

1. Existing course prefix and number:

BUS 1750

2. Level 1: Foundations

Indicate which course category the course should be placed in:

Oral and Digital Communication

3. How are you going to address this in your course?

Oral and digital communication concepts will be infused throughout the course. There will be four assignments that will be used to assess student learning of these concepts:

- (1) Brief oral presentations on Wall Street Journal Articles
- (2) A company analysis paper
- (3) A written report on the business simulation scenario planning, execution, results and lessons learned.

A. Please choose Yes or No to indicate if this class is a Teacher Education class:

No

B. Please choose the applicable class level:

Undergraduate

C. Please respond Yes if this is a current general education course and/or a course being submitted for the new WMU Essential Studies program. Please respond No if it is neither.

Yes

D. Explain briefly and clearly the proposed improvement.

The course is being revised to accomplish four goals:

- (1) Improve student's oral and digital communication skills.
- (2) Improve student's information literacy.
- (3) Improve student's quantitative literacy.
- (4) Introduce students to the use of spreadsheets in business analysis.

E. Rationale. Give your reason(s) for the proposed improvement. (If your proposal includes prerequisites, justify those, too.).

There are a number of improvements being proposed for this course. First, students will develop proficiency in oral and digital communication skills and information literacy through three course activities. Additionally, this course will help business students develop their quantitative literacy early in their academic studies so they may perform at a higher level in later

business courses. In this course we define quantitative literacy as: An aggregation of skills, knowledge, beliefs, dispositions, habits of mind, communication capabilities, and problem solving skills that people need to autonomously engage in and effectively manage situations in life and at work that involve numbers, quantitative or quantifiable information, or textual information that is based on or has embedded in it some mathematical elements.

As an introductory course, the revisions to BUS 1750 can provide students with an opportunity to develop their ability to work with quantitative data and communicate their quantitative analysis effectively. The use of an engaging business simulation will positively affect student's beliefs, dispositions and habits of mind so that they more readily use quantitative analysis where appropriate.

F. List the student learning outcomes for the proposed course or the revised or proposed major, minor, or concentration. These are the outcomes that the department will use for future assessments of the course or program.

WES Student Learning Outcomes

1. Demonstrate effective and appropriate oral and digital communication abilities.
2. Demonstrate and apply information literacy.

Business Student Learning Outcomes

1. Develop an appreciation of the history and structure of business and economics.
2. Gain fluency with the fundamental concepts of accounting and be able to analyze key financial statements.
3. Develop a fundamental understanding of economics and how economic concepts can be used to better understand the business environment.
4. Understand the strategy process and its role in managing a company.
5. Describe the role of marketing in helping a company deliver value to the customer.
6. Describe the new product development process and explain its critical role in a company's long-term success.
7. Describe the function of supply chain management and describe how the different participants in the supply chain coordinate their activities to provide value efficiently.
8. Analyze business problems involving the discounting of cash flows.
9. Apply the key concepts of personal financial planning to maintain the individual's financial health.

10. Describe how the business disciplines of management, marketing, accounting, supply chain management, and finance work together within an organization to deliver customer value at a profit.
11. Apply key concepts in leadership and management in a team environment
12. Apply conceptual and mathematical models to business problems.
13. Build and use Excel spreadsheets to analyze business problems.

G. Describe how this curriculum change is a response to student learning assessment outcomes that are part of a departmental or college assessment plan or informal assessment activities.

This curriculum change is a result of continuous review of courses in the BBA curriculum in conjunction with the transition from General Education to Western Essential Studies.

H. Effect on other colleges, departments or programs. If consultation with others is required, attach evidence of consultation and support. If objections have been raised, document the resolution. Demonstrate that the program you propose is not a duplication of an existing one.

This change will support other colleges and programs that have BUS 1750 in their curriculum and have used it to satisfy a general education requirement. Having this course satisfy a Western Essential Studies requirement will help these programs meet the requirements of Western Essential Studies while simultaneously providing these students with an introduction to the field of business.

I. Effect on your department's programs. Show how the proposed change fits with other departmental offerings.

This change will allow business majors to meet their Western Essential Studies requirements and General Business (BBA) requirements efficiently.

J. Effects on enrolled students: are program conflicts avoided? Will your proposal make it easier or harder for students to meet graduation requirements? Can students complete the program in a reasonable time? Show that you have considered scheduling needs and demands on students' time. If a required course will be offered during summer only, provide a rationale.

This change will make it easier for students to complete their BBA degree on time.

K. Student or external market demand. What is your anticipated

student audience? What evidence of student or market demand or need exists? What is the estimated enrollment? What other factors make your proposal beneficial to students?

There has been significant demand for this course for many years. This change will keep this course in demand.

L. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. Tell how you will staff additions to the program. If more advising will be needed, how will you provide for it? How often will course(s) be offered? What will be the initial one-time costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.)

This change will make better use of WMU resources having BUS 1750 satisfy a WES requirement similarly to how it previously satisfied a General Education requirement.

M. With the change from General Education to WMU Essential Studies, this question is no longer used.

For courses requesting approval as a WMU Essential Studies course, a syllabus identifying the student learning outcomes and an action plan for assessing the student learning outcomes must be attached in the Banner Workflow system.

Not Applicable

N. (Undergraduate proposals only) Describe, in detail, how this curriculum change affects transfer articulation for Michigan community colleges. For course changes, include detail on necessary changes to transfer articulation from Michigan community college courses. For new majors or minors, describe transfer guidelines to be developed with Michigan community colleges. For revisions to majors or minors, describe necessary revisions to Michigan community college guidelines. Department chairs should seek assistance from college advising directors or from the admissions office in completing this section.

Michigan Community Colleges will have to modify their introduction to business courses for them to be able to transfer in as an equivalent course meeting the WES Oral and Digital Communication requirement. The Haworth College of Business will be able to provide curricular materials to Michigan Community Colleges to assist them in this transition.

O. Current catalog copy:

BUS 1750 - Business Enterprise This course introduces students to the

development and value of business institutions in society. Students will examine the dynamics of business decision-making and demonstrate the ability to identify, define, and interpret essential business concepts. The relationships among business activities will be studied to determine their interactions with the economic, political, legal, global, and social environments. Credits: 3 hours Notes: Students will download a 75 minute video lecture each week that covers business theory and practice. During class meetings, students will discuss concepts presented in the video lecture, work on team projects, and take quizzes and tests.

