

**ITT Technical Institute**  
**BU459**  
**Strategic Management Project**  
**Onsite Course**

**SYLLABUS**

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**Credit hours:** 4

**Contact/Instructional hours:** 40 (40 Theory Hours)

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

Prerequisites: All required core courses except BU425 Global Issues in Business and Economics or BU455 Business Policy and Strategy or BU464 Global Finance and Accounting

**Course Description:**

This course requires the student to apply concepts, principles and techniques presented throughout the program by completing a detailed project or participating in a comprehensive simulation.

# Syllabus: Strategic Management Project

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Instructor: \_\_\_\_\_

Office hours: \_\_\_\_\_

Class hours: \_\_\_\_\_

## Major Instructional Areas

1. Key Management Techniques
2. Marketing Concepts and Strategic Implementation
3. Business Accounting Principles
4. Business Operations Strategy

## Course Objectives

1. Develop a business plan for a start-up business.
2. Apply the four management functions—planning, organizing, staffing, and controlling.
3. Design marketing strategies for a start-up business.
4. Demonstrate the ability to respond to operational issues that arise in daily running of the business.
5. Evaluate financial, marketing, production, and operations reports.
6. Analyze the local business environment and use comparative data to determine the success and efficiency of overall operation of your small business.
7. Evaluate the management of the small company.
8. Demonstrate proficiency in application of core-area knowledge gained from your field of study.

## SCANS Objectives

SCANS is an acronym for Secretary's Commission on Achieving Necessary Skills. The committee, created by the National Secretary of Labor in the early 1990s, created a list of skills and competencies that the committee feels are necessary for employees to function in a high-tech job market.

1. Specify goals and constraints, generate alternatives, consider risks, and evaluate and choose the best alternative.
2. Use a systematic problem-solving process to analyze and solve a problem.
3. Evaluate the alternatives to a situation and choose the best one.
4. Identify relevant facts, locate and verify information using resources, and analyze the information in a logical manner.
5. Identify common goals and examine all possible options for problem solving.
6. Identify problems, create and implement solutions, and revise solutions, as required.
7. Allocate time and energy for completing projects on schedule.
8. Recognize problems and devise and implement a plan of action.
9. Locate, understand, and interpret information obtained from a variety of sources.
10. Identify the need for data; select, retrieve, and analyze information; and communicate results of the analysis in written, graphical, and pictorial formats.
11. Apply procedures, tools, and equipment—including computers and related technologies—whenever required.

## Course Outline

Unit	Activities
1—Developing a Business Plan	<ul style="list-style-type: none"> <li>• Writing Assignment:1</li> </ul>
2—Starting a New Business	<ul style="list-style-type: none"> <li>• Writing Assignment:1</li> </ul>
3—Selecting a Management Strategy	<ul style="list-style-type: none"> <li>• Analysis: 1</li> <li>• Writing Assignment:1</li> </ul>
4—Deciding on a Marketing Plan	<ul style="list-style-type: none"> <li>• Analysis: 1</li> <li>• Writing Assignment:1</li> </ul>
5—Operational Decisions	<ul style="list-style-type: none"> <li>• Analysis: 1</li> <li>• Writing Assignment:1</li> </ul>
6—Small Business Loan Proposal	<ul style="list-style-type: none"> <li>• Analysis: 1</li> <li>• Writing Assignment:1</li> </ul>
7—Fiscal Evaluation	<ul style="list-style-type: none"> <li>• Analysis: 1</li> <li>• Writing Assignment:1</li> </ul>
8—Assessing your Business Environment	<ul style="list-style-type: none"> <li>• Analysis: 1</li> <li>• Writing Assignment:1</li> </ul>
9—Strategic Concepts	<ul style="list-style-type: none"> <li>• Analysis: 1</li> <li>• Writing Assignment:1</li> </ul>
10—Best Practices	<ul style="list-style-type: none"> <li>• Writing Assignment:1</li> <li>• Final Paper: Start</li> </ul>
11—Course Review and Final Paper Submission	<ul style="list-style-type: none"> <li>• Course Review</li> <li>• Final Paper: Submit</li> </ul>

## Instructional Methods

This course is designed to provide you with an overall practical understanding of how to start a small business and manage its daily operations. The activities and assignments are practical and are based on the decisions made and reports generated from a small business simulation. You will encounter real-life scenarios and make weekly decisions on how to manage the small business effectively.

