MGT 439 - Business Strategy
Spring 2013
MGT 439.01W; CRN: 20712
MGT 439.03W; CRN: 22888
MGT 439.02W; CRN: 20725
MGT 489.01E; CRN: 23152

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Communicating by email will be the best way to reach the instructor.

Course Description: This course provides a business capstone for the study of the overall functioning of various types of organizations. This course includes a brief study of strategic planning including mission statement development, analysis of external environment and internal organizational factors, development of strategic alternatives, selection of appropriate alternatives, implementation of strategies, and competitive strategies and dynamics. Special emphases are given to the integration and coordination of the functional areas within the enterprise. The case method and/or business simulation will be used to provide practical experience in analysis and decision making in the solution of business problems. Prerequisites: Senior standing; FIN 304, BA 301, 302, 303, MGT 305, 307, 308, MKT 306.

Course Text:
John Parnell. **Strategic Management: Theory and Practice**, 3rd Edition. Mason, OH: Cengage Learning/Atomicdog, 2009. ISBN: 978-1-4266-2882-5. www.atomicdog.com. This publisher may have still an online text.

Or

John Parnell. **Strategic Management: Theory and Practice**, 4th Edition. Sage, 2013. ISBN: 9781452234984. www.sagepub.com./books/. This book should be available by mid-January from the publisher. Search Strategic Management.

Course Objectives:
1. Students will demonstrate an understanding of business strategy and the essential terminology and concepts including the strategic management process, the macroenvironment of business, industry competition, various levels of strategy in a business, SWOT analysis, strategy selection, and planning for strategy implementation and control.
2. Students will apply business strategy concepts and the strategic management process to current company and industry situations through case analysis and presentations
3. Students will develop a personal strategic plan with job search strategies, career analysis, and long-term career plans.
4. Students will demonstrate personal communication and project management skills through a team project.

Course Grading:

Midterm Exam (chapters 1-12)	30%
Job Search/Career Strategy Exercise	10%
Current Case Team Project	30%
Case Follow-up Activity	10%
Case Exam	15%
Class Participation	5%
Total	100%

Mid-Term Exam: A mid-term exam over the text material and other class materials will be given on **Friday, March 1, 2013**. This exam will include objective questions (true-false, multiple choice, matching, identify, etc.) and/or an essay or discussion question. Chapter outlines and a study guide will be provided on the course page.

JS/C Assignment 1: Your first assignment consists of two parts.
1. Students should provide a current copy of their resume. Many of you will be graduating soon and will be searching for a job. If you don't have a current resume—you need one!
2. Prepare a list of **six** goals in **each** of **three** areas: 1) personal, 2) work/job/career/professional, and 3) fantasy. There will be a total of 18 goals. You may want to think of these in the context of short, intermediate, and long range. Due **Thursday, January 24, 2013 at 11:59 pm**.

JS/C Assignment 2: Networking is frequently the way people find their next jobs. In fact, some job search experts say that more than half of all jobs are found through networking. It will depend on the kind of jobs desired, but this is not a far-fetched claim. The bottom line about networking may be that it is not just who you know that counts; it is who knows you—and that you are looking for a job. This assignment consists of making a list of people to contact about your pending job search and developing a plan for making these contacts and recording results. **Due Thursday, January 31, 2013 at 11:59 pm**.

JS/C Assignment 3: This assignment involves two components:
1. Prepare a job description for your "ideal" job. This should be a realistic job that you are likely to be qualified for at this time.
2. Prepare a letter of reference for yourself. Assume that you have asked yourself to write a reference letter on your behalf. You may assume that the letter can be written from both a personal and professional perspective (not necessarily something that many of your references will be able to do).
Due **Thursday, February 7, 2013 at 11:59 pm**.

JS/C Assignment 4: Where do you want to be in five or ten years? For this portion, you may have to really use your research or persuasive skills. Try to contact, visit, and/or interview someone who is in the kind of position that you desire in a few years or do some research to determine what the work is like; what experience, education, skills, special knowledge (industry or otherwise) are required; etc.
Due **Thursday, February 14, 2013 at 11:59 pm**.