P. Proposed catalog copy:

BUS 1750 - Business Enterprise This course introduces students to key business functions and how they work together to provide customer value and generate profits for a company. Students will gain an understanding of the history and development of business in a free market economy. Students will be introduced to conceptual and quantitative models that help businesses solve problems and evaluate opportunities. Students will develop proficiency in oral and digital communication and information literacy through a number of classroom experiences and assignments. Students will examine the dynamics of business decision-making and demonstrate the ability to identify, define, and interpret essential business concepts through the use of an integrative business simulation. The simulation will also allow students to understand how information systems are used to manage a business and gain a first-hand understanding of leadership in a small group setting. Credits: 3 hours

BUS 1750 Business Enterprise Spring 2021

Instructor: Bret Wagner, Ph.D.
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Office Hours: By Appointment
E-mail: bret.wagner@wmich.edu

Simulation

Students need to purchase access to the ScrimmageSIM Business Simulation for \$89. Students can do this by going to scrimmagesim.com and clicking on Purchase in the upper-right corner of the screen. After successfully making your purchase, you will receive an e-mail confirmation that the payment is processed. There is no key or license for the simulation and no software to install—your instructor will provide you with your logon information in class.

Book

Fundamentals of Business (\$9.99).
www.amazon.com/Fundamentals-Business-Applied-Approach-Engage-ebook/dp/B07GX8P91P/

Wall Street Journal

Wall Street Journal 15 week pack. Purchase online at: www.wsj.com/studentoffer.
WSJ Support: 1-800-JOURNAL. \$4/month.

Simulation

ScrimmageSIM. Purchase online at: www.scrimmagesim.com. \$79.

Objective of the Course

This class is designed to provide you with a foundation for a lifelong career of learning and applying business concepts.



Quantitative Literacy

An overriding theme of this course is the development of your quantitative literacy in the context of applied business concepts. Quantitative literacy is defined in this class as:

An aggregation of skills, knowledge, beliefs, dispositions, habits of mind, communication capabilities, and problem solving skills that people need to autonomously engage in and effectively manage situations in life and at work that involve numbers, quantitative or quantifiable information, or textual information that is based on or has embedded in it some mathematical elements.

Successful businesspeople are comfortable with understanding quantitative tools and models, applying them to business problems, and clearly explaining the implications of these tools and models clearly and succinctly to other business professionals.

WES Specific Learning Objectives

1. Demonstrate effective and appropriate oral and digital communication abilities.
2. Demonstrate and apply information literacy.

Business Learning Objectives

1. Develop an appreciation of the history and structure of business and economics.
2. Gain fluency with the fundamental concepts of accounting and be able to analyze key financial statements.
3. Develop a fundamental understanding of economics and how economic concepts can be used to better understand the business environment.
4. Understand the Strategy Process and its role in managing a company.
5. Describe the role of marketing in helping a company deliver value to the customer.
6. Describe the new product development process and explain its critical role in a company's long-term success.
7. Describe the function of supply chain management and describe how the different participants in the supply chain coordinate their activities to provide value efficiently.
8. Analyze business problems involving the discounting of cash flows.
9. Apply the key concepts of personal financial planning to maintain the individual's financial health.
10. Describe how the business disciplines of management, marketing, accounting, supply chain management, and finance work together within an organization to deliver customer value at a profit.
11. Apply key concepts in leadership and management in a team environment
12. Apply conceptual and mathematical models to business problems.
13. Build and use Excel spreadsheets to analyze business problems.



Grading

Points will be awarded as follows:

Midterm Learning Exam	100 points
Final Learning Assessment Exam	200 points
ScrimmageSIM Simulation Performance	100 points
ScrimmageSIM Scenario 100 Memo	100 points
Simulation Planning Meetings	100 points
ScrimmageSIM Business Presentation	200 points
ScrimmageSIM Business Report	200 points
Company Analysis Report	150 points
The Profit Video Notes	50 points
Wall Street Journal Oral Article Summaries	50 points
Excel Exercises	150 points
Attendance	100 points
Total	1500 points

The following scale defines the grade the student will receive based on the total points earned in the semester:

<u>Points</u>	<u>Percent</u>	<u>Grade</u>
1,350+	90+	A
1,275	85	BA
1,200	80	B
1,125	75	CB
1,050	70	C
975	65	DC
900	60	D
↓900		E

Note that the instructor does not “give students grades.” The instructor calculates grades based on items that measure what the student has done and how well the student demonstrates understanding of the material. Discussions regarding a student’s grades will be limited to the question of whether the instructor’s records are accurate. Material other than items listed above will not be considered in assigning grades.

“What we obtain too cheap, we esteem too lightly: it is dearness only that gives every thing its value.” **Thomas Paine**



Midterm Learning Exam

A midterm exam will be administered through e-learning. Students can take this exam as many times as they want, with the best score will be used for the student's grade. This exam is designed to help students learn the material and develop their quantitative literacy. You are allowed to get help understanding how to do problems in the exam, but you are not allowed to have someone take the exam for you.

This exam is available at the beginning of the semester and the course schedule gives the final date and time available to complete this exam. **No late exams will be allowed unless the student can provide documentation of a serious medical, family, or similar problem that prevented them from taking the exam in the time period available.**

Final Learning Assessment Exam

A comprehensive, single-attempt final learning assessment exam will be administered via e-learning during the regularly scheduled exam week time. Prior to this exam there will be a comparable practice final exam available for students to develop competency. The rules for this final exam are as follows:

You may use:

- Browser with one tab opened to elearning.
- Excel, including any spreadsheets you have developed. Spreadsheets must be transferred to the PC BEFORE the exam starts
- Windows Calculator Program
- Regular Calculator
- Formula Packet with note paper (provided)—you must print name on this sheet, sign it, and turn it in upon completion of exam
- Pencil/Pen

You may NOT use:

- Phone
- Any other application on the PC
- E-mail or any social media/communications application

During the exam:

- No communications with anyone else during exam.

