

ITT Technical Institute

BU4799

**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: Completion of a minimum of 171 credits earned in the program of study

Course Description:

This is a project course in which students solve a business problem that is designed to combine elements of 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?

This is the Capstone course for the Business Management Bachelor degree program.

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

Course Summary

Major Instructional Areas

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

Course Objectives

1. Develop a business plan for a start-up business.
2. Apply the four management functions—planning, organizing, staffing, and controlling.
3. Demonstrate the ability to respond to operational issues that arise in daily running of a business.
4. Evaluate financial, marketing, production, and operations reports and make recommendations to improve performance.
5. Analyze the local business environment and use comparative data to determine the success and efficiency of overall operation of your small business.
6. Evaluate the management of the small company.

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). <i>Contemporary strategy analysis</i> . (7 th ed). Hoboken, NJ: John Wiley and Sons, Inc.	■		

Recommended Resources

External

- Small Business Administration: Write a Business Plan
<http://www.sba.gov/category/navigation-structure/starting-managing-business/starting-business>
- Business Owner's Toolkit: Planning Your Business
http://www.toolkit.com/small_business_guide/sbg.aspx?nid=P02_0001
- BPlans.com
http://www.bplans.com/sample_business_plans.cfm

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)

ITT Tech Virtual Library (accessed via Student Portal | <https://studentportal.itt-tech.edu>)

- Books:
Search via: ITT Tech Virtual Library > Books24x7
 - Barrow, C. (2008). *The business plan workbook: The definitive guide to researching, writing up and presenting a winning plan*. (6th ed.). Philadelphia: Kogan Page.
 - Covello, J.A. (2006). *The complete book of business plans: Simple steps to writing powerful business plans*. (2nd ed.). Naperville, IL: Sourcebooks. Available from Books24x7 collection.
- Periodicals>Ebscohost

- Delamaide, D. (2012). 2012: Working harder and smarter in the "new normal.". *Secured Lender*, 68(1), 22-25.
- Robinson, J. (2011). The years of living dangerously. *Entrepreneur*, 39(9), 75-78.
- Merz, C., Schroueter, A., & Witt, P. (2010). Starting a new company-which types of personal experience help?. *Journal Of Enterprising Culture*, 18(3), 291-313.

- Other:
 - ITT Virtual Library> School of Study>School of Business>Research Guides> Business Plans

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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- Business Planning
- Starting a Business
- Marketing Plan Strategies
- Legal Requirements of Business Ownership
- Market Plan Analysis
- Financing New Business
- Human Resource Planning

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
<ul style="list-style-type: none">▪ 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	<ul style="list-style-type: none">▪ 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

<p>Unit 1: SETTING THE FRAMEWORK</p> <p>Upon completion of this unit, students are expected to:</p> <ul style="list-style-type: none"> • Discuss the four functions of management in respect to business planning. • Investigate the process of industry analysis. • Distinguish the circumstances creating competitive advantage. • Explain the impact of competitive advantage in markets. • Contrast the types of competitive advantage. • Research industry competitive positioning. • Create the framework of a business. 			<p>Total outside work: 14 hours</p>
READING ASSIGNMENT	<ul style="list-style-type: none"> • Grant, Chapter 8 		
OUTSIDE WORK	Activity	Estimated Time	
	Complete the reading	2 hours	
	Work on the Project	5 hours	
	Work on the Assignment	3 hours	
	Work on the Presentation for next week	4 hours	
GRADED ACTIVITIES / DELIVERABLES	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
	Project	Unit 1 Project Part 1: Business Proposal	5%
	Assignment	Unit 1 Assignment 1: Framing the Start of a Business with the Four Functions of Management	1%