Current Case Team Project:
Current case will be due on **Friday, April 12, 2013 at 11:59 pm**.
This major course assignment has several scheduled activities that are associated with the beginning, completion and follow-up of the case.

Team Development and Work: The Current Case assignment will be done within a team environment. Each student is expected to participate on a team. Student teams should have three or four members and may have no more than four members. (Don't even ask! Unless, of course, you **want** to look like some idiot who can't follow instructions **and** have points taken off your class participation grade. Occasionally, because of class size considerations I will allow a five-member team, but it is rare.) Students may choose their own teams, within constraints, but these may be altered as needed by the instructor. The primary constraint will be to provide a balance of majors among the team members. For example, it is unlikely that a team of all accounting majors will be able to form. Another consideration might be geography (where do team members live or work), so that team can get together if and when they need to meet. However, with this being an online class, students should expect that their communication will likely be done using telephonic and electronic communication.

One thing to consider in selecting a team is choosing the right people. It may be difficult to tell a "friend" no, but you will want to be as frank as possible in expressing your expectations to potential teammates. Everyone wants to get an "A" in their courses, but some want to receive that "A" not necessarily work hard enough to earn it. Choosing your team members could be one of the most important decisions in this course!

In the past the instructor has had teams with significant "personnel" problems. If this occurs and some team members want to "fire" a member, the instructor will act as the mediator or arbitrator for the team. If the team cannot reach an agreeable solution with the member and the team member is "fired," alternative arrangements for completing the course will be made with the "fired" or separating team member(s). This will be to start over with another company from the beginning of the activity or trying to secure placement on another team. The last date to fire a team member will be about two weeks before the final draft of the Current Case Team Project is due. This semester, the last date to fire a team member or separate from a team will be Monday, March 18, 2013 (the day that classes return after spring break).

Teams should outline attendance/participation and performance expectations for the team members before the work begins on the team activities. A team charter (or contract) should be developed, signed, and a copy provided to the instructor. The team charter should outline performance expectations of the team members, leadership and other roles of individuals on the team, etc. The teams may determine their own expectations (the instructor is not going to make any specific requirements within the team, only due dates and "team" requirements). If individuals have problems with the expectations that their team is making, they should probably find another team. Members should also maintain records of member attendance (or availability and response to communications) and performance.

The preparation of the written report should include all team members. Too much separation of duties (and/or a lack of a coordinating effort) may result in a report and presentation that does not include all areas and/or duplicated or unnecessary material. Including all members (and having a project

coordinator) will more likely ensure consistency of style in your reports and prevent duplication of discussion (or surprise recommendations).

Company Selection: Each student will participate on a team that will be developing a case or report about a company, analyzing the situation, and making recommendations about the company. Each team will prepare and present a current case selected from a list of approved firms. Companies usually come primarily from one industry or related industries. Students will participate in the selection of the industry and once chosen, a list of firms from that industry or related industries will be provided. Student teams will then participate in the company selection process. Occasionally, firms other than those on the list may be included if a student team expresses a strong interest in the firm, the firm fits the requirements of the course, and the company has not been used in recent semesters. A student team that wants to request a firm for consideration for their case study will need to allow a few days for the instructor to determine the feasibility of the selection. **All organizations used for case studies must be approved by the instructor**.

Case Analysis and Presentation: The work of the teams in this class will focus on the preparation and written presentation of a case. A case is basically a story about a company or situation. Cases are designed to illustrate real-world applications of theory and concepts. The extent to which a particular case covers a wide range of strategic management concepts depends on the situation and the intent of the case authors. Hence, the scope of coverage and discussion will vary depending on the information available to the authors and the intent of the authors in writing their case. Most of the cases used in this class will include a broad range of issues and will have a general strategy focus rather than be oriented on implementation issues or single functions exclusively (for example, human resource management, structure, systems, marketing, finance, operations, and other related issues).