No questions are allowed during the exam. No discussion is permitted with the with the instructor after you have finished the exam. You must turn in the Formula Packet (with name printed on it and signed) and leave promptly. You may email the instructor after the exam with any questions/issues you have had with the exam after you leave the computer lab.



ScrimmageSIM Simulations

There are five business simulations that will be used in class:

Scenarios 100 (2 times), 200, 220 and 230

These scenarios are team-based and require **all members to be logged in using their own account and actively participating to receive credit**. These simulations are run in-class. If a student misses one of these team scenarios because of a valid and approved absence, they may be given a chance to complete the assignment with an individual account.

ScrimmageSIM Simulation Performance

Points will be awarded to team members based on the financial performance of their simulated company for each scenario. Twenty points are available for each simulation scenario, and a grading scale will be provided prior to the simulation that defines the number of points awarded for the EBT (earnings before tax) of the simulated company.

ScrimmageSIM Scenario 100 Memo

You will watch two videos on the first simulation scenario (Scenario 100). The first video provides an overview of the business environment for the simulation company. The second video provides details on operating the simulation itself.

In this memo, you will assume that you are the team leader and have been to a briefing on the simulation (represented by the two videos above). You have taken notes from the briefing and need to communicate the information you have received from the briefing (e.g. the two videos) to your team. You want to summarize it for your team so that they will be prepared to run the simulation using just your memo. Your memo should provide the information, analysis and directions simply and clearly so that it is easy for the recipient to receive, comprehend and act on the information provided. It should be organized and formatted so that it is easy to use as a reference.

Simulation Planning Meeting

Each team member of your simulation group will lead a planning meeting. These will be for Scenarios 200, 220 and 230. The leader will develop and agenda, lead the meeting and submit meeting minutes. The meeting must be recorded using video conferencing software (Microsoft Teams, Webex, Zoom, Google Meet) and the video of the meeting submitted. Up to fifty points will be awarded to the meeting leader for the agenda, running the meeting and meeting minutes. Up to twenty-five points will be awarded for meeting members (non-leaders) active, civil, and constructive contribution to the team meeting. For teams with only two members, only two meetings are required, and a full



25 points will be added to the 75 points available for conducting and participating in two meetings.

ScrimmageSIM Business Presentation and Report

Your simulation team will develop a professional business presentation and report ScrimmageSIM Business simulations scenario 220. You are to develop the presentation and report as if this were a real business—you are not writing about a simulation in a business class. You are preparing this presentation and report for your business manager, so your presentation should be written in a professional business style with a focus on being simple, direct and to the point. You should refer to Chapter 23 of the textbook for more specifics.

The presentation and report will be broken into three sections:

- 1) The strategy and plan developed to succeed in the simulation and strategies going into the simulation, including expected results.
- 2) The actual results compared to the plan, highlighting the differences.
- 3) An explanation of why the actual results differed from the plans, the lessons learned and recommendations for future operation of the business.

One team member will be assigned responsibility for each section of the presentation and report and will be graded on their contribution. The team will be responsible for making the presentation and paper coherent and consistent.

The team will record and edit the presentation using effective production and presentation skills. The quality of the presentation slides and effectiveness of the presentation delivery will be evaluated.

Note that the presentation is due before the written report. This is done so the student teams can create the presentation first, which requires the students to develop charts, graphs and other figures for the presentation and put together the story that they want to tell. Having the supporting figures and story developed will make the written report easier to write.

Company Analysis Report

You will select a publicly traded company and develop a report that analyzes the company's history, current products and strategy, and future plans and potential for continued success. This paper must be original research using appropriate resources.

The paper must have the following sections:

- Executive Summary
- Background and Company History
- Current Products and/or Services and Markets



- Company Strategy
- Financial Performance
- Prediction of Future Company Performance

The Profit Video Notes

During four class periods you will watch episodes of the CNBC show **The Profit**. As you watch the video you will take notes to prepare for class discussion. You will submit images of these notes for grading. The notes will be evaluated for completeness and accuracy.

Wall Street Journal Oral Article Summaries

Students will be called on randomly at the beginning of each class and will present a 2-minute summary of a Wall Street Journal article. The presentation should consist of three parts:

- A summary of the article (who, what, when, where, and why) and any pertinent background.
- Why the article is interesting or relevant.
- What can a business manager take away from the article for use in their business career.

Excel Assignments

There are a number of Excel assignments that must be completed during the semester.

Grade Calculation Spreadsheet	25 points
Gross Margin Calculation Spreadsheet	25 points
Simulation Scenario 100 Plan	25 points
Simulation Scenario 200 Plan	25 points
Simulation Scenario 220 Plan	25 points
Simulation Scenario 230 Plan	25 points

- **All Excel Assignments will be submitted via e-learning.**
- **Grades for late exercises will be reduced by 50%.**
- **Do not email assignments to the instructor.**

Excel assignment will be graded on accuracy and proper formatting. The simulation planning exercises will also include an evaluation of the EBT (earnings before tax) developed via trial and error. All Excel Exercises are to be done individually. If there is any evidence that a spreadsheet exercise has been shared between students in the class, the evidence will immediately be referred to the Office of Student Conduct.



Attendance

This course, like most, provides significant learning opportunities during the scheduled class meeting time. If you are not in class, you cannot take advantage of these opportunities. Many times, the classroom discussion will help explain the application of the material and provide real-life examples. This discussion may be helpful when you are interviewing for a job and are trying to answer an interviewer's question. This type of understanding is not easy to measure with exams or assignments. There is an old adage in the area of quality that "You get what you inspect." In line with that adage, attendance will be taken and will be included as part of your grade. An absence will only be excused with prior approval of the instructor or in the case of documented serious illness, injury or family tragedy. For each unexcused absence, five points will be deducted from the attendance points available.

Tardiness

Arriving to class late disrupts the learning of others. Unless there is a major snow emergency, you are expected to be in class on time. If you have trouble arriving to class on time due to another instructor ending class late, please let the instructor know so that the situation can be remedied. If you come to class late, **please do not disturb the classroom discussion. Attendance will be taken within the first 5 minutes of class. If you are not in class when attendance is taken, you will be counted as absent. Be Professional.**

University Policy

If there is ever an issue regarding academic honesty, incompletes or other procedural issues, University Policy will apply. Refer to the undergraduate catalog for details.

