

MGT 527 - Strategic Management

Spring 2014 - Commerce, Monday pm

Section: 01E. CRN: 21242

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Course Description: A study of administrative processes and policy determination at the general management level through the use of case analysis. This course is open to business majors only and should be taken during the semester of graduation.

Course Objectives:

1. Understand, and be able to utilize, Strategic Management and ancillary business theories.
2. Understand the role of ethics in the strategic management of organizations.
3. Understand the influence that external forces--social, political/legal, economic, technological, and globalization--play in business performance
4. Understand strategy research, including extensive use of the internet as a research tool
5. Be able to systematically apply strategic management models, concepts, and tools to the analysis of an ongoing enterprise, including industry, environmental, and firm assessments; firm, business, and functional strategic assessments; development and evaluation of strategic alternatives; and strategic implementation and control.

Course Text:

John Parnell. **Strategic Management: Theory and Practice**, 4th Edition. Sage, 2013. ISBN: 9781452234984. www.sagepub.com/books/.

Course Grading:

Midterm Exam (Take-home case exam)	30%
Ethics Paper	8%
Global Impact Paper	8%
Personal Strategy	8%
Current Case Team Project	30%
Major Field Test	10%
Class Discussions and Homework (current events, text, and readings discussions)	6%
Total	100%

Mid-Term Exam / Comprehensive Exam: A mid-term exam will be given during the term. It will be a case study. The company for the case study will be provided two weeks in advance of

the exam due date. The mid-term exam will also serve as the program comprehensive written exam for students in the MBA, MS Mgt, and MS Mkt programs. In this regard the exam is a very important exercise. The grading process will include two considerations: the exam score that will be included in determining the student's grade in the course and a pass/fail consideration for the comprehensive exam. In other words, the student grade (score) on the exam will determine whether or not the student passes the comprehensive. If the student does not pass the exam in a satisfactory manner for a passing grade for the comprehensive, the student will be allowed one retake of the exam which may include another set of questions or another case in order to obtain a passing grade on the comprehensive. The score on the retake will **not** be used for course grading; the original score on the Mid-Term will be used for the course grading. The due date for the Mid-term Exam /Comprehensive Exam is set for 11:59 pm CT **Tuesday, February 25, 2014**. The Midterm/Comp information/assignment sheet will be available on Monday, February 10, 2014. Questions from the text (Business Strategy Process Steps) will serve as the primary grading form for the exam. The items will be approximately equally weighted. See grading rubrics and the end of the syllabus for more information.

Ethics Paper: Each student will prepare a relatively short paper (4 to 5 pages) on a topic relating to ethics. Examples of appropriate topics include personal ethics, organizational influences on ethics, profession-based ethics, legal influences (particularly recent legislation), and corporate governance. Students will develop a personal scenario that they have confronted or are likely to confront in their chosen work life, then prepare an approach to deal with the scenario. The Ethics Paper will be due at 11:59 pm CT **Tuesday, March 4, 2014**.

A sample outline for this ethics paper might be similar to the one below. Students may select from one of two approaches for doing the ethics paper. The instructor would prefer that students attempt to provide a personal example of an ethical situation that they have faced or are likely to face in their chosen work. If this approach is selected, the following outline would seem appropriate.

1. Introduction
2. The situation
3. What happened (or anticipated outcomes if using a "likely" situation)
4. What you should have done (or should do)
5. Which of the theories apply in this situation (or do you use) to guide the decision making? See the text Chapter 5, page 126 and following in 4th edition.
6. Summary or conclusions

See grading rubrics and the end of the syllabus for information about the grading process.

Global Impact Paper: The global impact paper provides an opportunity for students to consider the impact that globalization is having on their lives currently and the prospects of the impact for the future. These impacts can include a variety of considerations, but at the basic level, should include our lives as consumers and workers. How does globalization impact what I buy? How does globalization impact how I work? I am somewhat convinced that many people give little consideration to the origins of the things they buy. From a work standpoint, I have student in each of the continental US time zones and at least two international locations this semester. This

may no matter much, unless a student wants to have an online chat or phone conversation. My point is that this is not something I would have even had to consider ten years ago. Of course other work related matters could include travel to other parts of the world, bringing in guests from other places, etc. which has been done during the past few years in our department and college. How are you being impacted by globalization? The paper should be about four to five pages so give this some thought. The Global Impact Paper is due on **Tuesday, March 25, 2014**.