For the current case, teams will likely select an "ending time" for their case. Virtually all firms will have financial information for 2011 available. They are also virtually certain to have partial year information for year 2012 and some companies may have complete financials reported. Student teams will probably also want to "cut-off" their discussion when significant events take place. For example, one semester I had two teams whose companies announced major mergers or reorganizations during the semester in which they were doing the case. Although these kinds of situations provide an interesting study, they may also distort the issues which the teams had begun developing. In this case, the team may want to have a cut-off date prior to this kind of event.

Steps in the Team and company selection process.
As the semester begins, individual students should introduce themselves to the class to begin the search for team members. The instructor will set up a discussion topic to enable this introduction. Individual students should nominate and/or vote for the industry for the Current Case. Once the industry has been selected, teams will try to determine which specific company they will be working on. Once team and companies are selected and approved, the teams may begin their work. This process should be completed by January 31, 2013. So students should (1) introduce themselves to the class and begins seeking a team to build or join, (2) make suggestions for an industry that they would like to use for study in the case papers, and then (3) after teams are selected and the industry is known select a company from the list.

Companies may be selected by only one team. This set of activities will be included in the Class Participation part of the grade.

Grading Format for Case Project:
Students need to keep in mind the grading format for the Current Case Project. The grading format for the case projects will follow the 25 steps/questions presented and discussed in the text (and presented in the syllabus). Hint: This should give some insight on what a proper outline for the project will be. Though the items will be likely be equally weighted in the grading process, some variation in the weighting may be considered for the more important items. Hint: the 25 question represent different kinds of research and thinking (analytical and synthesis). Basically, the first **fifteen** questions may be researched through study of the general environment (macroenvironment), the industry, and the company. This activity is more research and analysis. The last ten questions tend to require more synthesis as the primary approach. One of the approaches student teams often try to use is to divide the questions equally among the members with a member taking the first six, another member the next six, etc. The major problem with this is that individual members may not communicate to the next student in the process. This can lead to a final paper that is disjointed, missing elements, and generally lacks a logical flow and rationale for the recommendation and implementation.

What student teams will turn in.
Students should prepare two documents: the current case team project and a presentation (powerpoint) that they would use if they were going to need to present the case to a live audience. Both are due on **Friday, April 12, 2013**. The powerpoint should give highlight of the environment, industry, company, and brief presentation of the team's recommendations and implementation and control plans.

Current Case Follow-up Activity: This is an individual assignment where students will be encouraged (you should translate this "required") to review the powerpoints (or papers) of about three of the other teams' cases. They should then prepare a three or four page paper that outlines the similarities and/or contrasts among the other companies with their team project. The materials (powerpoints and/or papers) will be prepared and available about Monday, April 15, 2013 depending on the teams meeting the due date for the Current Case. The due date for the Case Follow-up activity will be **Monday, April 29, 2013** (again depending on the receipt of the Team cases on the due date).

Case Exam: Each student will be required to prepare an individual case assignment as preparation for the final exam. A question or set of questions will be required for the case final. The case will be provided a week to ten days before the case exam. The company and instructions for the Case Exam Prep will be available on **Tuesday, April 23, 2013**. The Case Exam will be available on **Friday, May 1, 2013**.

Class Participation: This portion of the grading will include some homework not included in other parts of the grading process (such as the team, industry, and company selection process) and the student participation in the threaded discussions of current events impacting business and the environment of business, the text materials, and other topics that may be included. The current event discussions will

include discussions of important business, economic, and political news that are particularly relevant to the business. Grading of threaded discussions includes quantity, quality, variety of topics, and frequency of posts and replies. Some threaded discussions such as those in the Job Search activities and the Current Case Follow Activity will be included with the grading of those activities, not in this portion.

