

Spring 2017

## GEB 6895 Integrated Business Applications

Yancy Edwards

University of South Florida, [yde@sar.usf.edu](mailto:yde@sar.usf.edu)

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**University of South Florida Sarasota-Manatee**  
**College of Business**

**GEB 6895: Integrated Business Applications**

**Syllabus**  
*Spring 2017*

**Professor:** Yancy D. Edwards  
**Class Time:** Saturdays 8:00am-11:00  
**Class Location:**  
**Office Hours:** Saturdays 11:00am-1:00, and by appointment  
**Office Location:**  
**Office Phone:** 941-359-4598  
**E-mail:**

**Syllabus:**

You are responsible for understanding the contents of this syllabus. I will review it with you during the first class period and will answer your questions at that time. All students are responsible for reading the syllabus and asking me any questions you may have.

**Required Reading:**

Course Pack (available on Canvas).

StratSim Marketing game by Interpretive Simulations ([www.interpretive.com](http://www.interpretive.com)).

In addition to these items several articles from academic and business publications will be given to the students or posted for download during the semester.

**Suggested Reading:**

DeThomas, Arthur, Stephanie Derammelaere, & Steven Fox (2015), *Writing a Convincing Business Plan, 4<sup>th</sup> Edition*, Barron's Educational Series, Hauppauge, NY.  
ISBN-10: 143800480X, ISBN-13: 978-1438004808

Abrams, Rhonda (2014), *Successful Business Plan: Secrets & Strategies, 6<sup>th</sup> Edition*, The Planning Shop, Palo Alto, CA. ISBN-10: 1933895462, ISBN-13: 978-1933895468

Peterson, Steven D., Peter E. Jaret, & Barbara Findley Schenck (2010), *Business Plans Kit For Dummies, 5<sup>th</sup> Edition*, Wiley, Indianapolis, IN. ISBN-10: 1119245494,  
ISBN-13: 978-1119245490

Pinson, Linda (2013), *Anatomy of a Business Plan: The Step-by-Step Guide to Building a Business and Securing Your Company's Future, 8<sup>th</sup> Edition*, Out Of Your Mind . . . And Into the Marketplace, Tustin, CA. ISBN-10: 0944205550, ISBN-13: 978-0944205556

United States Small Business Administration Business Plan Guidelines

(<http://www.sba.gov/category/navigation-structure/starting-managing-business/starting-business/writing-business-plan>)

### **Course Description:**

This course is the first in a series of two capstone courses designed to have students bring together all of the knowledge and skills developed throughout the MBA program and apply them to actual or potential business situations. There will be two primary assignments for this course. In the first, student teams will participate in a simulation called StratSim Marketing in which they will assume the management roles for an automobile manufacturer. These teams will have to make decisions regarding all aspects of managing their company based on information to be provided. There will be ten rounds of decisions each representing one year of operation. After each round, the student teams will be able to see how their company performed under their guidance and adjust their decisions for the next round. This simulation will demonstrate to students what the impacts of their decisions will be in a competitive environment and what factors must be accounted for in an actual business plan.

In the second assignment, students will create, present, and defend a business plan for a business of their choosing. In this course, students will form teams which will choose the topic of their plan and work with these teams throughout the semester to develop all meaningful aspects of the plan. The students teams will be able to consult with faculty advisors throughout the duration of the course as requested.

### **Course Objectives:**

The objectives of this course are to enable the students to synthesize all that they have learned throughout their MBA studies and apply the knowledge and skills to actual business situations. At the conclusion of the course, the student should be able to:

- Assess business situations to identify the core strategic issues facing an organization, develop solutions, assess pros and cons of those solutions, and identify and choose the optimal solution.
- Demonstrate an understanding of the role of environmental factors in determining strategic alternatives.
- Develop a complete business plan considering all elements of business operation to achieve defined and specific goals.
- Write and speak persuasively about business issues and the action plan they develop.
- Discuss proposed solutions to business problems with intent to build consensus supporting a proposed course of action.

### **Course Mechanics:**

The format for this course will be primarily a series of meetings between student groups and faculty members to discuss the progress of the groups toward the final round of the simulation and toward the successful completion of their business plan. There may be some short general class meetings called to discuss any matters that may arise that will be important to all students in the class.