Personal Strategy: For many the luxury of thinking about their own personal strategy is unknown or seen as unnecessary. They are where they are and do not believe they are likely to go anywhere different. For this assignment, students will have an opportunity to develop a strategic plan for their life. Hopefully, it will include your thinking about yourself from the perspective of the strategic management model and other materials in the course. Of particular importance might be lessons from the book, **How Will You Measure your Life?** Some online materials for this resource will be referenced in the assignment sheet.

This plan is about you and your future. It is your plan. I will be grading it from the perspective of the process you used to develop your plan and what you included in your plan, not so much about the content or values in the plan. These papers are to be four to five pages. The Personal Strategy is due at 11:59 pm CT on **Monday, May 5, 2014**.

Current Case Team Project:

Current case will be due on **Monday, April 14, 2014**.

This major course assignment has several scheduled activities that are associated with the beginning, completion and presentation 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 work will need to 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 want 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 two weeks before the final draft of the Current Case Team Project is due. This semester, that date will be Monday, March 24, 2014.

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).

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 some financial information for 2013 available. By the time the paper is due most will year-end information for 2013. 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.

Important Hint for the project: For the most part, the first fifteen (1-15) steps/questions deal with issues that may be researched, analyzed, and discussed. The remaining ten steps/questions (16-25) deal with issues that are more likely to require synthesis and creation of plans. Teams that divide the work without adequate interaction and participation may find difficulty in developing a cohesive paper. It is recommended that teams deal with the first fifteen steps/questions collectively before proceeding with the final ten steps/questions.

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 Monday, April 14, 2014.** The powerpoint should give highlight of the environment, industry, company, and brief presentation of the team's recommendations and implementation and control plans.

Case Presentations: Student teams will make a presentation of their cases during class on the last two or three nights of class.

Major Field Test: The ETS[®] Major Field Test in Business helps us to assess our graduate business curriculum. As the only comprehensive national assessment for program evaluation of its kind, the ETS[®] Major Field Test for the MBA consists of 124 multiple-choice questions, half of which are based on the short case-study scenarios. Questions employ materials such as diagrams, graphs, and statistical data. Mathematical operations do not require a calculator. Most of the questions require knowledge of specific information drawn from marketing, management, finance and managerial accounting, or a combination of these.

The results of this test are confidential. Students are **required** to complete the exam as part of their course requirements in MGT 527. This will represent 10% of your grade. Details regarding the exam dates, locations, and method of delivery will be announced in the course in January.

Class Discussions and Homework: This portion of the grade will include class discussion, case discussions, and any specific homework assignments that may be assigned during the term. The homework assignment, Introductory Assignment, is provided below.

Introductory Assignment: Your first Homework assignment consists of two parts. It must be completed by Tuesday, January 21, 2014. The assignment should be turned in using the drop box or instructor’s email.

1. Students should provide a current copy of their resume. Many of you will be graduating soon and may be searching for a job. If you are not searching for a job now, you may be soon. 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.

Tentative Course Outline

Date	Topic	Reading Assignment
Mon, Jan 13	Introduction and organization for the course Fundamentals of Strategic Management	Chapter 1
Mon, Jan 20	No class Introductory Assignment due Tuesday, Jan 21	
Mon, Jan 27	Industry Competition External Environment: Political-Legal and Economic External Environment: Social and Technical	Chapter 2 Chapter 3 Chapter 4
Mon, Feb 3	The Organization Corporate-Level Strategies Business Unit Strategies	Chapter 5 Chapter 6 Chapter 7
Mon, Feb 10	Functional Strategies Strategy Formulation Handout Midterm/Comp instructions	Chapter 8 Chapter 9
Mon, Feb 17	Strategy Execution: Structure Strategy Execution: Change, Culture & Leadership Strategic Control & Crisis Management	Chapter 10 Chapter 11 Chapter 12

