1) Information Has Value, 2) Research as Inquiry, and 3) Searching as Strategic Exploration. Students will engage with librarians throughout the course through both synchronous and asynchronous instruction and reference conversations, and participate in an evaluation of skills and concepts learned. Students will need to use statistics, reports, articles, dossiers, and more from a variety of library research databases for the assignment.

The assignment included two parts. First, a skills-based Canvas module focused on Global Business Research to learn how to navigate various research databases is completed as the initial part of the information literacy component. Next, the "Diving into the Databases - Advanced" research assignment challenges students to answer questions of a more complex nature on their assigned organization and its environment using the resources they were exposed to in the Canvas module. Students complete the Canvas module before the class session where the Business Librarian works with them in completing the research assignment as they work in small groups. After the information literacy assignment portions are complete, students will be presented with the case or consulting project by the professor for which they develop a custom solution using the frameworks and skills acquired in the first half of the course. The class project culminates in a professional presentation based on the reasoning and analysis of the information acquired, along with proper citation of data sources used.

Method of assessment (Did the students do well? Demonstrated learning? Grades? What metrics did you use? Were students satisfied with their learning? What artifacts did the students produce?)

Students were graded using a rubric that addressed the library engagement activities during completion of the information literacy assignment, and also completed quizzes within the Introduction to Global Business Research Canvas module. Student completed the Diving into the Databases – Advanced assignment template, and turned it into the professor after the class research session. The outcome of this effort is that students could utilize research methods and resources as they created organizational key questions, developed related hypotheses and executed data collection plans to research and develop solutions. These results would not have been possible without the research skills developed in the relevant modules described above.

Results and impact on student learning (This can include student self-evaluations or feedback, pre- and post-test results, rubric results, and/or impact on other student assignments.)

 There were 2 sections of the course, with 27 and 34 students respectively. The Canvas module report indicated that **56** students completed some or all of the module. This represents 91% of the students enrolled in the classes. *Students reported that these exercises gave them both the skills and confidence to conduct this research and to implement the complex problem solving methodology.*

Summary and next steps We are committed to these module components and lesson plans. The students look forward to this portion of the course and we have now implemented this process in every complex problem solving course across the Cox School of Business graduate portfolio.

Appendix (This includes the assignment sheet, rubric if used, and example(s) of student work

- Course Syllabus
- Information Literacy Assignment
    - ○ Canvas Module table of contents screen shot
    - ○ Diving into the Databases – Advanced research sheet
- Grading rubric for the class project
- Examples of Student Work

Complex Problem Solving (Strategic Consulting) in Teams

Running to the noise: Turning uncertainty into opportunities

<u>Complex Problem Solving in Teams</u> will provide the skills and practice necessary to provide you with the ability to attack problems that are not silo based, to attack problems that are ambiguous, uncertain, unstructured, and even sometimes, ugly. You will gain the skills to turn ugly into an opportunity. You will learn how to challenge your own assumptions and that or your teammates and your organization to re-imagine what solutions are appropriate and will provide the best opportunities to exploit.

You will be doing the following throughout the term, prior to your real client facing project.

Throughout this class, you will be:

1. Using fact-based analysis to solve complex business problems in the least amount of time

2. Communicating your message so that your audience understands it and wants to act on it

3. Creating teams that utilize each member's strengths and taps group synergies

Date	Class	Deliverables
Week 1	**Module 1** Phase 1: Key Question + Project Definition Team New Zealand Discussion	**Read:** Way Beyond Reputational Risk: Disney **Submit**: **Phase 1 Templates**: Key Question Team Charter Project Charter Project Dashboard

Week 2	**Module 2** Phase 2: Hypotheses + Data Collection Plan Introduction to Disney	**Submit**: **Phase 2 Templates**: SCC Placemat Hypothesis Data Collection Plan Weekly Project Dashboard
Week 3	**Module 3** Phase 3: Research & Analysis Information Scavenger Hunt (submit after class)	**Submit**: **Phase 3 Templates**: Key Findings Weekly Project Dashboard
Week 4	**Module 4** Phase 4: Implementation Plan	**Submit**: **Phase 4 Templates** Implementation Plan Executive Summary Weekly Project Dashboard
Week 5	**Module 5** Framing + Storyboards Presentation Best Practices (PowerPoint Strategies 101)	**Submit**: Presentation Draft Complete Red Team Review before next class
Week 6	**Module 6** Final Team Presentation	**Submit:** Final Presentation