The course also provides an overview of key management techniques, marketing concepts, business accounting principles, and business operations strategy. The format of the course will primarily be classroom discussions of decisions made for the business simulation. You will have the opportunity to participate in in-class discussions, BizCafe simulation, report analyses, and writing assignments.

The overall instructional strategy for the course includes:

**In-class time**, which will be utilized in the following manner:

1. **Lectures:** Units 1–10 include lectures that cover the key concepts of each unit. Unit 11 is devoted to a review of all the key concepts and the results from the small business simulation.
2. **BizCafe simulation: NOTE – Your instructor will provide you with access to the BizCafe simulation.**  
This activity is based on the BizCafe simulation and is included in all units of the course to ensure that you have grasped the concepts covered in each unit. The simulation provides you with a comprehensive and hands-on approach to learning how to start and manage a small business. For each unit, the instructor will provide an overview of the tasks you need to complete in the BizCafe simulation. Supplemental material has been provided on the Student website (<http://www.interpretive.com/itt>) to guide you through each phase. The BizCafe simulation requires active participation in making regular business decisions. The simulation is designed to provide practical experience and will require weekly inputs regarding management, operations, accounting, and marketing.
3. **Discussions:** After the simulation commences, the instructor will include in each class a discussion in which you will participate. The focus of the discussion will be the activities conducted in the simulation in the previous week and your experiences with the simulation.

**Homework assignments** in this course take the form of:

**Analyses:** These assignments include analyses of reports generated by the simulation, based on key concepts reflected in the decisions made during the start-up and continuing phases of the small business simulation. The reports will be evaluated to assess the practical significance and success of the business strategies employed. Weekly analysis of reports will measure the strengths and weaknesses of the previous week's decisions.

**Writing Assignments:** The intent of this assignment is to formulate strategies for various phases of the small business simulation. After applying a strategy for a particular phase, assess how well it worked and, if required, readjust your strategies for the next phase. This readjustment will be based on the reports generated for each phase.

**Final Paper:** The final paper is designed to be comprehensive and qualitative in nature. Evaluation of the final paper is based on the analysis of overall performance of the small business. Before attempting this assignment, you will have participated in an eight-week simulation on how to run a small business. In the ninth week, the final paper requires you to revisit and analyze the decisions you made on all management, marketing, accounting, and operational aspects of running the business in Units 1 to 8. You are required to state what you

would do differently and why. This assignment will put together each week's learning in order to generate for you an overall understanding of the business environment.

## Instructional Materials and References

### Student Textbook Package

None

### References

#### ITT Tech Virtual Library

Log on to the ITT Tech Virtual Library at <http://www.library.itt-tech.edu/> to access online books, journals, and other reference resources selected to support ITT Tech curricula.

#### Books

You may click "Books" or use the "Search" function on the home page to find the following books.

Books> Ebrary\_

- Cheverton, Peter. *Key Marketing Skills: Strategies, Tools & Techniques for Marketing Success*. Kogan Page, Limited, 2004.
- Varey, Richard J. *Marketing Communication: An Introduction to Contemporary Issues*. NY: Routledge, 2001.

ITT Tech Virtual Library> Main Menu> Books> NetLibrary

- Bragg, Steven M. *Accounting Control Best Practices*. Hoboken, NJ: John Wiley & Sons, Inc., 2006.
- Swan, Jonathan. *Practical Financial Modelling: A Guide to Current Practice*. Amsterdam, Boston Elsevier, 2005.

#### Periodicals

You may click "Periodicals" or use the "Search" function on the home page to find the following periodicals.

Periodicals> EbscoHost> EBSCOhost Databases

- "Charge What Your Products Are Worth." By: Bala, Venkatesh; Green, Jason. *Harvard Business Review*, Sep2007, Vol. 85 Issue 9, p22-22, 3/4p, 1 graph; (AN 26115494)
- "Honing Your Marketing Skills." By: Vass, Kathy. *Textile World*, Mar2005, Vol. 155 Issue 3, p18-19, 2p; (AN 16387550)
- "Strategic Decision Making with Corporate Emotional Intelligence." By: Wallace, E.; Rijamampianina, R.. *Problems & Perspectives in Management*, 2005 Issue 3, p83-91, 9p; (AN 18427084)

### Other References

The following resources can be found **outside** of the ITT Tech Virtual Library, whether online or in hard copy.

