ITT Technical Institute

BU2799

Business Management Capstone Project

Onsite Course

SYLLABUS

Credit hours: 4.5

Contact/Instructional hours: 60 (30 Theory Hours, 30 Lab Hours)

Prerequisite(s) and/or Corequisite(s):

Prerequisites:Must be taken during the student`s final quarter of study.

Course Description:

This is a project course in which students solve a business problem that is designed to combine elements of all of the courses in the program. The instructor must approve the scope and depth of the student's project and acts as a resource for the student during the execution of the project. A formal written document and presentation are required.

Where Does This Course Belong?

The following diagram demonstrates how this course fits in the standard program:

This course is the capstone course for the associate degree in business management program.

NOTE: *Refer to the catalog for the state-specific course and program information, if applicable.*

Course Summary

Major Instructional Areas

1. Marketing Processes
2. Finance Processes
3. Management Processes
4. Economic theories
5. Communications Methodologies

Course Objectives

1. Select a project that incorporates all the subject processes that have been studied in the Associates program.
2. Outline a project that has appropriate depth and breadth to adequately resolve a substantive business problem.
3. Research the details of the project to build facts necessary to make good business decisions toward the problem solution.
4. Analyze the data and recommend a specific approach to resolve the business problem.
5. Recommend the solution and action items that must be addressed and implemented to resolve the business problem.
6. Write a formal report with the problem statement, all data and sources of data, recommendations based on the student's business analysis, and conclusions for the business.
7. Present the analysis as a final report.

Learning Materials and References

Required Resources

Complete Textbook Package	New to this Course	Carried over from Previous Course(s)	Required for Subsequent Course(s)
Grant, R. (2010). *Contemporary strategy analysis.* (7th ed). Hoboken, NJ: John Wiley and Sons, Inc.	■		

Recommended Resources

- **Books:**

    Project Management Institute (2008). A Guide to Project Management Body of Knowledge (PMBOK Guide) Fourth Edition

- **ITT Tech Virtual Library**

    Books (Search ITT Tech Virtual Library > Books> Ebrary):

    - Cooke, H. & Tate, K. (2005). Mc-Graw Hill 36-Hour Project Management Course, (Chapter 3, the project manager leader).
    - Crainer, S. (1999). 75 greatest management decisions ever made, (Chapter 5, Leading by example).
      Turner, R. & Rodney, J. (2010). Advances in project management: Project-Oriented leadership, (Chapter 4, Personality of a leader and Chapter 5, Reality of project leadership).

    Periodicals (Search ITT Tech Virtual Library > Periodicals> ProQuest):

    - Berg, M. & Karlsen, J. (2007). Mental models in project management coaching. *Engineering Management Journal, 19*(3), 3-13.
    - Bourgault, M., Drouin, N., & Hamel, É. (2008). Decision making within distributed project teams: An exploration of formalization and autonomy as determinants of success. *Project Management Journal*, *39*S97-S110. doi:10.1002/pmj.20063
    - Brenner, D. (2007). Achieving a Successful Project by Motivating the Project Team. *Cost Engineering*, *49*(5), 16-20.
    - Brown, C. J. (2007). Sustaining the competitive edge of project management. *S.A.M.Advanced Management Journal, 72*(1), 22-32,43,2. Retrieved from http://search.proquest.com/docview/231263426
    - Hensel, R., Meijers, F., van der Leeden, R., & Kessels, J. (2010). 360 degree feedback: how many raters are needed for reliable ratings on the capacity to develop competences,

with personal qualities as developmental goals? *International Journal Of Human Resource Management*, *21*(15), 2813-2830. doi:10.1080/09585192.2010.528664

- Kankahhalli, A., Tan, B.Y, & Twok-Kee, W. (2006). Conflict and Performance in Global Virtual Teams. *Journal Of Management Information Systems*, *23*(3), 237-274.

- Maccoby, M., & Scudder, T. (2011). LEADING IN THE HEAT OF conflict. *T + D, 65*(12), 46-51,8. Retrieved from http://search.proquest.com/docview/911434439

- Passion, V. (2010). Learning lessons as a team. *T+D*, *64*(8), 58.

- Ramhun, N., & de Feis, G. L. (2009). Strategic decision-making: models and methods in the face of complexity and time pressure. *Journal Of General Management*, *35*(2), 43-59.

- Robertson, C., & Fadil, P. A. (1999). Ethical decision making in multinational organizations: A culture-based model. *Journal of Business Ethics, 19*(4), 385-392. Retrieved from http://search.proquest.com/docview/198124976

- Schwarber, P. D. (2005). Leaders and the decision-making process. *Management Decision, 43*(7), 1086-1092. Retrieved from http://search.proquest.com/docview/21207038527655

- Schwieterman, B. (2009). Leaders as Coaches. *Leadership Excellence*, *26*(4), 4

- Summer, M., Bock, D. & Giamarino, G. (2006). Exploring the linkage between the characteristics of IT project leaders and project success. *Information Systems Management*, *23*(4), 43-49

- **Web Resources**
  - http://www.101bestandbrightest.com/assessment-tools

- **Other References**

  Wiley Portal

  - Wiley Student Companion Site

    Wiley offers a Student Companion Site for the course's required text. Log on to: http://bcs.wiley.com/he-bcs/Books?action=index&itemId=0470747102&bcsId=5520

    Or you can log on to www.wiley.com, then type the text ISBN (0470747102) in the search bar on the upper right hand side of the web page and click the search button. You will then be taken to a screen with the text cover image and title listed. Click on the "Visit the Companion Sites" link under the text title and then click on the "Student Companion Site" link from the drop down menu.