<p>Unit 2: CREATING THE BASICS OF A BUSINESS</p> <p>Upon completion of this unit, students are expected to:</p> <ul style="list-style-type: none"> Describe the key characteristics of an effective strategy. Recognize the various goals for an organization. Create the mission, vision and value statement of a business. Formulate the description of a business. Identify the resources and capabilities of the key ownership of a business. Compare and contrast business plans. Propose the business concept. 			<p>Total outside work: 11 hours</p>
READING ASSIGNMENT	<ul style="list-style-type: none"> Grant, Chapters 1-2 		
OUTSIDE WORK	Activity	Estimated Time	
	Complete the reading	3 hours	
	Work on the Project	5 hours	
	Work on the Assignment	3 hours	
GRADED ACTIVITIES / DELIVERABLES	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
	Assignment	Unit 2 Assignment 1: Business Plan Compare and Contrast	1%
		Unit 2 Assignment 2: Attributes of a Business Owner	1%
	Project	Unit 2 Project Part 2: Vision, Mission, and Value Statement	5%
	Presentation	Unit 2 Presentation 1: Business Plan Proposal	5%

<p>Unit 3: DIFFERENTIATION AND MARKETING</p> <p>Upon completion of this unit, students are expected to:</p> <ul style="list-style-type: none"> Explain differentiation advantage. Analyze the sources of differentiation. Formulate a strategy to create differentiation advantage. Identify the target market for business. Create a competitive profile. Design a marketing plan. Create the framework for a business. 			<p>Total outside work: 10 hours</p>
READING ASSIGNMENT	<ul style="list-style-type: none"> Grant, Chapter 10 		
OUTSIDE WORK	Activity	Estimated Time	
	Complete the reading	2 hours	
	Work on the Project	5 hours	
	Work on the Assignment	3 hours	
GRADED ACTIVITIES / DELIVERABLES	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
	Project	Unit 3 Project Part 3: Marketing Plan	5%
	Assignment	Unit 3 Assignment 1: Marketing Message	1%

<p>Unit 4: ORGANIZATIONAL STRUCTURE AND MANAGEMENT SYSTEMS</p> <p>Upon completion of this unit, students are expected to:</p> <ul style="list-style-type: none"> • Explain the evolution of the corporation. • Interpret the problem with specialization. • Appraise the organizational design's impact on strategy. • Evaluate the role of management structure in firms. • Construct an organizational structure for a business application. 			<p>Total outside work: 17 hours</p>
READING ASSIGNMENT	<ul style="list-style-type: none"> • Grant, Chapter 7 		
OUTSIDE WORK	Activity	Estimated Time	
	Complete the reading	2 hours	
	Work on the Projects	11 hours	
	Work on the Presentation for next week	4 hours	
GRADED ACTIVITIES / DELIVERABLES	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
	Project	Unit 4 Project Part 4: Management Systems	5%
		Unit 4 Project Part 5: Organizational Chart	5%

<p>Unit 5: LEGAL AND OPERATIONAL SYSTEMS</p> <p>Upon completion of this unit, students are expected to:</p> <ul style="list-style-type: none"> • Discuss the various legal implications of business formation. • Distinguish the legal requirements in business ownership and operation. • Create legal documents for a business. • Identify operational processes in a business. • Design the purchasing and logistic strategy of a business. • Construct the operational framework for a business. 			<p>Total outside work: 7 hours</p>
READING ASSIGNMENT	<ul style="list-style-type: none"> • None 		
OUTSIDE WORK	Activity	Estimated Time	
	Work on the Assignment	2 hours	
	Work on the Project	5 hours	
GRADED ACTIVITIES / DELIVERABLES	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
	Assignment	Unit 5 Assignment 1: Legal Requirements	1%
	Project	Unit 5 Project Part 6: Legal and Operational Business Start	5%
	Presentation	Unit 5 Presentation 1: Status Update	5%