#### Web sites

- American Institute of Certified Public Accountants  
<http://www.aicpa.org> (accessed September 27, 2007).  
 American Institute of Certified Public Accountants is a consulting and financial services firm.
- Public Company Accounting Oversight Board  
<http://www.pcaob.org> (accessed September 27, 2007).  
 Public Company Accounting Oversight Board is a company that oversees the auditors of public companies.
- Each of the following four public accounting firms generally have fraud-related information on their Websites; go to the sites and type "fraud" in the Search box.
  - Deloitte  
<http://www.deloitte.com/dtt/home/0%2C1044%2Csid%25253D1000%2C00.html> (accessed September 27, 2007).  
 Deloitte is an audit, consulting, and financial services firm.
  - Ernst & Young  
<http://www.ey.com/global/content.nsf/International/Home> (accessed September 27, 2007).  
 Ernst & Young is a management and IT consulting firm.
  - KPMG  
<http://www.kpmg.com/> (accessed September 27, 2007).  
 KPMG is an audit, tax, and advisory services firm.
  - PricewaterhouseCoopers  
<http://www.pwc.com/> (accessed September 27, 2007).  
 PricewaterhouseCoopers is a tax and advisory services firm.

#### Companion Web sites

- Office of Personnel Management  
<http://www.opm.gov/> (accessed September 27, 2007).  
 Office of Personnel Management is a human resources agency of the Federal Government.
- Free Management Library  
<http://www.managementhelp.org/> (accessed September 27, 2007).  
 The library provides resources related to leadership and management.
- Leadership and Policy  
<http://www.opm.gov/hrd/lead/> (accessed September 27, 2007).  
 This is a website on training and development.
- Future Business Leaders of America  
<http://www.fbla-pbl.org/> (accessed September 27, 2007).  
 Future Business Leaders of America is a business education organization that prepares students for careers in business.
- U.S. Equal Employment Opportunity Commission  
<http://www.eeoc.gov/> (accessed September 27, 2007).  
 The commission is the federal agency responsible for enforcing employment discrimination laws.

#### Periodicals/Newspapers:

- Business Journals  
<http://www.bizjournals.com/> (accessed September 27, 2007).  
 Bizjournals is the online media division of American City Business Journals.
- IMF Periodicals  
<http://www.imf.org/external/pubs/pubs/per.htm> (accessed September 27, 2007).  
 The IMF is an international organization that was established to promote international monetary cooperation.

- Venture capital and small business loans  
<http://www.businessfinance.com/> (accessed September 27, 2007).  
This website provides information about loan options.
- Business Week

<http://www.businessweek.com/>

The Business Week is a business journal

- Wall Street Journal

<http://online.wsj.com/public/us>

The Wall Street Journal is a business publication.

All links to Web references outside of the ITT Tech Virtual Library are always subject to change without prior notice.

**BU459 COURSE SNAPSHOT**

<b>Grading Category</b>	<b>Grade Book Category Weight (% of course total)</b>	<b>Unit(s)</b>	<b>Activity/Graded Deliverables</b>	<b>Grade Allocation (% of course total)</b>	<b>Measuring Rubric*</b>
<b>A. Final Paper</b>	20%	11	Submission of final paper including all documentation and presentation PPT's.	5% 5% 3% 2% 2% 3%	A-1-1 Communications A-1-2 Project management A-2-1 Core Business concepts A-3-2 Research A-4-1 Management functions A-6-1 Globalization and diversity
<b>B. Writing Assignments</b>	35%	1-10	Submission of Word document with relevant references	10 writing assignments @ 3.5% each  35%	B-1-1 Communications (0.1%) B-2-1 Core Business concepts (0.05%) B-3-1 Decision making skills (0.05%) B-3-2 Research (0.05%) B-4-1 Management functions (0.05%) B-6-1 Globalization and diversity (0.05%)
<b>C. Analyses</b>	45%	3-9	Submission of Word document with relevant references	7 analyses @ 6.42% each  45%	C-1-1 Communications (2.85%) C-2-1 Core Business concepts (0.72%) C-3-1 Decision making skills (0.71%) C-3-2 Research (0.72%) C-4-1 Management functions (0.71%) C-6-1 Globalization and diversity (0.71%)
<b>Total</b>	<b>100%</b>			<b>100%</b>	