    (Note: This site is not password protected)

NOTE: All links are subject to change without prior notice.

Information Search

Use the following keywords to search for additional online resources that may be used for supporting your work on the course assignments:

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- Strategic analysis
- Profit maximization
- Enterprise value
- Performance assessment
- Balanced scorecard
- Social responsibility
- Porter's five forces of competition
- Competitive analysis
- Competitive advantage
- Economic theory
- Game theory
- Benchmarking
- Resource and capability analysis
- Knowledge management
- Organizational structure
- Management structure
- Value chain

Suggested Learning Approach

In this course, you will be studying individually and within a group of your peers. As you work on the course deliverables, you are encouraged to share ideas with your peers and instructor, work collaboratively on projects and team assignments, raise critical questions, and provide constructive feedback.

Use the following advice to receive maximum learning benefits from your participation in this course:

DO	DON'T
- Do take a proactive learning approach - Do share your thoughts on critical issues and potential problem solutions - Do plan your course work in advance - Do explore a variety of learning resources in addition to the textbook - Do offer relevant examples from your experience - Do make an effort to understand different points of view - Do connect concepts explored in this course to real-life professional situations and your own experiences	- Don't assume there is only one correct answer to a question - Don't be afraid to share your perspective on the issues analyzed in the course - Don't be negative about the points of view that are different from yours - Don't underestimate the impact of collaboration on your learning - Don't limit your course experience to reading the textbook - Don't postpone your work on the course deliverables – work on small assignment components every day

Course Outline

Unit 1: INTRODUCTION TO STRATEGIC ANALYSIS			
Upon completion of this unit, students are expected to: ▪ Describe the key characteristics of an effective strategy. ▪ Demonstrate the steps in strategic analysis. ▪ Discuss the evolution of business strategy. ▪ Strategically analyze a business case.			**Total outside work:** 10.5 hours

READING ASSIGNMENT	• Grant, Chapter 1		

OUTSIDE WORK	Activity		Estimated Time
	Complete the reading assignment		1.5 hours
	Work on Project Part 1		6 hours
	Work on the Assignment		3 hours

GRADED ACTIVITIES / DELIVERABLES	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
	Assignment	Unit 1 Assignment 1: Personal Strategy	2%
	Project	Unit 1 Project Part 1: Making the Choice	5%

Unit 2: ASSESSING PERFORMANCE			
Upon completion of this unit, students are expected to: ▪ Recognize the various goals for an organization in relation to varied stakeholders. ▪ Compare and contrast the approaches to profit maximization. ▪ Formulate the link of profit to enterprise value. ▪ Evaluate a firm's social responsibility. ▪ Define performance assessment processes. ▪ Evaluate the strategy of a balance scorecard approach. ▪ Apply the practice of social responsibility to a business case.			**Total outside work:** 16.5 hours

READING ASSIGNMENT	• Grant, Chapter 2		

OUTSIDE WORK	Activity		Estimated Time
	Complete the reading assignment		1.5 hours
	Prepare for the Presentation (for Unit 3)		6 hours
	Work on the Assignments		3 hours
	Work on Project Part 2		6 hours

GRADED ACTIVITIES / DELIVERABLES	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
	Assignment	Unit 2 Assignment 1: Mission, Vision, Values	4%
		Unit 2 Assignment 2: Financial Analysis Report	4%
	Project	Unit 2 Project Part 2: Balancing Approach	5%

Unit 3: INTRODUCTION TO INDUSTRY ANALYSIS

Upon completion of this unit, students are expected to:

- Compare and contrast industry structures in terms of competition.
- Assess the competitive landscape.
- Evaluate the structural determinants of competition.
- Apply Porter's Five Forces of Competition.
- Recommend strategies to improve the competitive position.

Total outside work: 7.5 hours

READING ASSIGNMENT	• Grant, Chapter 3	

OUTSIDE WORK	Activity	Estimated Time
	Complete the reading assignment	1.5 hours
	Work on Project Part 3	6 hours

GRADED ACTIVITIES / DELIVERABLES	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
	Presentation	Unit 3 Presentation 1: Status Update	3%
	Project	Unit 3 Project Part 3: Five Forces and Key Success Factors Analysis	5%

Unit 4: FOUNDATIONS OF COMPETITIVE ANALYSIS

Upon completion of this unit, students are expected to:

- Analyze complementarity between products in a similar market.
- Evaluate game theory in the context of competitive analysis.
- Categorize an industry into segments for strategic analysis.
- Classify firms into strategic groups according to strategic approaches.
- Apply the classification and segmentation process to a business case.