Some key grade killers or enhancers on the case project:

Company	does not equal	Industry
Opportunities	does not equal	alternatives
Environmental factor	does not equal	company strategy to respond to the factor
Environmental factor	does not equal	industry response to the environmental factor

Strategic management terms are presented for a reason. To learn what they mean and use them appropriately in communicating about companies.

Course Assignment and Exam Schedule and Dates

Assignment/Exam	**Open**	**Due**	**Exam Date**
Class Discussions Current Events/Text Readings (by schedule below)	M, Jan 14	Varies	
Team development for Current Case Team Project	M, Jan 14	Th,Jan 24	
Industry selection for Current Case Team Project	M, Jan 14	Th, Jan 24	
Company selection for Current Case Team Project	F, Jan 25	M, Jan 31	
Job/Search Career 1: Resume and goals	M, Jan 14	Th, Jan 24	
Job/Search Career 2: Networking	M, Jan 14	Th, Jan 31	
Job/Search Career 3: Ideal job	M, Jan 14	Th, Feb 4	
Job/Search Career 4: Long term Plan	M, Jan 14	Th, Feb 11	
Midterm Exam (Chapters 1 - 12)			F, Mar 1
Current Case Team Project	M, Feb 9	F, Apr 12	
Current Case Follow-up Activity	M, Apr 15	M, Ap 29	
Case Exam	Tu, Apr 23		F, May 3

Discussion Schedule for Current Events and Text Readings

Topic/Chapters	Open	Close
Current events: Companies and Industries	M, Jan 14	F, May 3
Current events: Macroenvironment/PEST issues	M, Jan 14	F, May 3
Current events: Strategic Management: Theory Concepts and Applications	M, Jan 14	F, May 3
Text Section 1: Chapter 1: Fundamentals of Strategic Management Chapter 2: The Strategy Landscape	M, Jan 14	F, Jan 25
Text Section 2: Chapter 3: Industry Competition Chapter 4: External Environment Chapter 5: The Organization	M, Jan 21	F, Feb 8

Text Section 3: Chapter 6: Corporate-level Strategies Chapter 7: Business-level Strategies Chapter 8: Functional Strategies	M, Jan 28	F, Feb 15
Text Section 4: Chapter 9: Strategy Formulation	M, Feb 11	F, Feb 22
Text Section 5: Chapter 10: Strategy Execution: Structure Chapter 11: Strategy execution: Strategic Change, Culture, and Leadership Chapter 12: Strategic Control	M, Feb 18	F, Mar 1

Important notice: Unless otherwise stated in a specific assignment, all assignments are due in class or by 11:59 pm central time zone on the date the assignment is due. Assignments should be placed in the assignment drop box in eCollege or sent to the instructor's home email.

John Parnell. **Strategic Management**, 3rd Ed. 2009.

Business Strategy Project Steps

Step	Topic/Question	Chapter-Page
1	Introduction of the organization	1-10
2	Identification of the industry and competitors	3-40
3	Potential profitability of the industry	3-51
4	Who has succeeded and failed in the industry and why? What are the critical success factors?	3-51
5	What political/legal forces affect the industry?	4-67
6	What economic forces affect the industry?	4-71
7	What social forces affect the industry?	4-78
8	What technical forces affect the industry?	4-82
9	What is the current firm-level strategy?	6-132
10	What is the current business-level strategy?	7-162
11	What business-level strategies are presently being employed by competitors?	7-164
12	What is the organization's marketing strategy?	8-179
13	What is the organization's financial position and financial strategy?	8-182
14	What are the organization's production and purchasing strategies?	8-186
15	What are the current strategies in other functional areas such as HR and information systems?	8-189

16	What strengths exist for the organization?	9-204
17	What weaknesses exist for the organization?	9-204
18	What opportunities exist for the organization?	9-205
19	What threats exist for the organization?	9-205
20	What strategic alternatives are available for the organization?	9-208
21	What are the pros and cons of these alternatives?	9-208
22	Which alternative(s) should be pursued and why?	9-208
23	How should the alternative(s) be implemented?	11-255
24	How should the alternative(s) be controlled?	12-278
25	What crisis events should the firm anticipate? What are the future prospects for the company?	12-281

Software to use during the course:
Students will find most of the course materials in the eCollege course management program and will become familiar with the features of the program as you use them. A key area will be the discussions that will be the bulletin board or discussion board we will use. What I hope will happen is that the discussions become conversations.