▾ Introduction to Global Business Research ⬭ Complete All Items ⊘ + ⋮

For Faculty (DO NOT PUBLISH) ⊘ ⋮

📄 About this Module (DO NOT PUBLISH)-2 ⊘ ⋮

Welcome to Introduction to Global Business Research ✅ ⋮

📄 Before You Begin | 1 min-2 ✅ ⋮

📄 Research Guides | 1 min-2 ✅ ⋮

News ✅ ⋮

📄 Factiva: News | 1 min ✅ ⋮

🔗 Factiva News Tutorial | 5 mins ⬈ ✅ ⋮

📄 Library Search | 1 min ✅ ⋮

🔗 Library Search Tutorial | 5 mins ⬈ ✅ ⋮

🚩 News Quiz | 5 mins
100 pts | Score at least 100.0 ✅ ⋮

Companies ✅ ⋮

📄 Company Terms and Concepts | 2 mins-2 ✅ ⋮

📄 Factiva: Companies | 1 min ✅ ⋮

🔗 Factiva Companies Tutorial | 5 mins ⬈ ✅ ⋮

📄 Uniworld Online | 1 min ✅ ⋮

🔗 Uniworld Online Tutorial | 5 mins ⬈ ✅ ⋮

🚩 Companies Quiz | 5 mins
100 pts | Score at least 100.0 ✅ ⋮

Industries & Markets ✅ ⋮

📄 Business Source Complete | 2 mins ✅ ⋮

🔗 Business Source Complete Tutorial | 5 mins ⬈ ✅ ⋮

📄 Passport | 1 min ✅ ⋮

🔗 Passport Tutorial | 5 mins ⬈ ✅ ⋮

🚩 Industries & Markets Quiz | 5 mins
100 pts | Score at least 100.0 ✅ ⋮

Statistics ✅ ⋮

📄 Statista | 1 min ✅ ⋮

🔗 Statista Tutorial | 5 mins ⬈ ✅ ⋮

🚩 Statistics Quiz | 5 mins
100 pts | Score at least 100.0 ✅ ⋮

Economics ✅ ⋮

📄 Connect | 1 min ✅ ⋮

🔗 Connect Tutorial | 5 mins ⬈ ✅ ⋮

🚩 Economics Quiz | 5 mins
100 pts | Score at least 100.0 ✅ ⋮

Conclusion ✅ ⋮

📄 Introduction to Global Business Research Conclusion | 1 min ✅ ⋮

🚩 Introduction to Global Business Research Final Quiz | 8 mins
100 pts | Score at least 100.0 ✅ ⋮

Diving into the Databases for Global Programs Resources (advanced)

Follow the directions below for Steps 1-4. Use the wineries industry as a starting point, unless you have been assigned another industry.

Step 1: Industry Research

Use a relevant database to find an industry profile/report for the wineries industry.

1. What library database did you use?

2. What is the full name of the industry report?

3. When was this report published?

4. Is this report global or domestic in coverage? (try to locate a non-US report)

5. Add a screen shot of an interesting section/page of the report and write three full sentences on why the section caught your attention.

Screenshot:

Why did this section catch your attention? (three sentences)

Step 2: Company Research

Use the industry profile/report you found in Step 1 and relevant company research databases to answer the following questions.

1. What is the name of a company mentioned in the industry report? (try to locate a non-US company)

2. Using a relevant company research database, find a company profile/report on this company and note the full name of the company profile/report:

3. When was this report published?

4. What are two competitors of the company?

5. Add a screen shot of an interesting section/page of the company report and write three full sentences on why the section caught your attention.

Screenshot:

Why did this catch your attention? (three sentences)

Step 3: Statistics Research

Use the library database Statista to find statistics about the wineries industry in a country other than the US.