Total outside work: 13.5 hours

READING ASSIGNMENT	• Grant, Chapter 4	

OUTSIDE WORK	Activity	Estimated Time
	Complete the reading assignment	1.5 hours
	Work on Project Part 4	6 hours
	Work on Project Part 5	6 hours

GRADED ACTIVITIES / DELIVERABLES	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
	Project	Unit 4 Project Part 4: Marketing Analysis	5%
		Unit 4 Project Part 5: Competitive Analysis and Segmentation	5%

Unit 5: RESOURCE AND CAPABILITIES OF A FIRM			Total outside work: 7.5 hours
Upon completion of this unit, students are expected to: ■ Identify the resources and capabilities of an organization. ■ Illustrate the link between resources, capabilities, and strategy. ■ Formulate a functional classification of organizational capabilities. ■ Assess the use of benchmarking for measuring capabilities. ■ Apply resource and capability analysis to a business case.			

READING ASSIGNMENT	• Grant, Chapter 5		

OUTSIDE WORK	Activity		Estimated Time
	Complete the reading assignment		1.5 hours
	Work on Project Part 6		6 hours

GRADED ACTIVITIES / DELIVERABLES	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
	Project	Unit 5 Project Part 6: Human Resources Report	5%

Unit 6: ACQUIRING AND DEVELOPING RESOURCES AND CAPABILITIES			Total outside work: 13.5 hours
Upon completion of this unit, students are expected to: ■ Identify the obstacles to developing resources. ■ Describe the methods by which capabilities can be acquired or developed. ■ Explain the impact of knowledge management on capabilities. ■ Create a knowledge management system for a business application.			

READING ASSIGNMENT	• Grant, Chapter 6		

OUTSIDE WORK	Activity		Estimated Time
	Complete the reading assignment		1.5 hours
	Prepare for the Presentation (for Unit 7)		6 hours
	Work on Project Part 7		6 hours

GRADED ACTIVITIES / DELIVERABLES	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
	Project	Unit 6 Project Part 7: Training and Development Plan	5%

Unit 7: INTRODUCTION TO COMPETITIVE ADVANTAGE			Total outside work: 13.5 hours
Upon completion of this unit, students are expected to: ▪ Explain the evolution of the corporation. ▪ Interpret the problem with specialization. ▪ Appraise organizational design and impact on strategy. ▪ Evaluate the role of management structure in firms. ▪ Construct an organizational structure for a business application.			

READING ASSIGNMENT	• Grant, Chapter 7		

	Activity		**Estimated Time**
OUTSIDE WORK	Complete the reading assignment		1.5 hours
	Prepare for the Presentation (for Unit 8)		6 hours
	Work on Project Part 8		6 hours
GRADED ACTIVITIES / DELIVERABLES	**Grading Category**	**Activity/Deliverable Title**	**Grade Allocation** (% of all graded work)
	Presentation	Unit 7 Presentation 1: Status Update	3%
	Project	Unit 7 Project Part 8: Organizational Structure and Management Systems Research	5%

Unit 8: INTRODUCTION TO COMPETITIVE ADVANTAGE			Total outside work: 13.5 hours
Upon completion of this unit, students are expected to: ▪ Distinguish the circumstances creating competitive advantage. ▪ Explain the impact of competitive advantage in markets. ▪ Contrast the types of competitive advantage. ▪ Evaluate the competitive advantage for a business case. ▪ Create a competitive landscape report.			

READING ASSIGNMENT	• Grant, Chapter 8		

	Activity		**Estimated Time**
OUTSIDE WORK	Complete the reading assignment		1.5 hours
	Work on Project Part 9		6 hours
	Work on Project Part 10		6 hours
GRADED ACTIVITIES / DELIVERABLES	**Grading Category**	**Activity/Deliverable Title**	**Grade Allocation** (% of all graded work)
	Presentation	Unit 8 Presentation 1: Status Update	3%
	Project	Unit 8 Project Part 9: Competitive Landscape Report	5%
		Unit 8 Project Part 10: Communication Plan	5%

Unit 9: COST ADVANTAGE			**Total outside work:** 7.5 hours
Upon completion of this unit, students are expected to: ▪ Identify the determinants of cost. ▪ Illustrate the relationship of cost advantage and strategy. ▪ Appraise the value chain to analyze cost. ▪ Prepare a cost position analysis report. ▪ Research the cost advantage for a business case application.			
READING ASSIGNMENT	• Grant, Chapter 9		
OUTSIDE WORK	**Activity**		**Estimated Time**
	Complete the reading assignment		1.5 hours
	Work on Project Part 11		6 hours
GRADED ACTIVITIES / DELIVERABLES	**Grading Category**	**Activity/Deliverable Title**	**Grade Allocation** (% of all graded work)
	Project	Unit 9 Project Part 11: Value Chain Cost Analysis and Cost Position Report	5%