Academic Integrity

You are responsible for making yourself aware of and understanding the policies and procedures in the Undergraduate Catalog that pertain to Academic Integrity. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Judicial Affairs. If you believe you are not responsible, you will have the opportunity for a hearing. You should consult with the instructor if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.



Schedule

“You have to have a plan before you can deviate from it.”

Class	Date	Topic	Readings	Work Due
1	1/12	Course Introduction – Chapter 1		
2	1/14	Presentations Part 1 The Profit—Skinny Latina		
3	1/19	Generating Profits - Chapter 2		Grade Calculation Spreadsheet Due
4	1/21	Generating Profits - Problems		
5	1/26	Simulation 1 – Scenario 100		
6	1/28	Assets of the Firm - Chapter 3		Gross Margin Calculation Spreadsheet
7	2/2	Assets of the Firm - Problems		
8	2/4	Managing Cash - Chapter 4		
9	2/9	Managing Cash - Problems		
10	2/11	Presentations Part 2 The Profit – Quest Lighting		Scenario 100 Plan (Spreadsheet)
11	2/16	Simulation 2 – Scenario 100 2nd Attempt		
12	2/18	Supervision, Management, and Leadership – Chapter 8		Midterm Exam Due 2/19 @ 11pm
13	2/23	Economics - Chapter 5		
14	2/25	Economics - Problems		Scenario 200 Plan (Spreadsheet)
15	3/2	Simulation 3- Scenario 200		
16	3/4	Human Resource Management – Chapter 9		
	3/9	Spring Break		
	3/11	Spring Break		



Schedule

“You have to have a plan before you can deviate from it.”

17	3/16	Strategy and Business Models - Chapter 6		
18	3/18	Presentations Part 3 The Profit – Murcheson Hume		
19	3/23	Marketing: Customer Value - Chapter 7		
20	3/25	Business Financing - Chapter 14		
21	3/30	Business Financing - Problems		Scenario 220 Plan (Spreadsheet)
22	4/1	Simulation 4 – Scenario 220		
23	4/6	New Product Development - Chapter 15		
24	4/8	Supply Chain Management - Chapter 10		Scenario Business Presentation
25	4/13	The Profit – SJC Drums		Scenario 230 (Spreadsheet)
26	4/15	Simulation 5 – Scenario 230		Business Report Sections (Scenario 220) Due 12/4
27	4/20	Personal Financial Planning - Chapter 25		
28	4/22	Personal Financial Planning - Problems		Final Business Report (Scenario 220) Due 12/4



WSJ Article Rubric

Score	5	4	3	2	1	0
(1) Business professional presentation: Posture, Gestures, Projection, and Confidence	Presenters speak slowly, clearly and confidently. Good, consistent eye contact. Good posture and use of gestures that sell their recommendations to the audience. No memorization or note cards. Clearly practiced in telling the story.		Presenters generally speak slowly, clearly and confidently. Relatively consistent eye contact. Few errors in posture or gestures. No memorization or note cards. Some failures in telling the story.		Presenters speak too quickly or unclearly. Confidence is lacking. Minimal eye contact. Posture distracting (slouching, fidgeting, etc.) No gestures used or gestures ineffective. Memorization or note cards evident and distract from the story.	
(2) Presentation Organization	Clearly followed the structure of providing a summary of the article, identifying key points and presenting why the article is relevant.		Generally followed the structure of providing a summary of the article, identified one or more key points and gave some justification of why the article is relevant.		Structure not followed: nonlinear and/or confusing. Key points not clearly presented if at all. Justification of relevance not well made or missing.	



BUS 1750 Company Analysis

Select a publicly traded company of sufficient size and importance that there is a sufficient amount of material available to use in your report. You MAY NOT select any of the following companies:

Amazon	Illinois Tool Works
Apple	Lincoln Electric
Boeing	MicroSoft
Costco	Netflix
Facebook	Starbucks
Ford	Tesla
General Motors	Uber
Goolge	WalMart

This is because either they are used as examples in this course or there is a volume of teaching materials, cases and student papers available on the internet about these companies.

This paper must be original research using appropriate resources. Examples of good resources are:

sec.gov or Mergent online for financial statements.
Publications such as the Wall Street Journal, Forbes, Fortune, Business Week, etc.
Journal Articles from sources such as Harvard Business Review and MIT Sloan Management Review.
Books on companies or business leaders like “The Ride of a Lifetime” by Bob Iger.

The paper must have the following sections:

- Executive Summary

A summary of the background, analysis and conclusions presented in the report. The executive summary should provide sufficient background so that the reader has a sense of where the company has been and what they have done, key points made in the four main sections of the report and a summary of the predictions of future company performance with the key reason(s) for this conclusion.

- Background and Company History

A review of how and why the company came into being and the major changes and shifts in the company’s structure, products, markets and strategies.



BUS 1750 Company Analysis

- Current Products and/or Services and Markets

A thorough review of the company's current products and/or services and the markets that they are competing in. This review should also conclude an analysis of key competitors in the marketplace.

- Company Strategy

An evaluation of the company's strategy, including how it has evolved to the current strategy, a SWOT analysis of the strategy, and a prediction of how this strategy will have to change to adapt to future conditions and competition.

- Financial Performance

An evaluation of the company's financial performance which will include key financial performance measure and evaluation of the company's performance in comparison to the industry and key competitors.

- Prediction of Future Company Performance

Based on the analysis provided in the previous four sections, make a prediction of the performance of the company in the next three to five years and a recommendation as to whether it would be advisable to invest in this company.

Grading

The report will be evaluated using the rubric on the following page.



