

MGV 440V: Integration Management Project Syllabus

Small businesses produce 46% of non-farm US GDP.
82% of businesses that fail do so because of cash flow problems.

Overview

In this capstone course, you will be a member of the executive team of a start-up organization asked to make decisions typical for this level in an organization. You will formulate and defend a strategic vision for your firm and integrate the various functional areas so as to successfully implement this vision. More importantly, you will need to achieve your objectives within a set of financial constraints and imperatives, which will require you to make trade-offs in an effort to optimize your firm's performance. As a manufacturer of carbon fiber bicycles using 3D-printing technology, you will be competing in a dynamic market and competitive environment. Not only will you formulate your firm's strategy, but you will review and modify your strategy as needed, thereby gaining greater insight into what it feels like to be a member of the executive team of a firm.

Skills

The skills assessment in this course is derived from the concept of situational awareness. The concept originated in the aviation industry and has been used with great success. Situational awareness (SA) is defined as the ability to perceive elements within the environment (level one), to comprehend the meaning of these elements (level two), and to project the status of these elements in the future (level three) (Endsley, 1988). These levels loosely correspond to Bloom's dimensions of knowledge, comprehension, and analysis (Bloom, 1956).

There are space shuttle simulators and combat simulators, and all of them use assessments of situational awareness to evaluate the trainee's ability to absorb and successfully use information about their environment. This skills assessment is designed to measure the same thing, but in a business context. Building off of Endsley's (1988) work, situational awareness in business is defined as the manager's ability to perceive, comprehend, and predict elements in the marketplace (Bonney, 2008).

The good news is no studying is needed to prepare for this assessment. However, you do need to be fully engaged in the simulation to succeed. The assessment is online and will be taken by each team member after submitting Quarter 6 decisions. The following management skills will be assessed.

Skill	Indicator
Perception/Knowledge	Ability to correctly answer questions about the firm's current operational, market, and competitive situation
Comprehension	Ability to correctly identify the firm's strengths and weaknesses relative to market needs and competitive performance
Prediction/Analysis	Ability to correctly anticipate the firm's operational, market, and competitive situation and its strengths and weaknesses in the near term

Skill	Indicator
Functional Knowledge and Understanding	Ability to correctly perceive, comprehend, and predict the firm's performance in each functional area of management
Integration	Ability to correctly perceive, comprehend, and predict the firm's performance in all functional areas, compiled as a total score across functions and SA levels
Use of Management Tools	Ability to correctly recall and use data that is only available via the use of the tools of management, compiled as a total score across functions
Strategic Alignment	Degree to which team members agree on the strategic direction of the firm, where members independently choose the overall and functional strategies that they believe the firm should pursue going forward

Simulation

Rather than start in the middle of the story (a mature firm), we use a venture situation to start at the beginning of the story. You will see how various tools and ways of thinking become useful as the firm expands its operations and must take on new tasks and responsibilities. In this way, the logic of our business practices will become more intuitive. Through computer simulation, you will be placed into a very realistic international business setting where you will start up and run a company for one-and-a-half years (six rounds of decision making). You will be responsible for making decisions relating to all aspects of the business, including operations, forecasting, marketing, IT, accounting, finance, supply chain management, e-business, HR, social media, and so on.

You will be competing against other start-up companies in the same industry. You will manage the company for six quarters, representing a total of six decision sets (one per quarter). The consequences of your decisions are quickly revealed in the simulated marketplace. Players learn to adjust their strategy to become stronger competitors by studying end-user opinions, smart competitive moves, and your own operational and financial performance. Over the course of the entire exercise, your understanding of the linkages among the functional areas of business will grow at an exponential rate.

The learning strategy is to gradually build the business and thus, gradually introduce new issues, which must be mastered by you and the other players. Each quarter or decision period has a dominant activity and a set of decisions that are linked to it. These dominant activities take you through the business life cycle from start-up, to development, to growth, and ultimately to near maturity. As you work through the business life cycle, new decisions and managerial content are phased in as it becomes relevant to the current decisions.

Each quarter's activities not only result in new material being introduced, but also build upon the prior content so that there is considerable repetition. Business activities such as cash flow planning, value creation in product design, production scheduling, profitability analysis, and strategic planning and management require repetitive exercise in order to set them into your natural thinking.