For most assignments, the document should be attached in either a WORD.doc file, WORD.docx (WORD 2007) file, a rich text file (.rtf) or text file (.txt). Virtually all assignments should follow the format directions in the syllabus below. Assignments sent to the university address may not be received in due time and files that are not compatible may not be opened. Either case may result in a reduction of the grade.

Format for Assignments:
Virtually all assignments must be turned in using the following format guidelines. An example of an assignment that may be turned in **not** using this format is the resume, your personal sales communication document in a job search.

1. Typed, double-spaced
2. Times New Roman, 12 font (only)
3. One-inch margins on all sides: top, bottom, right and left (These are not eh default setting in WORD.)
4. Paper size should be standard, 8-1/2 by 11 inches
5. No headers or footers, except for a page number (if desired)
6. No title sheet (except for current case project), instead place your name on first line in left-hand corner with a title for the assignment centered on the next line.
7. No underlines or *italics* (use **bold** for these requirements or preferences)

8. References should be complete (in that they can be used to find the source) and consistent. APA Style is expected, the main focus should be to make a complete reference that will include author (if known), source (magazine, journal, website, etc.), date of publication (or retrieval), etc.

Course Policy for Drops and Incomplete Grades:
Students often believe that Internet courses are independent study courses and that they can work at their own pace throughout the course. Although the schedule does provide for some flexibility and does not require class attendance (or commuting to and from class), student discipline to meet due dates for the assignments, projects, and exams is required. If a student gets behind and decides that they should drop the course, they will be evaluated on the work completed up to the point of the request to drop. Generally, students will receive a DP (drop passing) if they are reasonably current with their assignments and a DP will be provided until the "Last day to drop a course or withdraw from school." Incomplete grades are usually reserved for students who have a **family or medical emergency during the last couple of weeks of classes**. For students who are allowed to receive an Incomplete for this course, the policy in this course will be that students must complete the course by the end of August 2009 or their course grade will receive a one-letter reduction. The University policy states that Incompletes that are not removed by the end of the next long semester (December 2013) will turn into an "F." Please maintain regular "attendance" (that is, stay up with your work **and** participation) in this class to avoid these problems.

Disability Statement: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Disability Resources and Services
Texas A&M University-Commerce
Halladay Student Services Building
Room 303 A/D
Telephone: (903) 886-5150 or (903) 886-5835
FAX: (903) 468-8148

Student Conduct Statement: "All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conductive to a positive learning environment."
Students enrolled in on-line courses have the same rights and responsibilities as students in live-taught courses.
Refer to Student's Guide Book located at:
www.tamu-commerce.edu/studentlife/guidebook.htm

Comment on Academic Honesty

There seems to be a belief among many that anything found on the Internet is free to use as one wishes. The "cut and paste" option also makes it quite tempting. However, information on the web must be properly cited just as you would any "hard copy" periodicals or books. Keep the following in mind:
1. It is generally not advisable to quote anything verbatim in a paper unless there is an overriding reason to do so, such as the use of a particular phrase or sentence that illustrates a point well and should not be changed. When you do quote directly, you must place the statement in quotes in addition to a footnote at the end of the quote (or for longer quotes, offset the quoted section). Not placing the statement in quotes implies that the wording is your own.
2. Simply changing a few words in a sentence (for example, "large" to "big") may alleviate the need for quotes (depending on how much you change), but it is not the best way to go. If you are not going to provide a direct quote, then the material should be stated in your own terms. Changing a couple of words implies laziness.
3. Every idea you get from another source must be cited. Placing 100 citations in a paper does not imply that the work is not original, but that you did a proper job of giving credit where it was due.
4. The real danger in a "cut and paste" approach to report writing is that you end up including a lot of information that is related to the topic about which you are writing, but does not really address what you are trying to say. Putting things in your own words allows you to focus your comments more effectively.
5. Material that would be considered to be common knowledge in the field (like the general strategic management model) would not likely require a citation.
6. Some papers may be graded using turnitin.com software.