Company Analysis Rubrics

Score	5	4	3	2	1	0
(1) Business professional writing style: tone, grammar, clarity and directness.	Clearly organized: linear story telling. Good sentence and paragraph structure, effective word choice, appropriate tone. Clear, concise, and coherent with minimal wordiness. Grammatically correct and free from usage, spelling, punctuation, and typographical errors.		Overall well organized: minimal tangential discussion. Good sentence and paragraph structure, generally effective word choice, appropriate tone. Generally clear and concise with occasional wordiness. Very few grammar, spelling, usage, punctuation or typographical errors.		Organization confusing with tangential discussions. Problems with sentence and paragraph structure, word choice, tone and wordiness. Numerous grammar, spelling, usage, punctuation and typographical errors.	
(2) Paper Organization.	Clearly organized story with compelling central message. Skillful and cohesive organizational pattern.		Discernable story with evident central message. Generally clear organizational pattern.		Story not well presented. Organization is not consistent and clear. Central message muddled and not compelling.	
(3) Executive Summary	Complete and parsimonious summary of the paper. Clear and complete description that shows a high-level understanding without extraneous information.		Generally complete summary of the paper. Overall clear description that shows an understanding with little extraneous information.		Summary misses some important details and includes significant extraneous information. Does not demonstrate deep understanding of the subject.	
(4) Paper Analysis	Sophisticated analysis providing several insights into the company that incorporate the company's history, strategy, leadership, and business environment.		Satisfactory analysis providing several insights that incorporate some of the following: the company's history, strategy, leadership, and business environment.		Rudimentary analysis providing one or two insights that incorporate at least one of the following: the company's history, strategy, leadership, and business environment.	



Company Analysis Rubrics

(5) Supporting Material Integration	Utilizes multiple, varied, credible and relevant sources and evidence to validate analysis and conclusions.	Provides minimal relevant and credible sources and evidence. Some linkage and validation of analysis and conclusions.	Presents few sources of questionable relevance and credibility. Little linkage or validation of analysis and conclusions.
(6) Supporting Material Evaluation	Information is evaluated to recognize differing perspectives, assumptions, and motivations of the source. Missing perspectives are noted.	Information is evaluated to ensure sources are relevant and valid.	Relevant and valid information sources are used.
(7) Conclusions	Information is synthesized to provide insights and perspectives that are not contained in the information sources.	Valid conclusions are reached, and the conclusions are supported by referencing information sources.	Conclusions are reached but lack reference to the information sources.



BUS 1750 Simulation Business Presentation and Report

The ScrimmageSIM business simulation provides the opportunity to develop an operational business plan, execute the plan in the simulated environment, evaluate the results and develop recommendations for future plans based on these results.

Your simulation team will develop a professional business presentation and report ScrimmageSIM Business simulations scenario 220. You are to develop the presentation and report as if this was a real business—you are not writing about a simulation in a business class.

In this course you will be preparing both a presentation and a report. The schedule has the presentation due before the report. The rationale for this is that writing is frequently difficult for many, and the key is to have all of the figures, graphs and tables prepared and the story to explain them thought through before commencing the writing process. Preparing the presentation prior to writing puts the writer in a position where the words can more easily flow, which makes the writing process much easier. The presentation is like an oral version of the executive summary, expanded to include key figures, tables and graphs. The presentation presents the highlights of what is in the report. When making an oral presentation, it is a good practice to hand out copies of the written report so that any questions from the audience asking for more detail can be addressed by referring to the written report.

You are preparing this presentation and report for your business manager, so your presentation should be developed and presented in a professional fashion. Your presentation slides should be simple, clear and incorporate interesting graphics to illustrate concepts. Graphs and figures should be simple and easily understood by the audience. Your team is to record the presentation and use quality production techniques to incorporate slide images with presenter videos. The presenters should speak slowly, clearly and confidently, and use good posture and gestures to sell their recommendations to the audience.

After Action Review

The **After Action Review** provides the structure for the heart of both the presentation and paper. In this course the process of evaluating the simulation results and learning from them is facilitated using the After Action Review process, which is illustrated in Figure 1 below:



BUS 1750 Simulation Business Presentation and Report

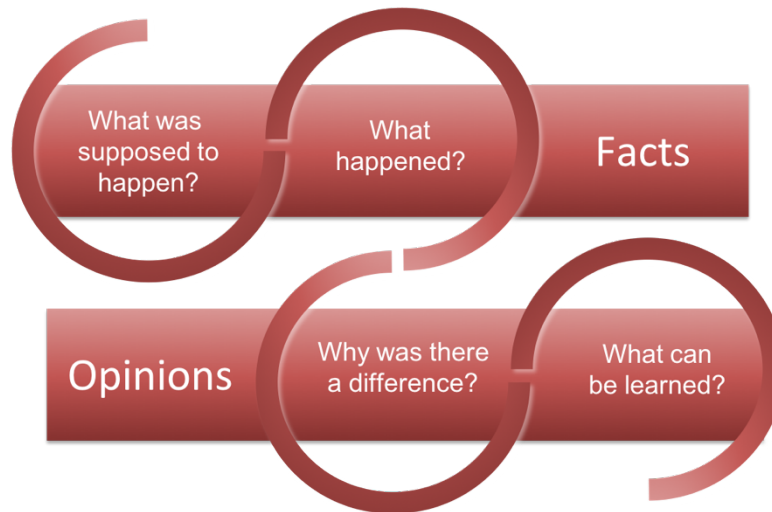


Figure 1
After Action Review Process

After the introductory simulation, each team is to develop a spreadsheet-based plan that should guide their execution of the simulation. Once the simulation is complete, an analysis of what actually happened in the simulation should be conducted. The actual results will differ from the plan for two reasons:

- The simulation environment is different than what was planned, e.g. the demand was different than the forecast value or responded differently to price changes
- The team made changes to the plan as they executed the simulation

This analysis will be facilitated by the simulation chat feature. Teams can download a history of their communications during the simulation to reconstruct their thoughts, assumptions and decisions during the execution of the simulation.

Once the differences between the planned and actual results are understood, the team begins the most challenging part of the After Action Review process: determining why there was a difference. Notice in the figure above that determining why the results were what they were is really an issue of opinion and not fact. This concept was well described by the noted management guru Peter Drucker:

A decision is a judgment. It is a choice between alternatives. It is rarely a choice between right and wrong. It is at best a choice between "almost right" and "probably wrong"—but much more often a choice between two courses of action neither of which is probably more nearly right than the other.



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Most books on decision-making tell the reader: "First find the facts." But managers who make effective decisions know that one does not start with facts. One starts with opinions. These are, of course, nothing but untested hypotheses and, as such, worthless unless tested against reality. To determine what is a fact requires first a decision on the criteria of relevance, especially on the appropriate measurement. This is the hinge of the effective decision, and usually its most controversial aspect. . . .