<p>Unit 6: FINANCIAL IMPLICATIONS</p> <p>Upon completion of this unit, students are expected to:</p> <ul style="list-style-type: none"> Formulate a functional classification of organizational capabilities. Construct a start-up budget. Create financial statements. Prepare funding plan options. Formulate a comparison of funding approaches. 			<p>Total outside work: 14 hours</p>
READING ASSIGNMENT	<ul style="list-style-type: none"> None 		
OUTSIDE WORK	Activity	Estimated Time	
	Work on the Projects	11 hours	
	Work on the Assignment	3 hours	
GRADED ACTIVITIES / DELIVERABLES	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
	Assignment	Unit 6 Assignment 1: Comparing the Financing Options	1%
	Project	Unit 6 Project Part 7: Start-up Budget	5%
		Unit 6 Project Part 8: Draft Financials and Break-Even Analysis	5%

<p>Unit 7: RESOURCE CAPABILITIES</p> <p>Upon completion of this unit, students are expected to:</p> <ul style="list-style-type: none"> Identify the resources and capabilities of an organization. Illustrate the link between resources and capabilities and strategy. Assess the use of benchmarking for measuring capabilities. Formulate a functional classification of organizational capabilities. Present a business plan rough draft. Integrate peer feedback into a business plan. 			<p>Total outside work: 10 hours</p>
READING ASSIGNMENT	<ul style="list-style-type: none"> Grant, Chapter 5 		
OUTSIDE WORK	Activity	Estimated Time	
	Complete the reading	2 hours	
	Work on the Assignment	3 hours	
	Work on the Project	5 hours	
GRADED ACTIVITIES / DELIVERABLES	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
	Assignment	Unit 7 Assignment 1: Evaluation of Resources	1%
	Project	Unit 7 Project Part 9: Business Plan Rough Draft	5%

<p>Unit 8: QUALITY AND CHECKPOINT</p> <p>Upon completion of this unit, students are expected to:</p> <ul style="list-style-type: none"> ▪ Discuss the concept of quality management. ▪ Detail the quality message to stakeholders. ▪ Create quality measures for a performance matrix. ▪ Integrate peer feedback. ▪ Devise changes for project improvement. 			<p>Total outside work: 10 hours</p>
READING ASSIGNMENT	<ul style="list-style-type: none"> • Grant, Chapter 14 		
OUTSIDE WORK	Activity	Estimated Time	
	Complete the reading	2 hours	
	Work on the Assignment	3 hours	
	Work on the Project	5 hours	
GRADED ACTIVITIES / DELIVERABLES	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
	Assignment	Unit 8 Assignment 1: Quality Measures	1%
	Project	Unit 8 Project Part 10: Resource Management and Development Plan	5%

<p>Unit 9: LIFECYCLE AND CAPITAL REFINEMENT</p> <p>Upon completion of this unit, students are expected to:</p> <ul style="list-style-type: none"> ▪ Recognize different stages of industry development. ▪ Identify risk and quality concerns in business lifecycle. ▪ Analyze the impact of global strategy on business opportunities. ▪ Formulate lifecycle and development needs. ▪ Evaluate sources of funding. ▪ Create a procedural decision-making process of operations. ▪ Assess the advantages of integration and outsourcing. 			<p>Total outside work: 9 hours</p>
READING ASSIGNMENT	<ul style="list-style-type: none"> • Grant, Chapter 11 		
OUTSIDE WORK	Activity	Estimated Time	
	Complete the reading	2 hours	
	Work on the Assignment	3 hours	
	Work on the Presentation for next week	4 hours	
GRADED ACTIVITIES / DELIVERABLES	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
	Assignment	Unit 9 Assignment 1: Decision-Making Process	2%

Unit 10: PUTTING IT TOGETHER			Total outside work: 16 hours
Upon completion of this unit, students are expected to: <ul style="list-style-type: none"> ▪ Integrate business presentation tools for funding needs. ▪ Present a business plan. ▪ Finalize the business plan. ▪ Evaluate lessons learned. 			
READING ASSIGNMENT	<ul style="list-style-type: none"> • None 		
OUTSIDE WORK	Activity		Estimated Time
	Work on the Project		10 hours
	Work on the Presentation for next week		6 hours
GRADED ACTIVITIES / DELIVERABLES	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
	Presentation	Unit 10 Presentation 1: Status Update	5%
	Project	Unit 10 Project Part 11: Final Project (Portfolio)	15%