Any deviation from the guidelines concerning quotes and citations constitutes **plagiarism**, as it suggests that you are trying to submit someone else's work and creativity as your own. If you have any questions, please let me know.

Plagiarism represents disregard for academic standards and is strictly against University policy. Plagiarized work will result in an **"F"** for the course and further administrative sanctions permitted under University policy. Guidelines for properly quoting someone else's writings and the proper citing of sources can be found in the APA Publication Manual. If you do not understand the term "plagiarism", or if you have difficulty summarizing or documenting sources,
Papers may be reviewed electronically by Turnitin.com or a similar resource.

RESEARCH STUDIES/HUMAN SUBJECTS
Procedure A15.02

Texas A&M University-Commerce recognizes the need for investigation in which human beings may serve as research subjects. The University acknowledges and accepts its responsibilities for ensuring that the privacy, safety, health, and welfare of such subjects are adequately protected. All research, which involves any form of participation of human subjects, qualifies as human subject research. This includes certain survey research, research by students as well as by faculty and staff and both internally and externally funded research.

In order to comply with federal regulations as well as to conform to guidelines of the University's Institutional Review Board (IRB), the principal investigator should obtain approval of their research protocol from the IRB prior to any contact with human subjects.

If you are using humans in any of your research, contact your professor before proceeding with the research project. A determination will be made as to the need for IRB review and approval.
Contact your professor for assistance.

Grading Rubric for Job Search/Career/Personal Development Plan:

Criterion	**Unsatisfactory** D or < D Less than 70%	**Satisfactory** C or C- 70 to 79%	**Good** B 80 to 89%	**Exceptional** A 90 to 100%
Topics: Inclusion of topics appropriate for the assignment and use of qualitative and quantitative information appropriate for the topics	Paper does not include satisfactory discussion of the topics	Paper included a minimal presentation and discussion of assigned topics and appropriate supporting documentation	Paper included an appropriate presentation and discussion of assigned topics and appropriate supporting documentation	Paper provides an outstanding level of presentation and discussion of the topics
Learning and Comprehension: Demonstrate understanding the topics including an ability to make an application of learning, Comprehend the topics by being able to express the topics in one's own words	Paper lacks a satisfactory understanding of the topic and/or inclusion of application of the topic to a management or business situation	Paper demonstrates a moderate level of understanding of the topic and/or inclusion of application of the topic to a management or business situation	Paper demonstrates an good level of understanding of the topic and/or inclusion of application of the topic to a management or business situation	Paper demonstrates an outstanding level of understanding of the topic and/or inclusion of application of the topic to a management or business situation
Writing and paper process issues: Format using instructor's preferences from syllabus Style (APA) Organization Use of headings Use of tables, graphs, charts, maps, diagrams, etc when appropriate Use of appendices when appropriate Provide a list of references and/or use of endnotes where	Paper fails to meet guidelines of the instructor and/or has numerous grammatical and spelling errors and demonstrates a lack of use of organizational and presentation methods that can enhance the reader's ability to understand the paper.	Paper follows instructor's guidelines presented in the syllabus, uses headings and other paper organizational methods to present the material. Paper has limited grammar mistakes, misspelled and misused words	In addition to following the instructor's format guidelines and providing reasonably good reader-oriented organization, the paper has few grammatical or spelling errors and includes appropriate use of appropriate tables, graphs, etc.	In addition to following the instructor's format guidelines and providing reader-oriented organization, the paper has virtually no grammatical or spelling errors and includes outstanding use of appropriate tables, graphs, etc.