### **Class Preparation:**

Participation in all class and group discussions is expected of all students and will be an important part of your evaluation for the course. ***Active, articulate, insightful, and concise contributions to topic discussions are necessary from all members of the class to make this course a worthwhile experience for all involved.***

### **Expectations:**

It is important for the successful completion of the course that everyone involved have appropriate expectations for the preparation for class meetings and for the time actually spent in class. You are expected to:

- Come to every meeting prepared
- Actively contribute to all discussions
- Accept criticism and disagreement as part of the learning process
- Treat all others involved in the class and their contributions with respect
- Complete and submit all assignments on time and according to instructions
- Abide by the course guidelines outlined in this syllabus

It is also important that everyone understand what may be expected of the instructor. You may expect the instructor to:

- Be constructively critical of your work and contributions to class discussions
- Treat all students in the class and their contributions with respect
- Be available to you for course related reasons during published office hours and at other times as arranged in advance.
- Adhere to the guidelines outlined in this syllabus in calculating your grade for the course

### **Grading:**

Grades will be earned through a series of objective and subjective evaluations of your performance throughout the semester. The following framework is intended to give you a rough guide to the relative importance of different course components:

Class Participation	10%
Simulation	30%
Business Plan	60%

This is a business course and, as such, you will be graded for the course in the same manner as you will be throughout your professional career. The following table will give you an indication of what you may expect as your efforts are graded for the course:

Grade	School Description	Course (Business) Usage
A	Excellent	You have mastered all of the tasks given to you and left no doubt that you will excel when given more complex tasks. (You are promoted, given a huge raise, a corner office, and a bonus.)
B	Good	You have exceeded expectations in some areas but only met them in other areas. (You receive a nice raise.)
C	Satisfactory	You have done the work expected of you and little, if anything, else. (You are allowed to keep your job.)
D	Unsatisfactory	You have fallen well short of expectations and are put on probation. (Drastic, immediate improvement is needed to save your job.)
F	Failure	You have accomplished nothing worthwhile. (You are terminated!)

So, if you merely complete everything listed in this syllabus you may expect a “C” for the course. If you show initiative, interest, enthusiasm, and results, you may expect to progress in a positive

direction. Should you choose to do less than the work required, you should also expect suffer the consequences of **your** choices.

Throughout the semester you will be able to track your grades on Canvas. If you wish to discuss a grade do it as soon as possible after the assignment of the grade. At the end of the semester you will see the weighted average of all of your grades in Canvas and that weighted average will determine your final grade. The table below shows the grade that you will be assigned for each weighted average possibility.

<b>Weighted Average</b>	<b>Grade</b>
92 – 100	A
90 – 91.9999	A-
88.0 – 89.9999	B+
82.5 – 87.9999	B
80 – 82.4999	B-
78.0 – 79.9999	C+
72.5 – 77.9999	C
70 – 72.4999	C-
67.5 – 69.9999	D+
60 – 67.4999	D
Lower than 60	F

There will be absolutely no rounding of weighted averages so, if you wish to earn a higher grade, work hard enough throughout the semester to achieve your goals. There will be absolutely no negotiation for grades for any reasons. The contributing factors to your final grade are listed in the syllabus and do not include the amount of effort you think you put in to the course or assignments, the unforeseen limitations on your time, the possible loss of academic recognition or scholarship, or other non-course related issues. There will be no “extra credit” assignments given to allow you to improve your grade situation at any time during the course.

You are welcome to discuss any and all grades that you receive with the instructor. All discussions regarding grades must be in person. There will be no discussion of grades using email. Please make an appointment with the instructor if you have any questions about any grades. Any discussions of grade that occur will be limited to the grade received by the student having the discussion. There will be absolutely no discussion of grades received by other students in the class on any assignment.

**Class Participation:**

Every group will be required to meet with instructor to discuss their business plan at least four times during the semester with these formal meetings lasting a minimum of 30 minutes. More meetings can be scheduled if the group has more issues to discuss. The team should identify the topics to be discussed during each meeting and the instructor will arrange for other faculty to attend if their expertise is needed to assist in the development of the business plan. Every member of the group is expected to attend these mandatory meetings.