Unit 10: DIFFERENTIATION ADVANTAGE			**Total outside work:** 13.5 hours
Upon completion of this unit, students are expected to: ▪ Explain differentiation advantage. ▪ Analyze the sources of differentiation. ▪ Formulate a strategy to create differentiation advantage. ▪ Prepare a differentiation plan for a business case application.			
READING ASSIGNMENT	• Grant, Chapter 10		
OUTSIDE WORK	**Activity**		**Estimated Time**
	Complete the reading assignment		1.5 hours
	Prepare for the Presentation (Unit 11)		6 hours
	Work on Project Part 12		6 hours
GRADED ACTIVITIES / DELIVERABLES	**Grading Category**	**Activity/Deliverable Title**	**Grade Allocation** (% of all graded work)
	Project	Unit 10 Project Part 12: Final Project (Portfolio)	10%

Unit 11: REVIEW AND FINAL PROJECT Upon completion of this unit, students are expected to: ▪ Demonstrate knowledge of all course objectives			Total outside work: 3 hours
READING ASSIGNMENT	• Review all chapters		
OUTSIDE WORK	Activity		**Estimated Time**
	Review all chapters		3 hours
GRADED ACTIVITIES / DELIVERABLES	**Grading Category**	**Activity/Deliverable Title**	**Grade Allocation** (% of all graded work)
	Presentation	Unit 11 Presentation 1: Final Presentation	16%

Note: Your instructor may add a few learning activities that will change the grade allocation for each assignment in a category. The overall category percentages will not change.

Evaluation and Grading

Evaluation Criteria

The graded assignments will be evaluated using the following weighted categories:

Category	Weight
Assignment	10%
Project	65%
Presentation	25%
TOTAL	**100%**

Grade Conversion

The final grades will be calculated from the percentages earned in the course, as follows:

Grade	Percentage	Credit
A	90–100%	4.0
B+	85–89%	3.5
B	80–84%	3.0
C+	75–79%	2.5
C	70–74%	2.0
D+	65–69%	1.5
D	60–64%	1.0
F	<60%	0.0

Academic Integrity

All students must comply with the policies that regulate all forms of academic dishonesty or academic misconduct, including plagiarism, self-plagiarism, fabrication, deception, cheating, and sabotage. For more information on the academic honesty policies, refer to the Student Handbook and the Course Catalog.

<mark>BU2799</mark> COURSE SNAPSHOT

Grading Category	Grade Book Category Weight (% of course total)	Unit(s)	Activity/Graded Deliverables	Grade Allocation (% of course total)	Measuring Rubric (Grade book Assignment Name)
A. Assignment	10%	1	Unit 1 Personal Strategy	2%	A-1-1 Communication (0.30%) A-2-1 Business concepts (0.50%) A-3-1 Decision making (0.40%) A-3-2 Research (0.40%) A-X1-2 Deadlines (0.10%) A-X1-3 Quality (0.10%) A-X6-1 Learning new concepts (0.10%) A-X6-3 Technological skills (0.10%)
		2	Unit 2 Mission, Vision, Values	4%	A-1-1 Communication (0.25%) A-2-1 Business concepts (0.75%) A-3-1 Decision making (0.50%) A-3-2 Research (1.15%) A-X1-2 Deadlines (0.50%) A-X1-3 Quality (0.50%) A-X6-1 Learning new concepts (0.25%) A-X6-3 Technological skills (0.10%)
		2	Unit 2 Financial Analysis Report	4%	A-1-1 Communication (0.25%) A-2-1 Business concepts (0.75%) A-3-1 Decision making (0.50%) A-3-2 Research (1.15%) A-X1-2 Deadlines (0.50%) A-X1-3 Quality (0.50%) A-X6-1 Learning new concepts (0.25%) A-X6-3 Technological skills (0.10%)
B. Project		1 2 3 4 4	Part 1 Making the Choice Part 2 Balancing Approach Part 3 Five Forces and Key Success Factors Part 4 Marketing Analysis Part 5 Competitive Analysis &	11 parts @ 5% each	B-1-1 Communication (0.50%) B-2-1 Business concepts (1.25%) B-3-1 Decision making (0.75%) B-3-2 Research (0.50%) B-5-1 Ethics (0.25%)