## COURSE GRADING RUBRIC

### BU459—Strategic Management Project

Campus: \_\_\_\_\_

Faculty Name: \_\_\_\_\_

Student Name: \_\_\_\_\_

**Directions:** Please assign a percentage grade on the line for each subcategory.

**A. Final Paper (20% of total grade)**

Unit 11—Submission of final paper including all documentation and presentation PPTs

\_\_\_\_\_ ***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 get 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-1-2 Project Management:***

- 90-100%: Effective execution of clearly defined purposes, conditions and limitations of the project with milestones, resources and deliverables consistently planned and managed using specific tools
- 80-89%: Clearly defined purposes, conditions and limitations of the project with milestones, resources and deliverables with obvious evidence of using systematic tools for planning and management purposes
- 70-79%: Project scope and resources identified with the expected milestones and deliverables using appropriate tools for planning and tracking.

- 60-69%: Loosely defined scope of the project with the majority of the expected milestones and deliverables; lack of evidence in applying specific tools for planning and tracking functions.
- Below 60%: Vaguely defined purposes of the project; lack of evidence of structured planning and tracking for a project.

\_\_\_\_\_ ***A-2-1 Core Business Concepts:***

- 90-100%: Student shows skill in choosing the best analytical methods for each analysis. The student draws conclusions and makes recommendations that are supported by the data and show an understanding of the reliability of their conclusions.
- 80-89%: Student uses analytical methods correctly for a majority of their analyses and conclusions. The student relates comparative data based on common assumptions.
- 70-79%: Student uses some analysis tools to describe the business opportunities and business status. Does not rely solely on qualitative data or opinions.
- 60-69%: Student mainly offers opinions to justify their positions, conclusions, or recommendations.
- Below 60%: Student makes statements with no corroborating evidence or analysis. Opinions are offered and positions are stated with no justification based on course or program content.

\_\_\_\_\_ ***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-4-1 Management Functions:***

- 90-100%: Student applied all of the management functions and provided additional details of problem-solving tools and management techniques for responding to operational issues.
- 80-89%: Student applied all of the management functions.
- 70-79%: Student applied most of the management functions.
- 60-69%: Student applied some of the management functions.
- Below 60%: Student does not apply any of the management functions.

***\_\_\_\_\_ A-6-1 Globalization and Diversity:***

- 90-100%: Student presents plans that incorporate human resource, financial, and management processes to integrate a multinational organization. Making use of the "best" choices based on discrepancies in country laws, customs, and regulations are recommended to maximize business results.
- 80-89%: Student is aware of the complications resulting in multinational operations and makes recommendations to establish different forms of teambuilding and communications. There is an awareness of the need for currency translation and an attempt to develop common financial statements.
- 70-79%: Student describes some differences between the U.S. company environment and other country policies. There is a recognition that complications may exist in other countries and some recommendations are offered.
- 60-69%: Student confuses the U.S. environment with other countries. Student identifies that there may be differences, but is unable to reconcile the specifics of the unique country requirements.
- Below 60%: Student does not identify that a company with multinational operations will have to manage its operations to comply with different country standards or that there will be a need to consolidate financial reports into a common set of statements.

**B. Writing Assignments (35% of total grade)**

**Units 1 to 10–Submission of Word document with relevant references**

**The rubrics below are used to grade six components of each writing assignment.**

Unit 1: \_\_\_B-1-1 Communication \_\_\_B-2-1 Core Business Concepts \_\_\_\_\_Decision Making Skills

\_\_\_B-3-2 Research \_\_\_\_\_B-4-1 Management Functions \_\_\_\_\_B-6-1 Globalization & Diversity

Unit 2: \_\_\_B-1-1 Communication \_\_B-2-1 Core Business Concepts \_\_\_\_\_Decision Making Skills

\_\_\_B-3-2 Research \_\_\_\_\_B-4-1 Management Functions \_\_\_\_\_B-6-1 Globalization & Diversity

Unit 3: \_\_\_B-1-1 Communication \_\_B-2-1 Core Business Concepts \_\_\_\_\_Decision Making Skills