The effective decision-maker also knows that he starts out with opinions anyhow. The only choice he has is between using opinions as a productive factor in the decision-making process and deceiving himself into false objectivity. People do not start out with the search for facts. They start out with an opinion. There is nothing wrong with this. People experienced in an area should be expected to have an opinion. Not to have an opinion after having been exposed to an area for a good long time would argue an unobservant eye and a sluggish mind. . . .

Alfred P. Sloan, Jr., is reported to have said at a meeting of one of the GM top committees, "Gentlemen, I take it we are all in complete agreement on the decision here." Everyone around the table nodded assent. "Then," continued Mr. Sloan, "I propose we postpone further discussion of this matter until our next meeting to give ourselves time to develop disagreement and perhaps gain some understanding of what the decision is all about."¹

The key to making this step of the AAR process effective is to:

- Listen more than you speak.
- Try to fully understand other people's perspectives
- Suspend judgment

and most importantly

- Seek to find the best answer for the team, not argue to have your answer accepted

Once the "Why was there a difference" question has been answered, the final step is to determine what can be learned from the experience that can be used to improve the team's performance in the future.

When done correctly, the AAR process produces results that are better than any of the team members could generate individually by harnessing the creativity of the group.

¹ Drucker, Peter F., "Management: Tasks, Responsibilities, Practices," Harper & Row, Publishers, New York, 1974, pp. 470 - 476.



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When done poorly, the results are poor and valuable time is consumed. The key factor is working to make the team better, not trying to assess blame or stroke personal egos.

Paper Structure

The report should be written in a professional business style: simple, direct and to the point. You should refer to Chapter 23 of the textbook for more specifics about writing style. The report should use the template provided for the course. The following structure should be used for the written report:

1. Executive Summary
2. Table of Contents
3. Table of Figures
4. Table of Tables
5. Development of the 2024 Plan
6. Execution of the 2024 Plan
7. Lessons Learned from 2024
8. Conclusions

One team member will be assigned responsibility for each section of the presentation and report and will be graded on their individual contribution as well as the final presentation and report. The team will be responsible for making the presentation and paper coherent and consistent. If there are only team members, the two team members will have to complete the third report section but will receive 10 extra points for the presentation and 10 extra points for the report.

1. Executive Summary

The executive summary is just that—a summary for busy executives that don't have time to read the entire paper. The biggest challenge students face is how to define what to include and what to exclude. The executive summary should provide enough information to let the executive know what was done, what was learned and clearly define what the author recommends the company do in the future. While providing a summary for the busy executive, the writer should strive to make the summary interesting so that it entices the executive to read the complete report and come away with a highly favorable impression of the author, which hopefully leads to career advancement.

2. Table of Contents

The table of contents should identify the pages of the 7 main headings of the report (all but the table of contents itself) plus sub-headings that are used to further structure the paper.



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3. Table of Figures

A table of figures should be included to make it easy for readers to use the paper as a reference and find important figures easily.

4. Table of Tables

Similarly a table of figures should be included to make it easy to quickly find any important tables.

5. Development of the 2024 Plan

The presentation and paper will have three primary components that are related to the AAR process as shown in Figure 2 below:

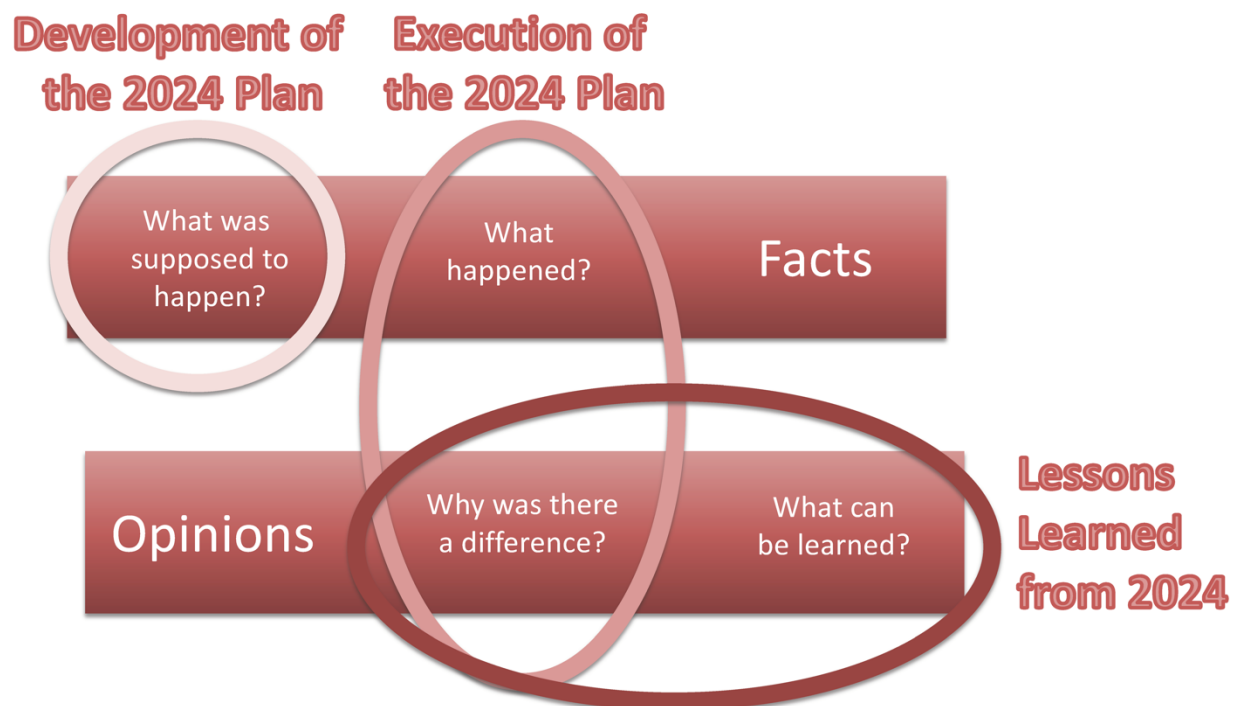


Figure 2

The development of the 2024 plan should describe the what was supposed to happen. This part should detail the plans that were developed prior to the running of the simulation. This description should be written from the perspective of an operational team at a real reporting to senior management, not students participating in a simulation exercise. All information and assumptions used in the planning process should be



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detailed. Appropriate graphs, charts and figures should be included in the presentation and paper. In the paper, the figures and tables should be properly titled and referenced.