Business leadership involves generating effective solutions and then presenting them to others in a persuasive manner. To develop these skills, you are expected to assume an active role in the class activities by asking questions, answering questions, taking part in discussions, and offering opinions. Everyone in this class has the right to ask questions, express opinions, and debate issues.

It is also expected that appropriate respect will be given to all contributions, whether you agree with them or not. The fact that you have been physically present at the meeting does not mean that you have participated. Please remember that communication is a skill valued by all employers and this class is an opportunity to hone that skill.

The grade will be a function of the quantity and quality of the contributions that each student makes to each meeting. During these meeting, students may be asked questions by the instructor to gauge the level of thought they have given to the issues being discussed. It is expected that all team members will actively contribute to the efforts of the group. Students will be evaluated for every meeting for the quality of their participation using the following scale:

- Outstanding Contributor (4): Contributions reflect exceptional preparation. Ideas are nearly always important and provide one or more major insights as well as providing a fruitful direction for the class. Arguments are well substantiated and persuasively presented.
- Good Contributor (3): Contributions reflect thorough preparation. Ideas are usually important, provide good insights, and sometimes offer a fruitful direction for the class. Arguments are generally well substantiated and are often persuasive.
- Satisfactory Contributor (2): Contributions reflect satisfactory preparation. Ideas are sometimes important, provide generally useful insights, but seldom offer a major new direction. Arguments are fairly well substantiated and sometimes persuasive.
- Poor Contributor (1): Contributions reflect minimum preparation. Ideas are sometimes useful but lack any real depth of thought. Arguments are rarely substantiated or persuasive. Class contributions are, at best, “cherry-picking” efforts making isolated, obvious, or confusing points.
- Unsatisfactory Contributor (0): Contributions reflect inadequate preparation. Ideas offered are seldom substantive. They provide few, if any, insights; and never offer a constructive direction for the class. Integrative comments are absent. Students will also receive this grade if they are not present for a particular class meeting or are present but say nothing. Final grades for class participation will be calculated by dividing the total number of points received by the number of meetings and the letter grade will be assigned using the weighted average table in the Grading section of this syllabus.

High quality contributions include insightful questions and observations pertaining to the discussion taking place at the time. Not all statements or questions offered during a class will be deemed as high quality. For example, if a student says that more advertising should be considered in a certain situation that is not enough to be considered a high quality contribution. If that student says that advertising in a given magazine with a particular theme that appeals to a certain target market will increase sales by 5% that would be considered a high quality contribution.

Should any student be disruptive of the meetings or disrespectful to anyone else in the class during any discussion, a point will be deducted from their total for each instance that occurs.

### **Class Attendance:**

You are expected to attend and participate in all class meetings. It is imperative that you read (or listen to) the assignment(s) prior to class and come prepared to assume your role in the learning

process. Your performance and satisfaction with this class depends a great deal on input from you and your classmates. The exchange of ideas is critical to your success in this class as it will help you clarify things for yourself, help other students understand concepts more clearly, and help me identify topics that require additional explanation. Class discussion provides you an opportunity to hone your communication skills related to business topics. These communication skills are highly valued by employers. ***The fact that you have been physically present in class does not mean you have participated.***

*With respect to class attendance, there are no “free” cuts. If you have two or more absences in a class that meets once a week, I will reduce your earned grade by one letter. If you have four or more absences in a course that meets once a week, you will be issued a grade of “F” for the course.*

*The above policy will apply unless you have exceptional reasons which may be excused by me only upon presentation of a letter from a physician or other acceptable documentation.*

Attendance counts only when you arrive to class on time and remain in class during the scheduled class period. Classes will start on time and continue for the full time allotted. Late arrivals and early departures are highly disruptive and disrespectful to me and your classmates. Thus, you should expect that absenteeism, late arrivals and early departures will negatively impact your final course grade.

I will take attendance several times during the scheduled class period. Two class absences is equivalent to 4 missed role calls. Eight or more missed role calls equates to 4 or more class absences.

The University does have a religious observances policy. That policy states that students are not compelled to attend class at a day or time prohibited by his or her religious belief. However, also note that the policy requires that students are expected to notify their instructors that they will be absent prior to the scheduled class meeting.