1. What country/region/geographic area did you narrow your results to?

2. Did you find a relevant Dossier? If so, what is the title?

3. Add a screen shot of a statistic you found particularly interesting.

Screenshot:

Step 4: Non-profit and NGO research

Use a relevant library database to search for a recent newspaper article on a nonprofit/NGO of your choice. If you do not have a non-profit in mind, please search generally for an article on nonprofits in a specific geographic area (e.g. Africa, Belarus, Buenos Aires, Russia).

1. What library resource did you use?

2. What is the name of the news article that you found?

3. What is the name of the nonprofit/NGO you identified through the article?

4. Add a screen shot of an article you found particularly interesting.

Screenshot:

Grading Format and Criteria for Final Consulting Project

Please use this form to submit your scores to rate the team analysis and presentations - Pleasesubmit the form once for each company in each round.

Here is the scoring Criteria for each attribute is:1 -

3	Fair - Unclear
4 - 6	Good - Working understanding
7 - 8	Very good - Well versed
9 - 10	Excellent - Thorough understanding

* Required

1. Project and Team

2. Insight: How well did they understand the dynamics of the business and the company they represent? *

   1   2   3   4   5   6   7   8   9   10

   ○ ○ ○ ○ ○ ○ ○ ○ ○ ○

3. Accuracy: How well did their proposed future strategy and business model reflect the realities of the company's drivers, current strategy, resources and assumptions?

   1   2   3   4   5   6   7   8   9   10

   ○ ○ ○ ○ ○ ○ ○ ○ ○ ○

4. Creativity: – What intellectual sparks have they generated in creating theirorganization's future strategy, and in defending their conclusions?
*

	1	2	3	4	5	6	7	8	9	10
	○	○	○	○	○	○	○	○	○	○

5. Foresight: – How well have they done at thoughtfully looking into the future potentialopportunities? *

	1	2	3	4	5	6	7	8	9	10
	○	○	○	○	○	○	○	○	○	○

6. Presentation Style and Format - How well did the team use the presentation format?
*

	1	2	3	4	5	6	7	8	9	10
	○	○	○	○	○	○	○	○	○	○

7. What narrative feedback would you like to provide to the team?

Charlotte Gerard, Katya Welch, Catherine Cook, Steffi Jones, Lindsey Whitmore

How Should Disney Navigate the Geopolitical Tensions between the US & China?
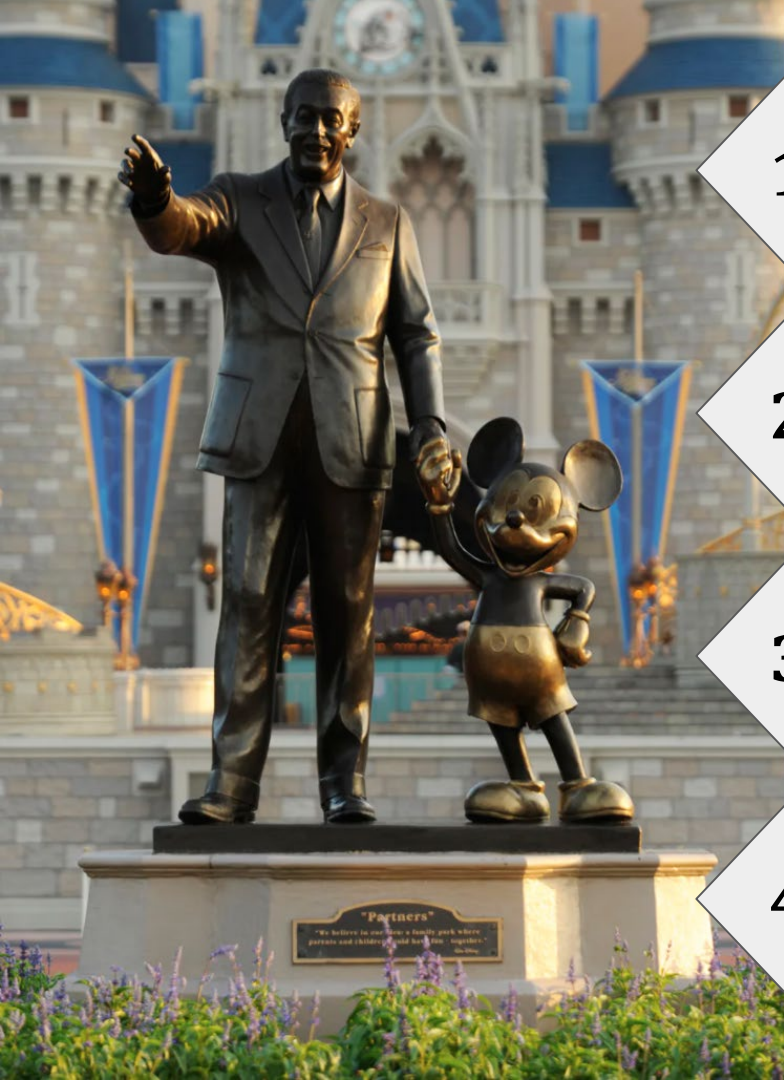
Agenda