6. Execution of the 2024 Plan

The execution of the plan should primarily cover what happened. Because of the complexity of operating a business—even a simulated business—what happened interacts with the determination of why it happened. “What” has little value without “why?” The “why” is needed to confirm that the “what” is important.

7. Lessons Learned from 2024

The third part of the paper should cover the lessons learned. The lessons learned will be recommendations for how the team would operate the company going forward. It should address how the team should develop a business plan as well as how they should make decisions during the execution of the plan. These recommendations should be concrete and detailed.

8. Conclusions

This is a relative brief conclusion that summarizes the paper similar to the executive summary, but briefer because it is assumed the reader has read the rest of the paper. It should summarize what was accomplished, what was learned and especially recommendations for the future.

Grading Rubric

The grading rubric has two functions—not only to clearly define how the paper will be graded but also to help students plan and execute their paper.



Simulation Scenario 220 Presentation Rubric

Score	5	4	3	2	1	0
(1) Business professional presentation: Posture, Gestures, Projection, and Confidence	Presenters speak slowly, clearly and confidently. Good, consistent eye contact. Good posture and use of gestures that sell their recommendations to the audience. No memorization or note cards. Clearly practiced in telling the story.		Presenters generally speak slowly, clearly and confidently. Relatively consistent eye contact. Few errors in posture or gestures. No memorization or note cards. Some failures in telling the story.		Presenters speak too quickly or unclearly. Confidence is lacking. Minimal eye contact. Posture distracting (slouching, fidgeting, etc.) No gestures used or gestures ineffective. Memorization or note cards evident and distract from the story.	
(2) Effective Slide Preparation	Simple, clean and attractive slides that support the presentation. Shows significant effort in preparation.		Simple, clean and appropriate slides that support the presentation. Shows a reasonable effort in preparation.		Slides are overly busy or unattractive and detract from the presentation. Shows minimal effort in preparation.	
(3) Mediated Presentation	Incorporates production techniques that are highly effective and compelling and adheres to professional practice and norms.		Includes production techniques that are effective and appropriate with evident attention to professional practice and norms.		Uses production techniques that are partially effective and shows some attention to professional practice and norms.	



Simulation Scenario 220 Presentation Rubric

(4) Effective Charts and Graphs	Appropriate Charts and Graphs are selected to present results where useful. Charts/graphs are easily understood and relevant to the discussion. Informative titles are used and axes are clearly labeled with correct units of measure.	Charts and graphs are generally appropriate—some graphs may not be appropriate or opportunities to use charts and graphs are missed. Charts/Graphs are overall clear with and easily understood. Titles and axes are overall clear and correct.	Some charts and graphs are used but are not easily understood or clearly titled and labeled. Numerous opportunities to use charts and graphs are missed.
(5) Presentation Organization	Clearly organized story with compelling central message. Clearly understandable and linear organization. Follows Aristotle's structure to present an argument.	Discernable story with evident central message. Overall understandable and linear organization. Generally follows Aristotle's structure.	Story not well presented. Organization is nonlinear and/or detracts from presentation. Central message muddled and not compelling.
(6) Analysis of what happened, why it happened and lessons learned	Sophisticated analysis providing several valuable insights into the operation of the company. Provides clear evidence of a successful After Action Review process. Well-justified lessons learned	Satisfactory analysis providing several insights into the operation of the company. Provides evidence of a successful After Action Review. Generally well supported lessons learned.	Rudimentary analysis providing one or two insights into the operation of the company. Slight evidence of the After Action Review process. Lessons learned not strongly supported.
(7) Supporting Material Integration	Utilizes all material available for the simulation—scenario information provided, team plans, reports from the simulation system and chat history.	Utilizes much of the material available for the simulation—scenario information provided, team plans, reports from the simulation system and chat history.	Some of the material available for the simulation—scenario information provided, team plans, reports from the simulation system and chat history.



Simulation Scenario 220 Business Report Rubric

Score	5	4	3	2	1	0
(1) Business professional writing style: tone, grammar, clarity and directness.	Clearly organized: linear story telling. Good sentence and paragraph structure, effective word choice, appropriate tone. Clear, concise, and coherent with minimal wordiness. Grammatically correct and free from usage, spelling, punctuation, and typographical errors.		Overall well organized: minimal tangential discussion. Good sentence and paragraph structure, generally effective word choice, appropriate tone. Generally clear and concise with occasional wordiness. Very few grammar, spelling, usage, punctuation or typographical errors.		Organization confusing with tangential discussions. Problems with sentence and paragraph structure, word choice, tone and wordiness. Numerous grammar, spelling, usage, punctuation and typographical errors.	
(2) Paper Organization.	Clearly organized story with compelling central message. Skillful and cohesive organizational pattern.		Discernable story with evident central message. Generally clear organizational pattern.		Story not well presented. Organization is not consistent and clear. Central message muddled and not compelling.	
(3) Effective Charts and Graphs	Appropriate Charts and Graphs are selected to present results where useful. Charts/graphs are easily understood and relevant to the discussion. Informative titles are used and axes are clearly labeled with correct units of measure.		Charts and graphs are generally appropriate—some graphs may not be appropriate or opportunities to use charts and graphs are missed. Charts/Graphs are overall clear with and easily understood. Titles and axes are overall clear and correct.		Some charts and graphs are used but are not easily understood or clearly titled and labeled. Numerous opportunities to use charts and graphs are missed.	