Unit 11: FINAL PRESENTATIONS			Total outside work: 2 hours
Upon completion of this unit, students are expected to: <ul style="list-style-type: none"> ▪ Integrate business presentation tools for finance requests. ▪ Present the business plan format. 			
READING ASSIGNMENT	<ul style="list-style-type: none"> • Review all chapters 		
OUTSIDE WORK	Activity		Estimated Time
	Complete the reading review		2 hours
GRADED ACTIVITIES / DELIVERABLES	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
	Presentation	Unit 11 Presentation 1: Business Plan Presentation	10%

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.

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 Framing the Start of a Business with the Four Functions of Management	8 @ 1% each	A-1-1 Communication (0.25%) A-2-1 Core business concepts (0.25%) A-3-1 Decision-making skills (0.25%) A-Y6-1 Learning New Concepts (0.25%)
		2	Unit 2 Business Plan Compare and Contrast		
2	Unit 2 Attributes of a Business Owner				
3	Unit 3 Marketing Message				
5	Unit 5 Legal Requirements				
6	Unit 6 Comparing the Financing Options				
7	Unit 7 Evaluation of Resources				
8	Unit 8 Quality Measures	8%			
B. Project	65%	1	Part 1 Business Proposal	10 @ 5% each	B-1-1 Communication (1.00%) B-1-2 Project Presentation (1.00%) B-2-1 Core business concepts (1.00%) B-3-1 Decision-making skills (0.75%) B-Y1-1 Ethical Behavior (0.50%) B-Y6-1 Learning New Concepts (0.75%)
		2	Part 2 Business Plan Compare and Contrast		
3	Part 3 Marketing Plan				
4	Part 4 Management Systems				
4	Part 5 Organizational Chart				
5	Part 6 Legal & Operational Business Start				
6	Part 7 Start Up Budget				
6	Part 8 Draft Financials & Break-Even Analysis				
7	Part 9 Business Plan Rough Draft				
8	Part 10 Resource Management & Development Plan	50%			
					B-1-1 Communication (3.00%) B-1-2 Project Presentation (5.00%)

B. Project—cont 'd		10	Part 11 Final Project	15%	B-2-1 Core business concepts (4.00%) B-3-1 Decision-making skills (1.00%) B-Y1-1 Ethical Behavior (1.00%) B-Y6-1 Learning New Concepts (1.00%)
C. Presentation	25%	2	Unit 2 Presentation - Business Plan Proposal	3 @ 5% each	C-1-1 Communication (1.50%) C-1-2 Project Presentation (1.50%) C-2-1 Core Business Concepts (1.00%) C-3-1 Decision-Making Skills (1.00%)
		5	Unit 5 Presentation - Status update		
		10	Unit 10 Presentation - Status Update	15%	
		11	Unit 11 Presentation - Business Plan Presentation	10%	C-1-1 Communication (2.50%) C-1-2 Project Presentation (3.00%) C-2-1 Core Business Concepts (3.00%) C-3-1 Decision-Making Skills (1.50%)
Total	100%			100%	

COURSE GRADING RUBRIC

BU4799—Business Management Capstone Project

Campus: _____

Faculty Name: _____

Student Name: _____

Directions: Please assign a percentage grade for each measuring rubric (assignment in the grade book).

A. Assignments (8% of total grade)

Units 1, 2, 3, 5, 6, 7, 8 and 9—Use the table and rubrics below to grade the 4 components of each assignment. (The vertical component names match the assignment names in the grade book.)