appropriate to the assignment Proper grammar Spelling Appropriate use of words				
Other specific instructions for the paper: Page or word length (maximums, minimums, and range) Due dates Use of drop box, email, or other methods to turn the work in	Student fails to get the paper in on time or has not met other instructions of the assignment referring to page length, and other issues.	Paper is turned in on time using the appropriate procedure and has followed the guidelines for length.	Paper is turned in on time using the appropriate procedure and has followed the guidelines for length and other instructions reasonably closely	Paper is turned in on time using the appropriate procedure and has followed the guidelines for length and other instructions

Class Discussions

Criterion	**Unsatisfactory** D or < D Less than 70%	**Satisfactory** C or C - 70 to 79%	Good B 80 to 89%	**Exceptional** A 90 to 100%
Class Discussions:	Students failed to attend and participate in class discussions.	Students attended class regularly, but did not participate to any notable degree.	Student attended most meetings and participated with some valuable comments and questions.	Student demonstrated exceptional preparation of course material and current events through their comments and questions in class
Threaded Discussions: Discussions topics for this assignment will related to topics posted on the discussion board. Posts should be original and unique, that are not be	Student failed to make acceptable posts or replies as contributions to this discussion.	Students posts and replies were of minimal quality for the level expected of a student at this level	Students should provide a moderate level of unique, original posts of reasonable quality and two replies to the posts of other students for this assignment.	Student has demonstrated exceptional work with several high-quality, unique, original posts and replies.

repetitive with other comments Replies should be meaningful and provide discussion beyond the "I agree" kind of statement				

Grading Rubric for Current Case Paper and Case Exam Prep:

Criterion	**Unsatisfactory** D or < D Less than 70%	**Satisfactory** C or C- 70 to 79%	**Good** B 80 to 89%	**Exceptional** A 90 to 100%
25 Question: Inclusion of topics appropriate for the assignment, in other words the 25 questions, and use of qualitative and quantitative information appropriate for the topics	Paper does not include satisfactory discussion of the topics	Paper included a minimal presentation and discussion of assigned topics and appropriate supporting documentation	Paper included an appropriate presentation and discussion of assigned topics and appropriate supporting documentation	Paper provides an outstanding level of presentation and discussion of the topics
Learning and Comprehension: Demonstrate understanding the topics including an ability to make an application of learning, Comprehend the topics by being able to express the topics in one's own words	Paper lacks a satisfactory understanding of the topic and/or inclusion of application of the topic to a management or business situation	Paper demonstrates a moderate level of understanding of the topic and/or inclusion of application of the topic to a management or business situation	Paper demonstrates an good level of understanding of the topic and/or inclusion of application of the topic to a management or business situation	Paper demonstrates an outstanding level of understanding of the topic and/or inclusion of application of the topic to a management or business situation
Writing and paper process issues: Format using instructor's preferences from syllabus Style (APA) Organization Use of headings Use of tables, graphs, charts, maps, diagrams,	Paper fails to meet guidelines of the instructor and/or has numerous grammatical and spelling errors and demonstrates a lack of use of organizational and	Paper follows instructor's guidelines presented in the syllabus, uses headings and other paper organizational methods to present the	In addition to following the instructor's format guidelines and providing reasonably good reader-oriented organization, the paper has few grammatical or	In addition to following the instructor's format guidelines and providing reader-oriented organization, the paper has virtually no

etc when appropriate Use of appendices when appropriate Provide a list of references and/or use of endnotes where appropriate to the assignment Proper grammar Spelling Appropriate use of words Page length	presentation methods that can enhance the reader's ability to understand the paper.	material. Paper has limited grammar mistakes, misspelled and misused words	spelling errors and includes appropriate use of appropriate tables, graphs, etc.	grammatical or spelling errors and includes outstanding use of appropriate tables, graphs, etc.