B. Project—cont'd	65%	5 6 7 8 8 9	Segmentation Part 6 Human Resources Report Part 7 Training & Development Plan Part 8 Organizational Structure & Mgmt. Systems Part 9 Competitive Landscape Report Part 10 Communication Plan Part 11 Value Chain Cost Analysis & Cost Position Report	Total 55%	B-6-1 Globalization and diversity (0.25%) B-X1-2 Deadlines (0.50%) B-X1-3 Quality (0.50%) B-X1-4 Personal conduct and behavior (0.25%) B-X5-1 Teamwork (0.25%)
		10	Part 12 Final Project	10%	B-1-1 Communication (1.00%) B-2-1 Business concepts (2.00%) B-3-1 Decision making (1.50%) B-3-2 Research (1.00%) B-5-1 Ethics (0.75%) B-6-1 Globalization and diversity (0.75%) B-X1-2 Deadlines (1.00%) B-X1-3 Quality (1.00%) B-X1-4 Personal conduct and behavior (1.00%)
C. Presentation	25%	3 7 8	Unit 3 Status Update Unit 7 Status Update Unit 8 Status Update	3 updates @ 3% each Total 9%	C-1-1 Communication (0.34%) C-2-1 Business concepts (0.50%) C-3-1 Decision Making (0.33%) C-3-2 Research (0.33%) C-X1-2 Deadlines (0.75%) C-X1-3 Quality (0.33%) C-X1-4 Personal conduct and behavior (0.42%)
		11	Unit 11 Final Presentation	16%	C-1-1 Communication (3.00%) C-2-1 Business concepts (4.00%) C-3-1 Decision Making (1.25%) C-3-2 Research (1.50%) C-5-1 Ethics (1.00%) C-6-1 Globalization and Diversity (1.00%)

					C-X1-2 Deadlines (1.00%)
					C-X1-3 Quality (2.00%) C-X1-4 Personal Conduct and Behavior (1.25%)
Total	100%			100%	

COURSE GRADING RUBRIC
BU2799—Business Management Capstone Project

Campus: _____
Faculty Name: _____
Student Name: _____
Directions: Please assign a percentage grade on the line for each measuring rubric (assignment in the grade book).

A. Assignments (10% of total grade)

Units 1 and 2—Use the rubrics below to grade the 8 components of each course assignment. (Component names match the assignment names in the grade book.)

Activity/Graded Deliverable	A-1-1 Communication	A-2-1 Business Concepts	A-3-1 Decision Making	A-3-2 Research	A-X1-2 Deadlines	A-X1-3 Quality	A-X6-1 Learning New Concepts	A-X6-3 Technological Skills
Unit 1: Personal Strategy								
Unit 2: Mission, Vision, Values								
Unit 2: Financial Analysis Report								

Rubrics for Assignments:

A-1-1 Communication:
- 90-100%: Accurate and concise message effectively delivered through writing and/or speech with clarity, logical organization of thoughts and appropriate format/style for expected understanding by targeted audience.
- 80-89%: Accurate message delivered through writing and/or speech with appropriate format/style for expected understanding by the target audience.
- 70-79%: Intended messages gets across to the target audience in writing or speech with necessary modification and/or polishing.
- 60-69%: Most of the intended message gets across to the audience in writing and/or speech with some degree of ambiguity; lack of consistent format/style.

- Below 60%: Disorganized thoughts with little evidence of logical structure in writing and/or speech; failure to get the intended message across to the audience.

A-2-1 Business Concepts:
- 90-100%: Students shows excellent skill in describing concepts and analytical methods used in core business areas discussed throughout the associate degree program.
- 80-89%: Student shows an above average ability to describe concepts and analytical methods used in core business areas
- 70-79%: Student shows an average ability to describe concepts and analytical methods used in most core business areas.
- 60-69%: Student shows a limited ability to describe concepts and analytical methods used in core business areas
- Below 60%: Student does not describe any concepts and analytical methods used in core business areas.

A-3-1 Decision Making:
- 90-100%: Student usually justifies decisions by using comparative data and best-in-class benchmarks based on research of appropriate references.
- 80-89%: Student will reference appropriate comparative data and employ benchmarks for some decisions. The material is grounded in the course content.
- 70-79%: Student uses some criteria as a basis for decision-making. Comparisons to peer groups may be used to determine the relative position of the company.
- 60-69%: Student often makes decisions based on opinions and uses some reference materials for the course content.
- Below 60%: Student makes decisions based on little or no evidence and does not employ methods taught in the program.

A-3-2 Research:
- 90-100%: Selection of valid topic with clearly defined problem statement, substantial data analysis, convincing conclusions, quality documentation.
- 80-89%: Valid topic with clear problem statement, adequate data analysis; meaningful conclusions with adequate documentation.
- 70-79%: Valid topic with adequate problem statement and minimum data analysis; reasonable conclusions with required documentation.
- 60-69%: Loosely defined topic with unstructured problem statement and random data analysis review; lack of conclusion; poor documentation.
- Below 60%: Largely undefined topic and no problem statement; little data analysis, no conclusion and no evidence of purposeful documentation

A-X1-2 Deadlines:
- 90-100%: Student completes work earlier than required, while fully adhering to the rules and guidelines of the assignment tasks; meets or exceeds expectations created by his/her commitments.
- 80-89%: Student always adheres to rules and guidelines, meets every deadline, attends every class, and fulfills his/her commitments.
- 70-79%: Student usually adheres to the rules and guidelines in meeting guidelines, attending class and fulfilling commitments.
- 60-69%: Student does not regularly adhere to the rules and guidelines in meeting deadlines, attending class and fulfilling commitments.
- Below 60%: Student often misses deadlines, breaks guidelines and commitments, and or does not attend class.