Here is a list of what you will do:

- analyze market research data
- plan and roll out a marketing campaign
- design and price brands to appeal to different market segments
- select and develop distribution channels
- devise advertising, search engine, and social media marketing campaigns
- allocate scarce funds to R&D, manufacturing, advertising, and distribution
- select and prioritize R&D projects, leading to new product features
- negotiate strategic partnerships with competitors for new technology
- initiate and defend lawsuits over false advertising
- hire employees and set competitive compensation packages
- schedule production and manage plant capacity
- manage cash
- negotiate equity and debt financing for new business development
- compete head-to-head with other business teams
- adjust strategy and tactics in response to operational and financial performance, competitive tactics, and customer needs

The specific goal of the exercise is to develop your management skills by giving you an integrated perspective of the entire business operation. In terms of specifics, you will:

- develop strategic planning and execution skills within a rapidly changing environment
- crystallize the linkages between business decisions and financial performance
- instill a bottom-line focus and the simultaneous need to deliver customer value
- internalize how important it is to use market data and competitive signals to adjust the strategic plan and more tightly focus business tactics
- develop teamwork across functions, opening up new communication links
- promote better decision-making by helping you see how your decisions can affect the performance of others and the organization as a whole
- facilitate learning of important business concepts, principles, and ways of thinking
- experience the challenges and rewards of the entrepreneur by starting up and running a new business venture
- build confidence through knowledge and experience

Team Effort

You will team up with four other students to form an entrepreneurial firm that will compete in a business war game. During the course, you will take your fledgling business through the natural stages of business growth, including emergence, development, and maturity. Along the way, you will learn to develop and refine your strategies and tactics.

Required Software

Cadotte, E. R. *Venture Strategy*. Innovative Learning Solutions, Inc.

Venture Strategy: Bikes can be purchased online with a credit card at the [login page](https://game.ilsworld.com) (<https://game.ilsworld.com>).

Grading

Points:

VC Presentation (20%)	32 points
Simulation Performance (60%).....	120 points
Individual Skills Assessment (10%)	20 points
Final Report (10%)	28 points
Total	200 points

Letter Grade Schedule:

A	186–200	B-	160–165	F	Less than 140
A-	180–183	C+	154–159		
B+	174–179	C	146–153		
B	166–173	C-	140–145		

VC Presentation

Each team will deliver an oral presentation of their business plan and company valuation to a group of VC's for funding in Quarter 4.

Format: 12–15 minute presentation (use PowerPoint)

Participation: Every team member should have a role in the presentation and Q&A

Presentation should include:

1. Review of financial and market performance during the past three quarters
2. Assessment of current situation and the market
 - a. customers
 - b. competition
 - c. company's strengths and weaknesses
 - d. major problems/opportunities to be dealt with over the next three quarters
3. Strategy for the next three quarters in business (what will it take to get/stay ahead?)
 - a. marketing strategy
 - b. sales channel strategy
 - c. manufacturing strategy
 - d. human resource strategy
 - e. financial strategy
4. Financial request
 - a. amount of money being sought
 - b. projected ROI at end of Quarter 6
 - c. desired stock price and share of company being offered
5. Appendices (be prepared to reference in response to VC questions)
 - a. pro forma cash flow, balance sheet, and income statement (Quarters 1–6)
 - b. tactical plan (Quarters 1– 6)

Communication style should emphasize objectivity and candor. See rubric in the appendix to this syllabus.

Simulation Performance

A balanced scorecard will be used to measure your firm's performance. The team's total business performance will be based upon its financial performance, marketing effectiveness, market performance, manufacturing productivity, human resource management, investments in the firm's future, asset management, creation of wealth, and financial risk. A total score will be computed for each firm.

At the end of the exercise, each team will be ranked in the order of performance for the total score. A point grade will be assigned depending upon the best performing team's BSC score vis-à-vis all other teams that have competed in the simulation, ranking within the course, and how close it is to the team(s) BSC above or below it.

Individual Skills Assessment

After submitting decisions for Quarter 5, you will be asked to answer objective questions regarding the simulation online using a customized objective learning assessment (COLA) tool created specifically for the simulation. This test is designed to test (1) your knowledge of your business in terms of marketing, manufacturing, human resources, and financial and accounting information; (2) your ability to use the tools of management to understand your current position in the market; and (3) your ability to develop an integrative perspective of your business. The test will take you between 30–50 minutes. You will have an hour to take the test, which is delivered online via the Marketplace simulation. You will not have access to the simulation while the assessment is underway. Results will be made available after the Quarter 5 decisions are processed.

Final Report

Each team will deliver an oral presentation to the class in Week 9.

Format: 12- to 15-minute presentation and a 5-minute Q&A section

The final report should:

1. Highlight the key features of the business plan presented to the VCs, including
 - a. marketing strategy,
 - b. sales channel,
 - c. manufacturing strategy,
 - d. human resource strategy, and
 - e. financial strategy.
2. Assess your business strategy and performance during Quarters 4–6.
 - a. compare actions taken against the business plan
 - b. discuss departures from the business plan and justification
 - c. review significant events that affected the company and/or market
 - d. review goals relative to performance for key performance indicators (include promises made relative to demand, revenue, net income, ROI, etc.)