### **Simulation:**

Student teams will each manage one of the five automobile companies in the StratSim Marketing simulation. Every student will need to have an access code for the simulation and this code can be purchased at [www.interpretive.com](http://www.interpretive.com). Students should review all of the simulation materials, including the student manual, and the first decision will be which company to run. Any of the five companies can be managed to perform the best over the course of the ten decision periods that the simulation will run, so the company chosen is not as important as the way it is managed. If more than one student team wished to claim a particular company to manage, a bidding process will be established to determine who gets the company in question. The highest bid gets the company and the cost will impact the firm performance numbers. The losing bidders will get a different company to run.

Once each team has its company, team members should review all of the information about their firm and the marketplace found in the menu to the left side of the simulation main page under the headings of Startup, Internal, Market, and Competition. This information will provide insights into the environmental factors that will influence any decisions being made. After reviewing the environmental information, the team may wish to conduct research projects to provide them further information to aid them in making decisions about how to run their company. In the menu at the left of the main page, there is a section called Tools that lists a number of research options that can

be conducted at a cost to the company. Decisions can be made without conducting research if the team feels that the expenditure is not worth it.

There will be a series of decisions that must be made by each team as to how they will run their company. The decision areas can be found in the Decisions section of the left menu. Each team will make decisions related to Technology (basic technical capabilities of the firm), Product Development (new products to be offered), Consumer Marketing (spending and management of the marketing mix and for corporate and product projects), Distribution (managing the dealer network), Manufacturing (managing production capacities), and Financing (managing cash and investor relations). Decisions can be entered into the simulation by clicking on the hot links found in each of these sections. The decision periods will be closed every Friday at 5:00 pm for the duration of the simulation so all decisions must be finalized and submitted by that time.

There will be a total of 11 decision periods for this simulation. The first round is a practice round that will allow each team to familiarize itself with the conditions and decisions to be made and decisions for this round are due on Friday, January 27<sup>th</sup>. After that, starting on Friday, February 3<sup>rd</sup>, and running every Friday through April 14<sup>th</sup>, the real decisions must be made. The outcomes for each decision period will be published on Saturday so that the next round of decision making can begin. Based on these results, each team will also know how their company is performing relative to the other teams in the simulation.

Teams should keep a record of all the decisions made each week and the reasoning used to make those decisions. A copy of this record should be submitted to the instructor at the end of the simulation as an indication of the work that was done by the group for the simulation. This will be particularly important if the group does not fare well in the simulation. The information in the log will be used to improve the grade earned if evidence proper thought was given to each of the decisions made and competitive circumstances were the primary cause for any poor performance.

Each team will be provided with a record for their performance in certain key areas that will serve as the basis for the grade for the simulation. The performance measures used to evaluate team performance will include Net Income (% Change from start), Stock Price, Cumulative Market Share (% of \$), and Cumulative Return on Sales (%). These measures will be calculated as a percentage change from the start of the simulation so that all teams will have a level playing field. The team with the best overall performance at the end of the ten periods will earn an "A" for this assignment. Any team within 5% of the top team's performance level will also earn an "A". Teams whose performance measures are between 5.0001% and 15% below the top team will earn a "B" for this assignment. Teams whose performance measures are between 15.0001% and 25% below the top team will earn a "C" for this assignment. Any team whose performance is more than 25.0001% below the top team will earn a "D" for this assignment.

Peer evaluations will be collected for each team and assignment grades may be adjusted to reflect the level of individual contributions to the overall team performance reflected therein. Individual students may raise the grade they receive for the simulation by writing an analysis of their team's performance that includes what went wrong, what could have been done better, what would be done if the simulation were to start over, and what would be accomplished if these changes were made.



**Business Plan:**

Students will work in teams to write a complete business plan for the business of their choosing. This can be a plan for an existing business or a new business. The team for the business plan does not need to include the same members as the team for the simulation.

There is no one set format to be followed to write a business plan or to be successful with this assignment but it is strongly suggested that you follow the guidelines in the course pack. A list of other sources for examples of business plans has been included under suggested readings. Guidelines for business plans can also be found at the Small Business Administration website (<http://www.sba.gov/category/navigation-structure/starting-managing-business/starting-business/writing-business-plan>). Teams should be creative in their approach to the business plan but each plan must include certain elements. Those critical elements will be the ones listed in the Business Plan Scoring Rubric included at the end of this syllabus. The Business Plan Scoring Rubric will be used to determine the grade for this assignment.