Mon, Feb 24	Team Work time Midterm/Comp Exam due Tuesday, Feb 25	
Mon, March 3	Current Strategic Issues or a case Team work time Ethics Paper due Tuesday, March 4	Readings or a case
Mon, March 17	Current Strategic Issues or a case Team Work time	Readings or a case
Mon, March 24	Current Strategic Issues or a case Team Work time Global Impact Paper due Tuesday, March 25	Readings or a case
Mon, March 31	Current Strategic Issues or a case Team Work time	Readings or a case
Mon, April 7	Current Strategic Issues or a case Team Work time	Readings or a case
Mon, April 14	Current Case Team Project due	
Mon, April 21	Current Case Team Project Presentations	
Mon, April 28	Current Case Team Project Presentations	
Mon, May 5	Personal Strategy due	

Spring Break is the Week of March 10, 2014.

John Parnell. **Strategic Management**, 3rd Ed., 2009 and 4th Ed. 2013.

Business Strategy Project Steps

Step	Topic/Question	Chapter-Pg-3 rd	Chapter-Pg-4 th
1	Introduction of the organization	1-10	1-13
2	Identification of the industry and competitors	3-40	2-32
3	Potential profitability of the industry	3-51	2-43
4	Who has succeeded and failed in the industry and why? What are the critical success factors?	3-51	2-43
5	What political/legal forces affect the industry?	4-67	3-62
6	What economic forces affect the industry?	4-71	3-68
7	What social forces affect the industry?	4-78	4-89
8	What technical forces affect the industry?	4-82	4-96
9	What is the current firm-level strategy?	6-132	6-163
10	What is the current business-level strategy?	7-162	7-197
11	What business-level strategies are presently being employed by competitors?	7-164	7-199
12	What is the organization's marketing strategy?	8-179	8-225
13	What is the organization's financial position and financial strategy?	8-182	8-227
14	What are the organization's production and purchasing strategies?	8-186	8-231
15	What are the current systems strategies in other functional areas such as HR and information systems?	8-189	8-235

16	What strengths exist for the organization?	9-204	9-253
17	What weaknesses exist for the organization?	9-204	9-253
18	What opportunities exist for the organization?	9-205	9-255
19	What threats exist for the organization?	9-205	9-255
20	What strategic alternatives are available for the organization?	9-208	9-259
21	What are the pros and cons of these alternatives?	9-208	9-259
22	Which alternative(s) should be pursued and why?	9-208	9-259
23	How should the alternative(s) be implemented?	11-255	11-305
24	How should the alternative(s) be controlled?	12-278	12-334
25	What crisis events should the firm anticipate? What are the future prospects for the company?	12-281	12-341

Some key grade killers or enhancers:

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. Learn what they mean and use them appropriately in communicating about companies.

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 the 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 March 2014 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 (May 2014) 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.

Students with Disabilities:

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 Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library

Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

Student Conduct Statement: “All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive 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 Ethics Paper, Personal Strategy Paper, and Written Homework Assignments:

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 a 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 appropriate to	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.

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 relating to the assignment instructions..	Paper is turned in on time using the appropriate procedure, but may not have followed the guidelines for length and other issues in the instructions.	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

Grading Rubric for Midterm Exam and Current Case Team Project:

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
<p>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 appropriate to the assignment Proper grammar Spelling Appropriate use of words Page length</p>	<p>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.</p>	<p>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</p>	<p>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.</p>	<p>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.</p>
<p>Case Presentation and Discussion in class Class presentation was organized, well-presented, stayed within time constraints, and team answered questions</p>	<p>Presentation was not organized, lacked coverage of some portions, and lacked good responses to questions</p>	<p>Presentation was weak in some areas and responses to questions did not demonstrate an appropriate level of forethought</p>	<p>Presentation was organized, and covered most major concerns well and responses to questions were appropriate and satisfactory</p>	<p>Presentation was very well organized, covered the major concerns issues well, and included very good responses questions</p>