Activity/Graded Deliverable	A-1-1 Communication	A-2-1 Core Business Concepts	A-3-1 Decision-Making Skills	A-Y6-1 Learning New Concepts
Unit 1, Framing the Start of a Business				
Unit 2, Business Plan Compare and Contrast				
Unit 2, Attributes of a Business Owner				
Unit 3, Marketing Message				
Unit 5, Legal Requirements				
Unit 6, Comparing the Financing Options				
Unit 7, Evaluation of Resources				
Unit 8, Quality Measures				
Unit 9, Decision-Making Process				

Grading 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 and/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 the intended message across to the audience.

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-3-1 Decision-Making Skills:

- 90-100%: Student 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-Y6-1 Learning New Concepts:

- 90-100%: Becomes expert in a topic of interest and inspires others to become interested in the same topic.
- 80-89%: Pursues deep knowledge of a topic of interest by doing independent research well beyond the scope of class requirements.
- 70-79%: Pursues deep knowledge of a topic of interest by doing independent research.
- 60-69%: Shows signs of being curious about current events related to a topic of interest.
- Below 60%: Student seems only mildly interested in learning new things.

B. Project (65% of total grade)

Units 1 through 8 and Unit 10—Use the table and rubrics below to grade the 6 components of each project activity. (The vertical component names match the assignment names in the grade book.)

Activity/Graded Deliverable	B-1-1 Communication	B-1-2 Project Presentation	B-2-1 Core Business Concepts	B-3-1 Decision-Making Skills	B-Y1-1 Ethical Behavior	B-Y6-1 Learning New Concepts
Unit 1: Part 1, Business Proposal						
Unit 2: Part 2, Business Plan Compare and Contrast						
Unit 3: Part 3, Marketing Plan						
Unit 4: Part 4, Management Systems						
Unit 4: Part 5, Organizational Chart						
Unit 5: Part 6, Legal & Operational Business Start						
Unit 6: Part 7, Start Up Budget						
Unit 6: Part 8, Draft Financials & Break Even Analysis						
Unit 7: Part 9, Business Plan Rough Draft						
Unit 8: Part 10, Resource Management & Development Plan						
Unit 10: Part 11, Final Project						

Grading Rubrics for the Project:

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 gets across to the target audience in writing and/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 the intended message across to the audience.

B-1-2 Project Presentation:

- 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.

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 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-Y1-1 Ethical Behavior:

- 90-100%: Student actively mentors peers in order to promote greater levels of accountability for all.
- 80-89%: Student is identified as a leader by peers, who may seek to emulate his/her personal conduct.
- 70-79%: Student exhibits personal conduct consistent with that expected in a professional work environment.
- 60-69%: 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.
- Below 60%: Exhibits personal conduct not always consistent with that expected in a professional environment but is willing to implement an improvement plan when directed.

B-Y6-1 Learning New Concepts:

- 90-100%: Becomes expert in a topic of interest and inspires others to become interested in the same topic.
- 80-89%: Pursues deep knowledge of a topic of interest by doing independent research well beyond the scope of class requirements.
- 70-79%: Pursues deep knowledge of a topic of interest by doing independent research.
- 60-69%: Shows signs of being curious about current events related to a topic of interest.
- Below 60%: Student seems only mildly interested in learning new things.

C. Presentations (25% of total grade)

Units 2, 5, 10 and 11—Use the table and rubrics below to grade the 4 components of each presentation. (The vertical component names match the assignment names in the grade book.)

Activity/Graded Deliverable	C-1-1 Communication	C-2-1 Project Presentation	C-2-1 Core Business Concepts	C-3-1 Learning New Concepts
Unit 2, Business Plan Proposal				
Unit 5, Status Update				
Unit 10, Status Update				
Unit 11, Business Plan Presentation				

Grading Rubrics for the Assignment:

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 and/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 the intended message across to the audience.

C-1-2 Project Presentation:

- 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.

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 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.

(End of Syllabus)