1   **Recommendation for Disney**

2   **Research & Data**

3   **Steps to Completing Recommendation**

4   **Expected & Possible Outcomes of Each Step**

Recommendation

Disney Needs to Exit China Before Tensions Escalate

6th Plenum Meeting

❖ **Near Unanimous support for current President - Xi Jinping**

❖ **Moving away from "Reform and Open Up"**

❖ **Towards an increasingly nationalistic and combative position**

❖ **"China vs. Western Nations" era**

Factors to Keep Watch For:

- **Prolonged economic downturn**
- **Continued diplomatic disputes between US & China**

"Country Risk Month Ahead" *IHS Markit*, 29 Oct. 2021, pp. 1-2. *Connect*, https://connect-ihsmarkit-

US Boycotting Beijing Olympics

- The White House announced a diplomatic boycott of the Olympic Games
- Human rights activists are calling it the "Genocide Games"

Kanno-Youngs, Zolan. "U.S. Is 'Considering' Diplomatic Boycott of Beijing Olympics, Biden Says." *The New York Times*, 18 Nov. 2021.

How To Exit China

Sell Disney Parks in China

Implications

- Sell the Disney Parks Land
- License Mickey and Intellectual Property to China

Move Factory Operations to Indo-Pacific

Implications

- Continued production with minimal damage
- Disney continues to grow their presence in Asia while avoiding controversy with China

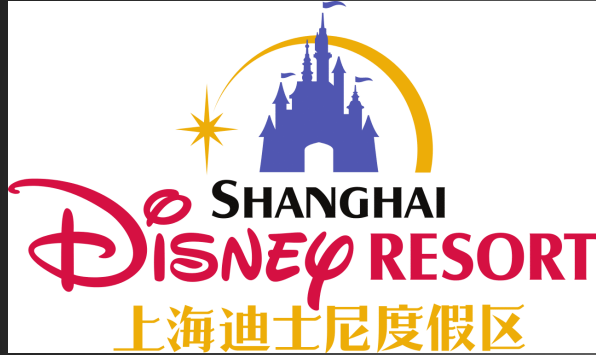## Set a Global Code of Conduct for Employment

Implications

- Suppliers and Contractors must abide by Western human rights and labor laws

Step #1: Sell Disney Parks in China

Step #1: Sell Disney Parks in China

Over $5.5B+ invested in Shanghai

Over $14.1B+ invested in Hong Kong

Hewitt, Duncan. "Inside Shanghai Disneyland: How Walt Disney's $5.5 Billion Theme Park Is Taking a Big Risk in China." *International Business Times*, 16 June 2016.

Sell the Land

License Mickey Mouse and Intellectual Property to Chinese Partners

Bench, Jonathan. "How to Maintain Control of Your China Operations: WFOE or JV or Something Else?" *Harris Bricken*, 29 Nov. 2021.

Build New Disney Parks in Australia and Brazil

Disney Q4 FY21 Quarterly Earnings Report
November 10, 2021

Investments in parks, resorts and other property were as follows (in millions):

	Year Ended	
	October 2, 2021	October 3, 2020
Disney Media and Entertainment Distribution	$ 862	$ 783
Disney Parks, Experiences and Products		
Domestic	1,597	2,145
International	675	759
Total Disney Parks, Experiences and Products	2,272	2,904
Corporate	444	335
Total investments in parks, resorts and other property	$ 3,578	$ 4,022

"The Walt Disney Company Reports Fourth Quarter and Full Year Earnings for Fiscal 2021." *Thewaltdisneycompany.com*, 18 Nov. 2021.