A-X1-3 Quality:

- <u>90-100%:</u> Sets quality parameters above those that are expected of him/her and applies those standards to produce excellent outcomes.
- <u>80-89%:</u> The student readily identifies quality parameters and always applies those standards to produce successful outcomes.
- <u>70-79%:</u> The student readily identifies quality parameters and regularly applies those standards to produce outcomes that are often successful.
- <u>60-69%:</u> Does not always identify what is expected and sometimes produces work that is below expectations; often needs coaching on what is required of him/her.
- <u>Below 60%:</u> Neither understands nor produces the minimum quality of work expected.

A-X6-1 Learning New Concepts:

- <u>90-100%:</u> Pursues deep knowledge of a topic of interest by doing independent research well beyond the scope of class requirements.
- <u>80-89%:</u> Pursues deep knowledge of a topic of interest by doing independent research.
- <u>70-79%:</u> Show signs of being curious about current events related to a topic of interest.
- <u>60-69%:</u> Seems only mildly interested in learning new things.
- <u>Below 60%:</u> Student is not interested in learning new things

A-X6-3 Technological Skills:

- <u>90-100%:</u> Eagerly assimilates new technological skills before industry standards change.
- <u>80-89%:</u> Eagerly assimilates new technological skills as industry standards change
- <u>70-79%:</u> Assimilates new technological skills as industry standards change.
- <u>60-69%:</u> Assimilates new technological skills as industry standards change but only out of necessity.
- <u>Below 60%:</u> Resists technological change

B. Project (65% of total grade)

Units 1 through 9—Use the table and rubrics below to grade the 10 components of each project activity. (Component names match the assignment names in the grade book.)

Activity/Graded Deliverable	B-1-1 Communication	B-2-1 Business Concepts	B-3-1 Decision Making	B-3-2 Research	B-5-1 Ethics	B-6-1 Globalization & Diversity	B-X1-2 Deadlines	B-X1-3 Quality	B-X1-4 Personal conduct & Behavior	B-X5-1 Teamwork
Unit 1: Part 1, Making the Choice										

Unit 2: Part 2, Balancing Approach											
Unit 3: Part 3, Five Forces & Key Success Factors											
Unit 4: Part 4, Marketing Analysis											
Unit 4: Part 5, Competitive Analysis & Segmentation											
Unit 5: Part 6, Human Resources Report											
Unit 6: Part 7, Training & Development Plan											
Unit 7: Part 8, Organizational Structure & Mgmt. Systems											
Unit 8: Part 9, Competitive Landscape Report											
Unit 8: Part 10, Communication Plan											
Unit 9: Part 11, Value Chain Cost Analysis & Cost Position Report											
Unit 10: Part 12, Final Project											NA

Rubrics for the Project:

B-1-1 Communication:
- <u>90-100%:</u> Accurate and concise message effectively delivered through writing and/or speech with clarity, logical organization of thoughts and appropriate format/style for expected understanding by targeted audience.
- <u>80-89%:</u> Accurate message delivered through writing and/or speech with appropriate format/style for expected understanding by the target audience.
- <u>70-79%:</u> Intended messages gets across to the target audience in writing or speech with necessary modification and/or polishing.
- <u>60-69%:</u> Most of the intended message gets across to the audience in writing and/or speech with some degree of ambiguity; lack of consistent format/style.
- <u>Below 60%:</u> Disorganized thoughts with little evidence of logical structure in writing and/or speech; failure to get the intended message across to the audience.

B-2-1 Business Concepts:
- <u>90-100%:</u> Students shows excellent skill in describing concepts and analytical methods used in core business areas discussed throughout the associate degree program.
- <u>80-89%:</u> Student shows an above average ability to describe concepts and analytical methods used in core business areas
- <u>70-79%:</u> Student shows an average ability to describe concepts and analytical methods used in most core business areas.
- <u>60-69%:</u> Student shows a limited ability to describe concepts and analytical methods used in core business areas
- <u>Below 60%:</u> Student does not describe any concepts and analytical methods used in core business areas.

B-3-1 Decision Making:
- <u>90-100%:</u> Student usually justifies decisions by using comparative data and best-in-class benchmarks based on research of appropriate references.
- <u>80-89%:</u> Student will reference appropriate comparative data and employ benchmarks for some decisions. The material is grounded in the course content.
- <u>70-79%:</u> Student uses some criteria as a basis for decision-making. Comparisons to peer groups may be used to determine the relative position of the company.

- 60-69%: Student often makes decisions based on opinions and uses some reference materials for the course content.
- Below 60%: Student makes decisions based on little or no evidence and does not employ methods taught in the program.