Each group will give two presentations of their business plan during the semester. The first presentation on Saturday, April 1<sup>st</sup> will be given to a panel of faculty who will provide feedback on the progress made and offer suggestions to be considered for the development of the final business plan document and presentation. Each team will have a maximum of 45 minutes so the presentation should last about 30 minutes to allow time for questions and comments. The second and final presentation will be given on Saturday, May 6<sup>th</sup> to a panel of faculty and local business leaders. Again, each team will be allocated 45 minutes so the presentation should last no more than 30 minutes to allow time for questions and comments.

**Plagiarism:**

The University of South Florida has an account with an automated plagiarism detection service which allows student assignments be checked for plagiarism. I reserve the right to ask students to submit their assignments to Turnitin through Canvas. Assignments are compared automatically with a database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student's paper was plagiarized.

Please remove your name from the body of your paper and replace it with your USF id#. Also remove your name from the file name and replace it with your USF id# (e.g., "u12345678 essay 1.docx") before submitting it to Turnitin.

Pursuant to the provisions of the Family Educational Rights and Privacy Act (FERPA), students are requested to maintain confidentiality as a way to keep their personal contact information (i.e. name, address, telephone) from being disclosed to vendors or other outside agencies. By your submission, you are also agreeing to release your original work for review for academic purposes to Turnitin.

### **Technology in the Classroom:**

Students are welcome to bring laptop computers or tablets to class for the purpose of enhancing their learning experience. These devices should be used during class only for taking notes, following the lecture, or participating in class-related activities. They are not to be used during class for any activities that are not related to the class and these activities include electronic communication with anyone, surfing the web, checking social media, and more. Computers and tablets will not be allowed for any exams.

Cell phones should be turned off and stored somewhere off the desk before the class begins. There should be no electronic communication during any class meeting.

The use of any recording devices during class meetings is prohibited unless permission is given before the class by each individual who may be recorded during that class meeting.

### **USFSM AND USF SYSTEM POLICIES**

Policies are available in the [USFSM Catalog](#) and at [regulationspolicies.usf.edu](http://regulationspolicies.usf.edu).

- A. Academic Dishonesty:** The University considers any form of plagiarism or cheating on exams, projects, or papers to be unacceptable behavior. Please review the [USF System Regulation USF3.027 Academic Integrity of Students](#) and the [USF System Regulation USF6.0021 Student Code of Conduct](#).
- B. Academic Disruption:** The University does not tolerate behavior that disrupts the learning process. Please review [USF System Regulation USF3.025 Disruption of Academic Policy](#).
- C. Contingency Plans:** In the event of an emergency, it may be necessary for USFSM to suspend normal operations. During this time, USFSM may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, online conferencing/collaboration tools, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor Canvas for each of their classes for course specific communication, as well as the USFSM website, their student email account, and [MoBull](#) messages for important general information. The USF hotline at 1 (800) 992-4231 is updated with pre-recorded information during an emergency. See the [Campus Police Website](#) for further information.
- D. Disabilities Accommodation:** Students are responsible for registering with the Office of Students with Disabilities Services (SDS) in order to receive academic accommodations. Reasonable notice must be given to the SDS office (typically 5 working days) for accommodations to be arranged. It is the responsibility of the student to provide each instructor with a copy of the official Memo of Accommodation. Contact Information: Disability Coordinator, at 941-359-4714 or [disabilityservices@sar.usf.edu](mailto:disabilityservices@sar.usf.edu), <http://usfsm.edu/disability-services/>
- E. Fire Alarm Instructions:** At the beginning of each semester please note the emergency exit maps posted in each classroom. These signs are marked with the primary evacuation route (red) and secondary evacuation route (orange) in case the building needs to be evacuated. See [Emergency Evacuation Procedures](#).
- F. Religious Observances:** USFSM recognizes the right of students and faculty to observe major religious holidays. Students who anticipate the necessity of being absent

from class for a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second week of classes. Instructors canceling class for a religious observance should have this stated in the syllabus with an appropriate alternative assignment.