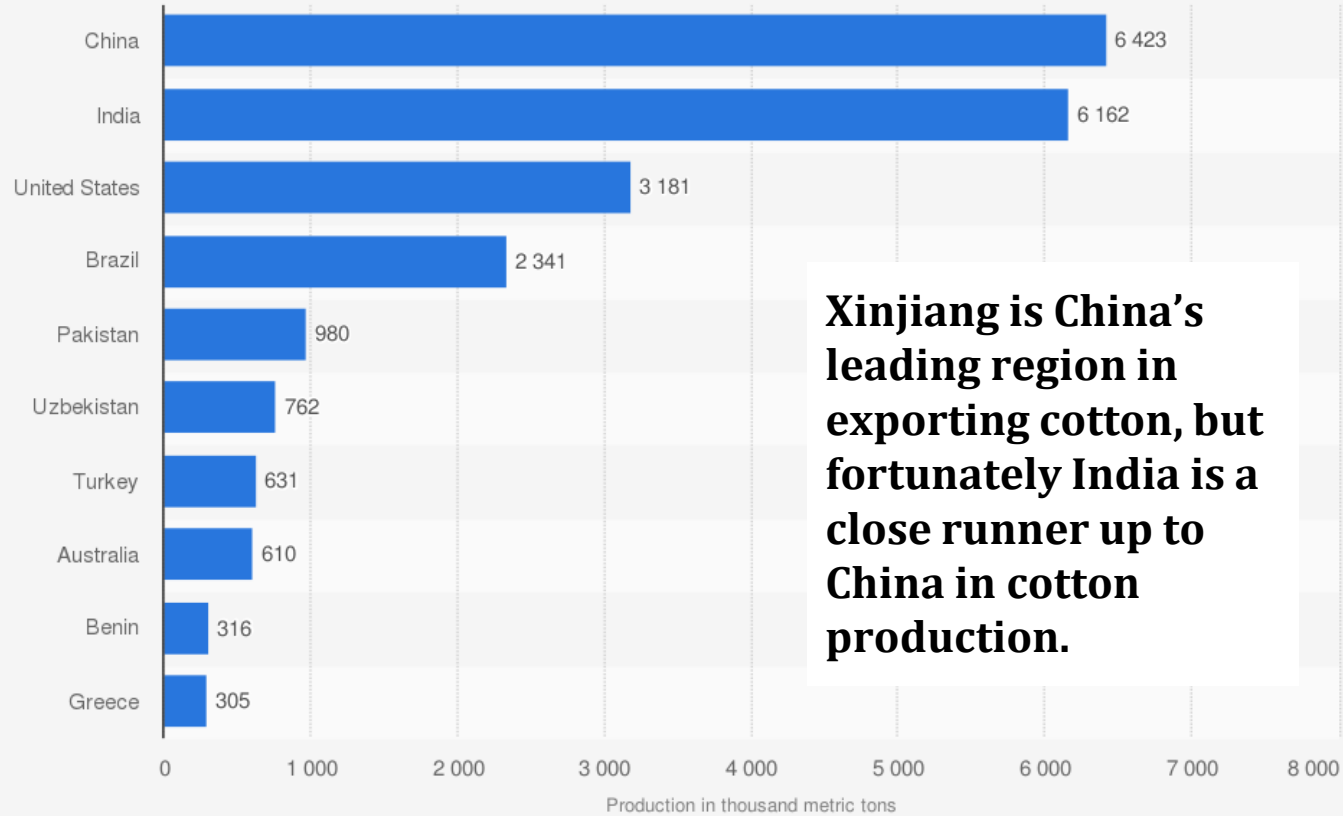Step #2: Move factory operations to Indo-Pacific

Cotton production in China in 2019, by region (in 1,000 metric tons)

Step #2

Step #2

Leading cotton producing countries worldwide in 2020/2021 (in 1,000 metric tons)

Country	Production
China	6 423
India	6 162
United States	3 181
Brazil	2 341
Pakistan	980
Uzbekistan	762
Turkey	631
Australia	610
Benin	316
Greece	305

Production in thousand metric tons

Xinjiang is China's leading region in exporting cotton, but fortunately India is a close runner up to China in cotton production.