\_\_\_B-3-2 Research \_\_\_\_\_B-4-1 Management Functions \_\_\_\_\_B-6-1 Globalization & Diversity

Unit 4: \_B-1-1 Communication \_\_B-2-1 Core Business Concepts \_\_\_\_\_Decision Making Skills

\_B-3-2 Research \_\_\_\_\_B-4-1 Management Functions \_\_\_\_\_B-6-1 Globalization & Diversity

Unit 5: \_B-1-1 Communication \_\_B-2-1 Core Business Concepts \_\_\_\_\_Decision Making Skills

B-3-2 Research \_\_\_\_\_B-4-1 Management Functions \_\_\_\_\_B-6-1 Globalization & Diversity

Unit 6: \_B-1-1 Communication \_\_B-2-1 Core Business Concepts \_\_\_\_\_Decision Making Skills

B-3-2 Research \_\_\_\_\_B-4-1 Management Functions \_\_\_\_\_B-6-1 Globalization & Diversity

Unit 7: \_B-1-1 Communication \_\_B-2-1 Core Business Concepts \_\_\_\_\_Decision Making Skills

\_B-3-2 Research \_\_\_\_\_B-4-1 Management Functions \_\_\_\_\_B-6-1 Globalization & Diversity

Unit 8: \_B-1-1 Communication \_\_B-2-1 Core Business Concepts \_\_\_\_\_Decision Making Skills

B-3-2 Research \_\_\_\_\_B-4-1 Management Functions \_\_\_\_\_B-6-1 Globalization & Diversity

Unit 9: \_B-1-1 Communication \_\_B-2-1 Core Business Concepts \_\_\_\_\_Decision Making Skills

\_B-3-2 Research \_\_\_\_\_B-4-1 Management Functions \_\_\_\_\_B-6-1 Globalization & Diversity

Unit 10: \_B-1-1 Communication \_\_B-2-1 Core Business Concepts \_\_\_\_\_Decision Making Skills

\_B-3-2 Research \_\_\_\_\_B-4-1 Management Functions \_\_\_\_\_B-6-1 Globalization & Diversity

***B-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 get 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.

***B-2-1 Core Business Concepts:***

- 90-100%: Student shows skill in choosing the best analytical methods for each analysis. The student draws conclusions and makes recommendations that are supported by the data and show an understanding of the reliability of their conclusions.
- 80-89%: Student uses analytical methods correctly for a majority of their analyses and conclusions. The student relates comparative data based on common assumptions.
- 70-79%: Student uses some analysis tools to describe the business opportunities and business status. Does not rely solely on qualitative data or opinions.
- 60-69%: Student mainly offers opinions to justify their positions, conclusions, or recommendations.
- Below 60%: Student makes statements with no corroborating evidence or analysis. Opinions are offered and positions are stated with no justification based on course or program content.

***B-3-1 Decision Making Skills:***

- 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.

***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-4-1 Management Functions:***

- 90-100%: Student applied all of the management functions and provided additional details of problem-solving tools and management techniques for responding to operational issues.
- 80-89%: Student applied all of the management functions.
- 70-79%: Student applied most of the management functions.
- 60-69%: Student applied some of the management functions.
- Below 60%: Student does not apply any of the management functions.

***B-6-1 Globalization and Diversity:***

- 90-100%: Student presents plans that incorporate human resource, financial, and management processes to integrate a multinational organization. Making use of the "best" choices based on discrepancies in country laws, customs, and regulations are recommended to maximize business results.
- 80-89%: Student is aware of the complications resulting in multinational operations and makes recommendations to

establish different forms of teambuilding and communications. There is an awareness of the need for currency translation and an attempt to develop common financial statements.

- 70-79%: Student describes some differences between the U.S. company environment and other country policies. There is a recognition that complications may exist in other countries and some recommendations are offered.
- 60-69%: Student confuses the U.S. environment with other countries. Student identifies that there may be differences, but is unable to reconcile the specifics of the unique country requirements.
- Below 60%: Student does not identify that a company with multinational operations will have to manage its operations to comply with different country standards or that there will be a need to consolidate financial reports into a common set of statements.

### C. Analysis (45% of total grade)

#### Units 3 to 9—Submission of Word document with relevant references

The rubrics below are used to grade six components of each analysis.