**G. Protection of Students Against Discrimination and Harassment:**

1. **Sexual Misconduct/Sexual Harassment Reporting:** USFSM is committed to providing an environment free from sex discrimination, including sexual harassment and sexual violence ([USF System Policy 0-004](#)).
2. **Other Types of Discrimination and Harassment:** USFSM also is committed to providing an environment free from discrimination and harassment based on race, color, marital status, sex, religion, national origin, disability, age, genetic information, sexual orientation, gender identity and expression, or veteran status ([USF System Policy 0-007](#)).

The Counseling and Wellness Center is a **confidential** resource where you can talk about incidents of discrimination and harassment, including sexual harassment, gender-based crimes, sexual assault, stalking, and domestic/relationship violence. This confidential resource can help you without having to report your situation to either the Office of Student Rights and Responsibilities (OSSR) or the Office of Diversity, Inclusion, and Equal Opportunity (DIEO), unless you request that they make a report.

Please be aware that in compliance with Title IX and under the USF System Policy, educators **must** report incidents of discrimination and harassment, including sexual harassment, gender-based crimes, sexual assault, stalking, and domestic/relationship violence. If a student discloses any of these situations in class, in papers, or to a faculty member personally, he or she is required to report it to OSSR or DIEO for investigation. Students who are victims or who have knowledge of such discrimination or harassment are encouraged to report it to either OSSR or DIEO. The Deputy Coordinator for USFSM is Allison Dinsmore, Coordinator of Disability Services & Student Advocacy, 941-359-4714 or [adinsmore1@sar.usf.edu](mailto:adinsmore1@sar.usf.edu).

Campus Resources:

- Counseling Center and Wellness Center 941-487-4254
- Victim Advocate (24/7) 941-504-8599

List of off-campus resources:

- HOPE Family Services: 941-755-6805
- Safe Place & Rape Crisis Center (SPARCC) – Sarasota: 941-365-1976
- First Call for Help- Manatee or Sarasota 941-366-5025 or [www.uw211manasota.net](http://www.uw211manasota.net)
- Centerstone: 941-782-4800; 24-hr Hotline 941-708-6059

**H. Web Portal Information:** Every newly enrolled USF student receives an official USF e-mail account. Students receive official USF correspondence and Canvas course information via that address. The web portal is accessed at <http://my.usf.edu>.

**I. Academic Support Services:**

[The Information Commons](#) provides students with individual and group study spaces, computers, printers, and various media equipment for temporary use. The Information Commons is staffed by librarians, learning support faculty, tutors, and technology and e-learning specialists. Students challenged by the rigors of academic writing, mathematics, or other course content are urged to contact their professors early in the semester to chart out a plan for academic success, and/or regularly use the tutoring

services provided by Learning Support Services, which are provided at no cost to students.

**J. Career Success Center:**

Students can explore careers through activities such as job shadowing, mentoring, and internships. Whether students will be pursuing graduate school or seeking employment, Career Services can help develop a plan to reach their next destination. Students can prepare professional documents, practice for the interview and attend employer or graduate school information sessions. Access these resources or schedule an appointment with career advisors at [www.usfsm.edu/career-services](http://www.usfsm.edu/career-services).

**All Dates Subject to Change:**

A tentative schedule of this course is on the next page. Please note that actual coverage may vary. I will try to minimize any deviations. However, if a change to this syllabus is announced in class, you are responsible for knowing about changes to the syllabus whether or not you are in class when the change is announced. There will be no make-ups of any in-class assignments.