Simulation Scenario 220 Business Report Rubric

(4) Executive Summary	Complete and parsimonious summary of the paper. Clear and complete description that shows a high-level understanding without extraneous information.	Generally complete summary of the paper. Overall clear description that shows an understanding with little extraneous information.	Summary misses some important details and includes significant extraneous information. Does not demonstrate deep understanding of the subject.
(5) Analysis of what happened, why it happened and lessons learned	Sophisticated analysis providing several insights into the company that incorporate the company's history, strategy, leadership, and business environment.	Satisfactory analysis providing several insights that incorporate some of the following: the company's history, strategy, leadership, and business environment.	Rudimentary analysis providing one or two insights that incorporate at least one of the following: the company's history, strategy, leadership, and business environment.
(6) Supporting Material Integration	Utilizes all material available for the simulation—scenario information provided, team plans, reports from the simulation system and chat history.	Utilizes much of the material available for the simulation—scenario information provided, team plans, reports from the simulation system and chat history.	Some of the material available for the simulation—scenario information provided, team plans, reports from the simulation system and chat history.
(7) Conclusions	Information is synthesized to provide insights and perspectives that are useful to business managers.	Valid conclusions are reached, and the conclusions are supported by referencing information sources.	Conclusions are reached but lack reference to the information sources.



Mapping of Rubrics to Learning Objective: Demonstrate and Apply Information Literacy

Criteria	Exemplary	Proficient	Developing	Beginning
<p>Students are consumers of information.</p> <p>Students engage with, locate, and evaluate information appropriate to a question, topic, or research need.</p> <p>Students consume information from a variety of sources (e.g. text, data, oral, in both traditional and emerging information formats).</p>	<p>Students will:</p> <ul style="list-style-type: none"> Build on topic to generate increasingly complex questions and lines of inquiry. Critique information to recognize what voices and perspectives are <i>not</i> represented in available resources. 	<p>Students will:</p> <ul style="list-style-type: none"> Construct a topic that is appropriate in scope and suits a specific information need. Evaluate information to find and select the <i>most</i> appropriate resources to fill the need. 	<p>Students will:</p> <ul style="list-style-type: none"> Explore and refine topic and/or need. Select focused sources of information, specifically related to information need. 	<p>Students will:</p> <ul style="list-style-type: none"> Define a general information need. Select general sources of information.
<p>Evaluation:</p> <p>Items:</p> <p>WSJ Article (2)</p> <p>Company Analysis (5) + (6)</p> <p>Business Presentation (6) + (7)</p> <p>Business Report (5) + (6)</p>	45 – 34 Points	34 – 23 points	22 - 11 points	10 - 0 points



Mapping of Rubrics to Learning Objective: Demonstrate and Apply Information Literacy

<p>Students are creators of information.</p> <p>Students synthesize and use information to negotiate meaning and contribute to scholarly, professional, civic, and/or personal conversations.</p> <p>Students create information in a variety of sources (e.g. text, data, oral, in both traditional and emerging information formats).</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Critique connections and relationships between different sources of information. • Create and share new knowledge based on synthesized information in appropriate information format. 	<p>Students will:</p> <ul style="list-style-type: none"> • Construct increasingly complex relationships between different sources of information, and connect sources of information to a larger body of knowledge. • Draw and communicate conclusions based on synthesized information. 	<p>Students will:</p> <ul style="list-style-type: none"> • Explain relationships and connections between different sources of information, whether and how sources agree with or contradict each other. • Communicate relationships and connections between sources of information. 	<p>Students will:</p> <ul style="list-style-type: none"> • Identify sources of information, but do not make connections between them. • Communicate information from sources without explaining relationships between sources.
<p>Evaluation:</p> <p>Items:</p> <p>Company Analysis (4)</p> <p>Business Presentation (6)</p> <p>Business Report (5) + (7)</p>	<p>20 – 16 Points</p>	<p>15 – 11 points</p>	<p>10 - 6 points</p>	<p>5 - 0 points</p>



Mapping of Rubrics to Learning Objective: Demonstrate Effective and Appropriate Oral and Digital Communications Abilities

Criteria	Exemplary	Proficient	Developing	Beginning
Message Adaptation	Distinct message adaptation to audience, channel, context, and purpose.	Demonstrates awareness of message adaptation to audience, channel, context, and purpose.	Partial awareness of message adaptation to audience, channel, context, and purpose.	Minimal attention of message adaptation to audience, channel, context, and purpose.
Evaluation: Items: WSJ Article (2) Company Analysis (1) + (3) + (7) Business Presentation (1) + (5) Business Report (1) + (4) + (7)	45 – 34 Points	34 – 23 points	22 - 11 points	10 - 0 points
Message Construction	Exhibits compelling central message with skillful and cohesive organizational pattern.	Demonstrates clear and consistent central message and organizational pattern.	Identifies central message. Observable organizational pattern.	Minimal attention to formulating central message. Organizational pattern is attempted.
Evaluation: Items: WSJ Article (2) Company Analysis (1) + (2) Business Presentation (1) + (5) Business Report (1) + (4) + (7)	40 -30 points	29 - 20 points	19 - 10 points	9 -0 points
Supporting Material	Utilizes multiple, varied, credible and relevant sources and evidence.	Uses credible and relevant sources and evidence.	Provides minimal relevant and credible sources and evidence.	Presents no sources, or sources that lack relevance or credibility.
Evaluation: Items: Company Analysis (5) + (6) Business Presentation (7) Business Report (6)	20 -16 points	15 -11 points	10 -6 points	5 -0 points

Mapping of Rubrics to Learning Objective: Demonstrate Effective and Appropriate Oral and Digital Communications Abilities

Oral presentation	Incorporates delivery techniques that are compelling and memorable to support the presentation's effectiveness.	Includes effective and appropriate delivery techniques to support the presentation.	Uses delivery techniques that partially support the presentation's effectiveness.	Use of delivery techniques that detract from the presentation's overall effectiveness.
Evaluation: Items: WSJ Article (1) Business Presentation (1) + (2) + (4) + (5)	25 – 20 Points	19 – 13 points	12 - 6 points	6 - 0 points
Mediated presentation (digital)	Incorporates creative or production techniques that are highly effective and compelling and adheres to professional practice and norms.	Includes creative or production techniques that are effective and appropriate with evident attention to professional practice and norms.	Uses creative or production techniques that are partially effective and shows minimal attention to professional practice and norms.	Uses creative or production techniques that are minimally effective with no attention to professional practice and norms.
Evaluation: Items: Business Presentation (2) + (4) Business Report (3)	15 – 12 Points	11 – 8 points	7 - 4 points	3 - 0 points