Unit 3: \_\_C-1-1 Communication \_\_C-2-1 Core Business Concepts \_\_\_\_Decision Making Skills  
 \_\_C-3-2 Research \_\_\_\_C-4-1 Management Functions \_\_\_\_C-6-1 Globalization & Diversity

Unit 4: \_\_C-1-1 Communication \_\_C-2-1 Core Business Concepts \_\_\_\_Decision Making Skills  
 \_C-3-2 Research \_\_\_\_C-4-1 Management Functions \_\_\_\_C-6-1 Globalization & Diversity

Unit 5: \_\_C-1-1 Communication \_\_C-2-1 Core Business Concepts \_\_\_\_Decision Making Skills  
 \_C-3-2 Research \_\_\_\_C-4-1 Management Functions \_\_\_\_C-6-1 Globalization & Diversity

Unit 6: \_C-1-1 Communication \_\_C-2-1 Core Business Concepts \_\_\_\_Decision Making Skills  
 \_C-3-2 Research \_\_\_\_C-4-1 Management Functions \_\_\_\_C-6-1 Globalization & Diversity

Unit 7: \_C-1-1 Communication \_\_C-2-1 Core Business Concepts \_\_\_\_Decision Making Skills  
 \_C-3-2 Research \_\_\_\_C-4-1 Management Functions \_\_\_\_C-6-1 Globalization & Diversity

Unit 8: \_C-1-1 Communication \_\_C-2-1 Core Business Concepts \_\_\_\_Decision Making Skills

\_C-3-2 Research    \_\_\_\_C-4-1 Management Functions    \_\_\_\_C-6-1 Globalization & Diversity  
 Unit 9: \_C-1-1 Communication    \_\_C-2-1 Core Business Concepts    \_\_\_\_Decision Making Skills  
 C-3-2 Research    \_\_\_\_C-4-1 Management Functions    \_\_\_\_C-6-1 Globalization & Diversity

***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 get 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 Core Business Concepts:***

- 90-100%: Student shows skill in choosing the best analytical methods for each analysis. The student draws conclusions and makes recommendations that are supported by the data and show an understanding of the reliability of their conclusions.
- 80-89%: Student uses analytical methods correctly for a majority of their analyses and conclusions. The student relates comparative data based on common assumptions.
- 70-79%: Student uses some analysis tools to describe the business opportunities and business status. Does not rely solely on qualitative data or opinions.
- 60-69%: Student mainly offers opinions to justify their positions, conclusions, or recommendations.
- Below 60%: Student makes statements with no corroborating evidence or analysis. Opinions are offered and positions are stated with no justification based on course or program content.

***C-3-1 Decision Making Skills:***

- 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-4-1 Management Functions:***

- 90-100%: Student applied all of the management functions and provided additional details of problem-solving tools and management techniques for responding to operational issues.
- 80-89%: Student applied all of the management functions.
- 70-79%: Student applied most of the management functions.
- 60-69%: Student applied some of the management functions.

- Below 60%: Student does not apply any of the management functions.

***C-6-1 Globalization and Diversity:***

- 90-100%: Student presents plans that incorporate human resource, financial, and management processes to integrate a multinational organization. Making use of the "best" choices based on discrepancies in country laws, customs, and regulations are recommended to maximize business results.
- 80-89%: Student is aware of the complications resulting in multinational operations and makes recommendations to establish different forms of teambuilding and communications. There is an awareness of the need for currency translation and an attempt to develop common financial statements.
- 70-79%: Student describes some differences between the U.S. company environment and other country policies. There is a recognition that complications may exist in other countries and some recommendations are offered.
- 60-69%: Student confuses the U.S. environment with other countries. Student identifies that there may be differences, but is unable to reconcile the specifics of the unique country requirements.
- Below 60%: Student does not identify that a company with multinational operations will have to manage its operations to comply with different country standards or that there will be a need to consolidate financial reports into a common set of statements.

## Course Evaluation and Grading

### Evaluation Criteria

The final grades will be based on the following categories:

<b>CATEGORY</b>	<b>WEIGHT</b>
Analyses	45%
Writing Assignments	35%
Final Paper	20%
<b>Total</b>	<b>100%</b>

### Grade Conversion Table

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

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