**GEB 6895**  
**Integrated Business Applications**  
**Course Schedule**  
**Spring 2017**

<b>Session</b>	<b>Date</b>	<b>Topics</b>	<b>Readings</b>
1	Jan 14	Course Introduction Overview of a Business Plan Simulation Introduction Strategy Basics <b>Prospective Client Presentations</b>	Chap 1
2	Jan 21	The Core Product/Service The Environmental Scan Competition Analysis <b>Business Plan Kickoff Meeting with Client</b>	Chap 2 Chap 3 Chap 4
3	Jan 28	SWOT Analysis Segmentation/Targeting ATM Analysis Simulation Practice Round Completed (Jan 27)	Chap 5 Chap 6 Chap 7
4	Feb 4	Setting Goals Positioning Product Development Simulation begins (Feb 3)	Chap 8 Chap 9 Chap 10
5	Feb 11	Pricing Promotion	Chap 11 Chap 12
6	Feb 18	Distribution Customer Experience	Chap 13 Chap 14
7	Feb 25	Operations	Chap 15
8	Mar 4	Preliminary Business Plan Discussions	
9	Mar 11	ETS Exam	
<b>10</b>	<b>Mar 18</b>	<b>NO CLASS (Spring Break)</b>	
11	Mar 25	Team Meetings	
<b>12</b>	<b>Apr 1</b>	<b>Preliminary Presentations</b> <b>8:30 am ~ 12:30 (students &amp; clients arrive by 8:00 am)</b>	
13	Apr 8	Team Meetings	
14	Apr 15	Team Meetings Simulation Ends (Apr 14)	
15	Apr 22	Team Meetings	
16	Apr 29	Team Meetings StratSim Marketing Report Due ( <b>optional</b> )	
<b>17</b>	<b>May 6</b>	<b>Final Presentations</b> <b>8:30 am ~ 12:30 (students &amp; clients arrive by 8:00 am)</b>	



### Preliminary Business Plan Scoring Rubric

Plan Element	Rating					Score
Executive Summary	Missing	Poor	Average	Good	Excellent	
Core Product Definition	Missing	Poor	Average	Good	Excellent	
Environmental Analysis	Missing	Poor	Average	Good	Excellent	
Competition Analysis	Missing	Poor	Average	Good	Excellent	
SWOT Analysis	Missing	Poor	Average	Good	Excellent	
Target Market Identification	Missing	Poor	Average	Good	Excellent	
ATM Analysis	Missing	Poor	Average	Good	Excellent	
Goals for Target Markets	Missing	Poor	Average	Good	Excellent	
Positioning Plan	Missing	Poor	Average	Good	Excellent	
Product Development Plan	Missing	Poor	Average	Good	Excellent	
Pricing Plan	Missing	Poor	Average	Good	Excellent	
Promotion Plan	Missing	Poor	Average	Good	Excellent	
Distribution Plan	Missing	Poor	Average	Good	Excellent	
Customer Experience Plan	Missing	Poor	Average	Good	Excellent	
Operating Plan	Missing	Poor	Average	Good	Excellent	
Financial Analysis	Missing	Poor	Average	Good	Excellent	
Presentation Quality	Missing	Poor	Average	Good	Excellent	
Handling Q&A	Missing	Poor	Average	Good	Excellent	
Written Report Quality	Missing	Poor	Average	Good	Excellent	
Ease of Implementation	Impossible	Improbable	Possible	Fairly Easy	Very Easy	

**SCORE:** \_\_\_\_\_



### Final Business Plan Scoring Rubric

Plan Element	Rating					Score
Executive Summary	Poor	Weak	Average	Good	Excellent	
Core Product Definition	Poor	Weak	Average	Good	Excellent	
Environmental Analysis	Poor	Weak	Average	Good	Excellent	
Competition Analysis	Poor	Weak	Average	Good	Excellent	
SWOT Analysis	Poor	Weak	Average	Good	Excellent	
Target Market Identification	Poor	Weak	Average	Good	Excellent	
Goals for Target Markets	Poor	Weak	Average	Good	Excellent	
Positioning Plan	Poor	Weak	Average	Good	Excellent	
Marketing Plan	Poor	Weak	Average	Good	Excellent	
Management Plan	Poor	Weak	Average	Good	Excellent	
Operations Plan	Poor	Weak	Average	Good	Excellent	
Financial Plan	Poor	Weak	Average	Good	Excellent	
Systems Plan	Poor	Weak	Average	Good	Excellent	
Ease of Implementation	Impossible	Improbable	Possible	Fairly Easy	Very Easy	
Chance for Success	None	Little	Some	Good	Excellent	
<b>Overall, how would you rate the quality of this presentation?</b>						
Content	Poor	Weak	Average	Good	Excellent	
Organization	Poor	Weak	Average	Good	Excellent	
Delivery	Poor	Weak	Average	Good	Excellent	

**SCORE:** \_\_\_\_\_