B-3-2 Research:
- 90-100%: Selection of valid topic with clearly defined problem statement, substantial data analysis, convincing conclusions, quality documentation.
- 80-89%: Valid topic with clear problem statement, adequate data analysis; meaningful conclusions with adequate documentation.
- 70-79%: Valid topic with adequate problem statement and minimum data analysis; reasonable conclusions with required documentation.
- 60-69%: Loosely defined topic with unstructured problem statement and random data analysis review; lack of conclusion; poor documentation.
- Below 60%: Largely undefined topic and no problem statement; little data analysis, no conclusion and no evidence of purposeful documentation

B-5-1 Ethics:
- 90-100%: Student shows a high level recognition of ethics, corporate social responsibility and environmental sustainability as it relates to business decision-making.
- 80-89%: Student shows an above average recognition of concepts and theories related to ethics, corporate social responsibility and environmental sustainability
- 70-79%: Student is able to apply ethics, corporate social responsibility and environmental sustainability in business decision-making.
- 60-69%: Student shows little recognition of concepts and theories related to ethics, corporate social responsibility and environmental sustainability
- Below 60%: Student does not recognize basic concepts and theories related to business ethics, social responsibility and environmental sustainability

B-6-1 Globalization and Diversity:
- 90-100%: Student demonstrates excellent skill in his/her knowledge of understanding implications of current global issues, cultural and diversity issues and always considers global issues when solving business problems.
- 80-89%: Students demonstrates an above average knowledge in understanding implications of current global issues, cultural and diversity issues and does consider global issues when solving business problems.
- 70-79%: Students demonstrates an average ability to understand implications of current global issues, cultural and diversity issues and some consideration of global issues when solving business problems.
- 60-69%: Students demonstrates limited ability to understand the implications of current global issues, cultural and diversity issues and little consideration of global issues when solving business problems.
- Below 60%: Student is not able to demonstrate understanding of the implications of current global issues, understanding of cultural and diversity issues and does not consider global issues when solving business problems.

B-X1-2 Deadlines:
- 90-100%: Student completes work earlier than required, while fully adhering to the rules and guidelines of the assignment tasks; meets or exceeds expectations created by his/her commitments.
- 80-89%: Student always adheres to rules and guidelines, meets every deadline, attends every class, and fulfills his/her commitments.

- 70-79%: Student usually adheres to the rules and guidelines in meeting guidelines, attending class and fulfilling commitments.
- 60-69%: Student does not regularly adhere to the rules and guidelines in meeting deadlines, attending class and fulfilling commitments.
- Below 60%: Student often misses deadlines, breaks guidelines and commitments, and or does not attend class.

B-X1-3 Quality:
- 90-100%: Sets quality parameters above those that are expected of him/her and applies those standards to produce excellent outcomes.
- 80-89%: The student readily identifies quality parameters and always applies those standards to produce successful outcomes.
- 70-79%: The student readily identifies quality parameters and regularly applies those standards to produce outcomes that are often successful.
- 60-69%: Does not always identify what is expected and sometimes produces work that is below expectations; often needs coaching on what is required of him/her.
- Below 60%: Neither understands nor produces the minimum quality of work expected.

B-X1-4 Personal Conduct and Behavior:
- 90-100%: Student is identified as a leader by peers, who may seek to emulate his/her personal conduct.
- 80-89%: Exhibits personal conduct consistent with that expected in a professional work environment.
- 70-79%: With rare exception, exhibits personal conduct consistent with that expected in a professional work environment. When he/she falls short, improvement is a self-directed goal.
- 60-69%: Exhibits personal conduct not always consistent with that expected in a professional work environment but is willing to implement an improvement plan when directed.
- Below 60%: Exhibits personal conduct inconsistent with that expected in a professional work environment and shows no signs of acknowledging or improving his/her behavior; may blame others for his/her own shortcomings.

B-X5-1 Teamwork (Units 1 through 9 only):
- 90-100%: Differentiates and performs appropriate team roles with excellence and enthusiasm.
- 80-89%: Differentiates and performs appropriate team roles effectively.
- 70-79%: Student differentiates and performs appropriate team roles.
- 60-69%: Student sometimes performs well in the team environment but may have difficulties focusing on his/her role.
- Below 60%: Student openly resists working in a team environment.

C. Presentation (25% of total grade)

Units 3, 7, 8, and 11—Use the table and rubrics below to grade the components of each presentation activity. (Component names match the assignment names in the grade book.)

Activity/Graded Deliverable	C-1-1 Communication	C-2-1 Business Concepts	C-3-1 Decision Making	C-3-2 Research	C-5-1 Ethics	C-6-1 Globalization & Diversity	C-X1-2 Deadlines	C-X1-3 Quality	C-X1-4 Personal conduct & Behavior
Unit 3: Status Update					NA	NA			
Unit 7: Status Update					NA	NA			
Unit 8: Status Update					NA	NA			
Unit 11: Final Presentation									

Rubrics for the Presentation:

C-1-1 Communication:
- 90-100%: Accurate and concise message effectively delivered through writing and/or speech with clarity, logical organization of thoughts and appropriate format/style for expected understanding by targeted audience.
- 80-89%: Accurate message delivered through writing and/or speech with appropriate format/style for expected understanding by the target audience.
- 70-79%: Intended messages gets across to the target audience in writing or speech with necessary modification and/or polishing.
- 60-69%: Most of the intended message gets across to the audience in writing and/or speech with some degree of ambiguity; lack of consistent format/style.
- Below 60%: Disorganized thoughts with little evidence of logical structure in writing and/or speech; failure to get the intended message across to the audience.