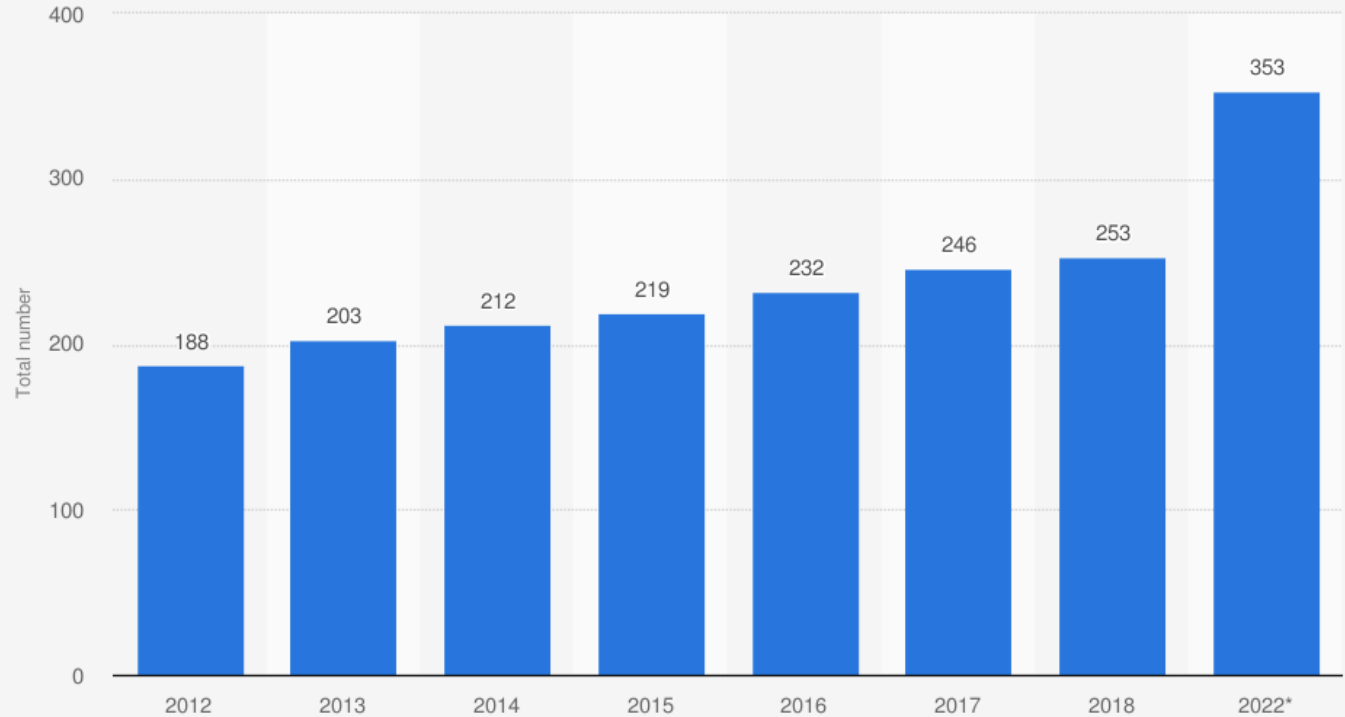**Step #2: Move Factory Operations to Indo-Pacific Region**

- **Many companies such as Nike and Adidas have decreased production in China and expanded to Indo-Pacific countries like Vietnam, Indonesia and Bangladesh.**

- **India is the world leader in number of films produced as of 2018, nearly doubling China and more than tripling United States.**

- **India's consumer population and middle class are growing rapidly.**

adidas ®

✓

Step #2: Move Factory Operations to Indo-Pacific Region

By next year, the number of shopping malls is forecasted to increase by almost 40% compared to 2018.

Cumulative number of shopping malls in India from 2012 to 2018, with forecast for 2022

Step #3: Set a Global Code of Conduct for Employment

Due to the Concentration Camps located in Xinjiang, continuing to do business with China does not pair with the morals Disney has established for their company.

- It has been said that in these camps, minorities such as the Uighurs, Christians, Muslims, and homosexuals are being subjected to undergo psychological indoctrination programs, such as studying communist propaganda.