3. Explain why you were able to achieve or not achieve your goals—what were the causes of your better or weaker than expected performance? Candidness here is very important.
4. Summarize how you have prepared your firm to compete in the future.
5. What were the lessons learned?
 - a. How did you benefit from participating in the simulation?
 - b. Are there any lessons that you can take into the business world?

Communication style should emphasize objectivity and candor.

Role on the Executive Team

Management of your firm will be a challenging task. Successful firms divide up the responsibility and share the workload. You will take on one or two of the following roles in your firm:

- President
- VP Marketing
- VP Sales Management
- VP Human Resources
- VP Business Analytics
- VP Manufacturing
- VP Accounting and Finance

There should also be one person to lead the team, the president of the company. This person can also take on one of the other positions as their secondary responsibility.

Team Formation

In the first week of class, you will prepare a resume to apply for one of the executive positions in the new firm. You will present yourself to the class and highlight why you are a good candidate for the position you would like to fill.

Five teams will be formed with four people on each team. Four team captains will be selected from people who apply for the position. The team captains will pick the first team member based on the resumes that have been submitted. The order of picking will be random.

The team captains will notify the person who is now on their team. The two will then review the resumes of the next group together and pick the third and fourth people on the team. Again, the order of picking will be random.

The team captain will not necessarily be named the president of the new firm. The team members will make that decision in Quarter 1.

Executive Briefings

The chairperson of the board (professor) will meet periodically with each team for up to 25 minutes in the Live Session. There will be one executive briefing for each of the six quarters of play. During these executive briefings, the team will review topics such as:

- performance during the prior quarter
- strategic analysis
- strategy for current quarter and going forward
- current decisions
- pro forma financial projections for current quarter

The executive briefings are led by the president. A written agenda, developed in consultation with the chairperson, is required for each meeting. The agenda should list each topic to be addressed, the person responsible for the topic, and the amount of time to be devoted to each topic. Five minutes should be allotted for questions and answers.

Each and every student must be prepared to defend the analysis and the logic behind all of the team's decisions and plans.

Individual Effort Versus Group Effort

Each student must participate in all presentations and executive briefings in the live sessions. Both the individual and the group will be evaluated on all assignments.

Peer evaluations are to be turned in with each business report. Significant deviation in performance above or below the norm will be used to adjust individual student grades.

Peer Evaluations

Three peer evaluations are to be completed throughout the course for each person on a team. A peer evaluation is to be turned in at the end of the third quarter of play, after completion of the business plan, and after the sixth quarter in business. Significant deviation in performance above or below the norm will be used to adjust individual student grades for the activity being evaluated; that is, your grade on the VC presentation, final report, and simulation performance could be adjusted depending on the feedback the instructor receives from the rest of the team for each assignment.

See Team Member Evaluations in the Appendix for questions asked in peer evaluations.

You Can Be Fired

It is permissible to fire a team member who is not making a substantive contribution to the success of the team. Missed meetings, poor preparation, failure to complete assignments, etc., are all indicative of underperformance. Before a person can be fired, the team must give the student an opportunity to correct his or her deficiencies.

In terms of protocol, the team must provide the student with a written statement of the problems associated with their work. A peer evaluation may be used in conjunction with this statement.

When an individual receives a poor-performance report, the student must respond in writing as to how they will correct the problems cited. If the problems continue, the team may fire the underperforming team member with a letter of dismissal. A copy of all correspondence must be submitted to the instructor for approval.

A person who is fired will be assigned to compete in another simulation where the student is responsible for all the firm's activities, including weekly decisions and executive briefings and the preparation of a business plan and report to the board. This new simulation will begin in Quarter 1 and continue through the final quarter.

Being fired will also limit the student's maximum potential grade by one-and-half letter grades. Specifically, 15 points will be deducted from the student's final point score for all completed assignments. Thus, if the student earned a final score of 90 out of 100 points, then the adjusted final score would be 75 points. The final grade would be based upon the adjusted final score.

Workload

With respect to the simulation, the work will vary according to the activities within the exercise. During the first three quarters of play, students report spending 2–3 hours of work per week reviewing the information and making decisions. However, it will increase to 6–8 hours during the preparation of the business plan and negotiating equity positions with VCs. This is why we take two weeks for this part of the simulation.

Following acceptance of the business plan, most students report spending around 2 hours of work per week in addition to the executive briefing meetings. This reduction of time is due to familiarity with the software, game procedures, and market, and having a plan of action that requires modification rather than major adjustments and creation.