C-2-1 Business Concepts:
- 90-100%: Students shows excellent skill in describing concepts and analytical methods used in core business areas discussed throughout the associate degree program.
- 80-89%: Student shows an above average ability to describe concepts and analytical methods used in core business areas
- 70-79%: Student shows an average ability to describe concepts and analytical methods used in most core business areas.
- 60-69%: Student shows a limited ability to describe concepts and analytical methods used in core business areas
- Below 60%: Student does not describe any concepts and analytical methods used in core business areas.

C-3-1 Decision Making:
- 90-100%: Student usually justifies decisions by using comparative data and best-in-class benchmarks based on research of appropriate references.

- 80-89%: Student will reference appropriate comparative data and employ benchmarks for some decisions. The material is grounded in the course content.
- 70-79%: Student uses some criteria as a basis for decision-making. Comparisons to peer groups may be used to determine the relative position of the company.
- 60-69%: Student often makes decisions based on opinions and uses some reference materials for the course content.
- Below 60%: Student makes decisions based on little or no evidence and does not employ methods taught in the program.

C-3-2 Research:
- 90-100%: Selection of valid topic with clearly defined problem statement, substantial data analysis, convincing conclusions, quality documentation.
- 80-89%: Valid topic with clear problem statement, adequate data analysis; meaningful conclusions with adequate documentation.
- 70-79%: Valid topic with adequate problem statement and minimum data analysis; reasonable conclusions with required documentation.
- 60-69%: Loosely defined topic with unstructured problem statement and random data analysis review; lack of conclusion; poor documentation.
- Below 60%: Largely undefined topic and no problem statement; little data analysis, no conclusion and no evidence of purposeful documentation

C-5-1 Ethics (Unit 11—Final Presentation only):
- 90-100%: Student shows a high level recognition of ethics, corporate social responsibility and environmental sustainability as it relates to business decision-making.
- 80-89%: Student shows an above average recognition of concepts and theories related to ethics, corporate social responsibility and environmental sustainability
- 70-79%: Student is able to apply ethics, corporate social responsibility and environmental sustainability in business decision-making.
- 60-69%: Student shows little recognition of concepts and theories related to ethics, corporate social responsibility and environmental sustainability
- Below 60%: Student does not recognize basic concepts and theories related to business ethics, social responsibility and environmental sustainability

C-6-1 Globalization and Diversity (Unit 11—Final Presentation only):
- 90-100%: Student demonstrates excellent skill in his/her knowledge of understanding implications of current global issues, cultural and diversity issues and always considers global issues when solving business problems.
- 80-89%: Students demonstrates an above average knowledge in understanding implications of current global issues, cultural and diversity issues and does consider global issues when solving business problems.
- 70-79%: Students demonstrates an average ability to understand implications of current global issues, cultural and diversity issues and some consideration of global issues when solving business problems.
- 60-69%: Students demonstrates limited ability to understand the implications of current global issues, cultural and diversity issues and little consideration of global issues when solving business problems.
- Below 60%: Student is not able to demonstrate understanding of the implications of current global issues, understanding of cultural and diversity issues and does not consider global issues when solving business problems.

C-X1-2 Deadlines:

- **90-100%:** Student completes work earlier than required, while fully adhering to the rules and guidelines of the assignment tasks; meets or exceeds expectations created by his/her commitments.
- **80-89%:** Student always adheres to rules and guidelines, meets every deadline, attends every class, and fulfills his/her commitments.
- **70-79%:** Student usually adheres to the rules and guidelines in meeting guidelines, attending class and fulfilling commitments.
- **60-69%:** Student does not regularly adhere to the rules and guidelines in meeting deadlines, attending class and fulfilling commitments.
- **Below 60%:** Student often misses deadlines, breaks guidelines and commitments, and or does not attend class.

C-X1-3 Quality:
- **90-100%:** Sets quality parameters above those that are expected of him/her and applies those standards to produce excellent outcomes.
- **80-89%:** The student readily identifies quality parameters and always applies those standards to produce successful outcomes.
- **70-79%:** The student readily identifies quality parameters and regularly applies those standards to produce outcomes that are often successful.
- **60-69%:** Does not always identify what is expected and sometimes produces work that is below expectations; often needs coaching on what is required of him/her.
- **Below 60%:** Neither understands nor produces the minimum quality of work expected.

C-X1-4 Personal Conduct and Behavior:
- **90-100%:** Student is identified as a leader by peers, who may seek to emulate his/her personal conduct.
- **80-89%:** Exhibits personal conduct consistent with that expected in a professional work environment.
- **70-79%:** With rare exception, exhibits personal conduct consistent with that expected in a professional work environment. When he/she falls short, improvement is a self-directed goal.
- **60-69%:** Exhibits personal conduct not always consistent with that expected in a professional work environment but is willing to implement an improvement plan when directed.
- **Below 60%:** Exhibits personal conduct inconsistent with that expected in a professional work environment and shows no signs of acknowledging or improving his/her behavior; may blame others for his/her own shortcomings.

(End of Syllabus)