- It has also been reported that prisoners within the camps are subjected to torture methods to comply.

In order to save their image and brand, Disney must develop and foster supply chains and contractors that align with their values and commitment to inclusivity.

Possible Outcomes

1 Tension at first with China from boycotting the Olympics and Disney leaving at the same time

2 Temporary Financial Loss From Moving and Building Other Parks and Facilities
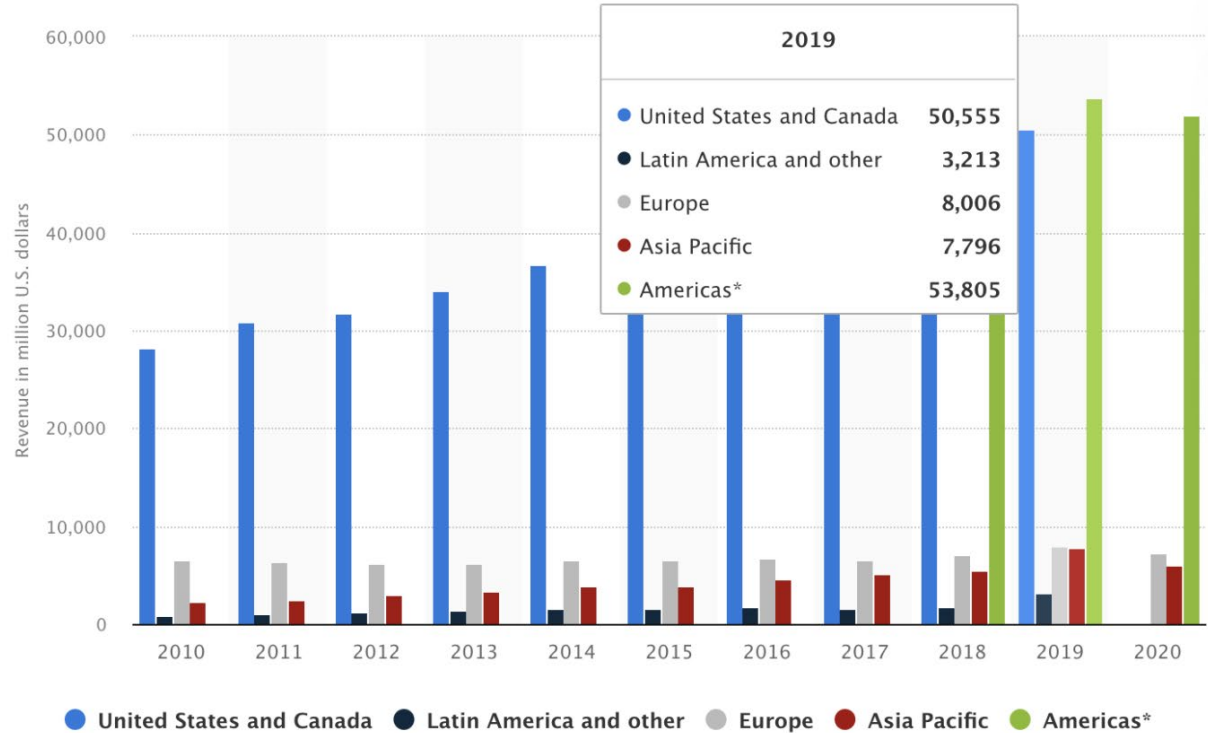
3 Permanent Financial Loss from Leaving the Chinese Market (Movies will be banned, Revenue from stores lost)

4 Eventually Less Tension between US and China with china running the park and hotel under their rules and no Western influence and US making up revenue from other new parks and their lease

Revenue of the Walt Disney Company in Millions

As we can see in this chart leaving China will be a financial setback but nothing we won't be able to make up two times over in the new locations

Revenue in million U.S. dollars

2019

● United States and Canada	50,555
● Latin America and other	3,213
● Europe	8,006
● Asia Pacific	7,796
● Americas*	53,805

● United States and Canada   ● Latin America and other   ● Europe   ● Asia Pacific   ● Americas*

ⓘ Additional Information

Show source ⓘ

Thank You!

For additional questions you may reach us at
C2KSL@consultingroup.com

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