Schedule

Week	Synchronous	Individual Activities	Team Deliverables
1	Formation of executive team for each firm	<ul style="list-style-type: none"> • Submit a one-page resume • Sign-up online for simulation • View animated simulation demo <p>Lectures:</p> <ul style="list-style-type: none"> • Introduction to Class • Introduction to Simulation 	
2	Executive Team Briefing (Quarter 1): Review with each team their decisions with respect to (1) working as a team; (2) strategic direction; and (3) tactical decisions (size of factory, distribution strategy, brand design, and financial position)	<p>Participate in executive team briefing</p> <p>Lectures:</p> <ul style="list-style-type: none"> • Introduction to Quarter 1: Team, Market Research, Strategic Direction; Set Up Shop (Build a Plant, Design Brands, and Open Sales Outlets) <p>Review Exercises:</p> <ul style="list-style-type: none"> • Product Design • Fundamentals of Strategic Planning <p>Recommended Simulation Help Files:</p> <ul style="list-style-type: none"> • Brand Design • Internet Marketing • Sales Territory Development • Production Capacity 	<ul style="list-style-type: none"> • Decisions for Quarter 1

3	Executive Team Briefing (Quarter 2): Review each team's marketing, manufacturing, distribution, and financial tactics for Quarter 2	<p>Participate in executive team briefing</p> <p>Lectures:</p> <ul style="list-style-type: none"> • Introduction to Quarter 2: Test Markets, Prices, Ad Copy, Advertising Campaigns, Sales Staffing, and Compensation Package <p>Review Exercises:</p> <ul style="list-style-type: none"> • Internet Marketing Fundamentals, Part I • Pricing Fundamentals, Part I <p>Recommended Simulation Help Files:</p> <ul style="list-style-type: none"> • Brand Price • Sales Force • Management • Advertising Decisions • Forecasting Demand and Production Scheduling • Accounting and Cash Flow 	<ul style="list-style-type: none"> • Decisions for Quarter 2
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4	<p>Executive Team Briefing (Quarter 3): Each team presents a SWOT analysis for the firm as a whole. Also, each member of the executive team should prepare a thoughtful analysis of what went right and wrong within their area of responsibility and what has been done to improve the situation.</p>	<p>Participate in executive team briefing</p> <p>Lectures:</p> <ul style="list-style-type: none"> • Strategy Implementation and Control: Financial Performance, Market Performance, Human Resource Performance, Correct Problems, and Take Advantage of Opportunities <p>Review Exercises:</p> <ul style="list-style-type: none"> • Accounting Fundamentals <p>Peer evaluation completed online after submitting Quarter 3 decisions</p>	<ul style="list-style-type: none"> • SWOT Analysis • Review of Quarter 2 performance results • Decisions for Quarter 3
5	<p>Executive Team Briefing (Quarter 4): Each team presents their analysis of current results and plans for the future, including completing a tactical plan and pro forma projections.</p>	<p>Participate in executive team briefing</p> <p>Lectures:</p> <ul style="list-style-type: none"> • Preparing a Business Plan • Valuing a Business <p>Review Exercises:</p> <ul style="list-style-type: none"> • Internet Marketing, Part II: Paid Advertising <p>Recommended Simulation Help Files:</p> <ul style="list-style-type: none"> • Finance • Preparing a Tactical Plan • Preparing Pro Forma Financials 	<ul style="list-style-type: none"> • Plans for the future • Completed Tactical Plan • Pro forma projections

6	External Funding (Quarter 4): Presenting a business plan to VCs and negotiating equity investment in the firm	Work with team on VC presentation Participate in VC presentation Peer evaluation completed online	<ul style="list-style-type: none"> • PowerPoint presentation of business plan • Decisions for Quarter 4
7	Executive Team Briefing (Quarter 5): Drilling down into weaknesses and opportunities	Participate in executive team briefing Complete skills assessment Review Exercises: <ul style="list-style-type: none"> • Profitability 	<ul style="list-style-type: none"> • Decisions for Quarter 5
8	Executive Team Briefing (Quarter 6): Drilling down into weaknesses and opportunities	Participate in executive team briefing	<ul style="list-style-type: none"> • Decisions for Quarter 6
9	Presentation to Class	Work with team on final report Participate in final report	<ul style="list-style-type: none"> • PowerPoint presentation
10	Simulation Experience Debrief With Each Team	Submit answers to debrief questions Peer evaluation completed online	

APPENDICES

Peer Evaluations

Three peer evaluations are to be completed throughout the course for each person on a team. A peer evaluation is to be turned in at the end of the third quarter of play, after completion of the business plan, and after the sixth quarter in business. Significant deviation in performance above or below the norm will be used to adjust individual student grades for the activity being evaluated. That is, your grade on the business plan, report to the board, and simulation performance could be adjusted up or down depending upon the feedback the instructor receives from the rest of the team for each assignment.

Given the structure of this class, you are expected to attend and participate in all group decision making and attend all class sessions, including the presentations on Sunday. Most of your participation will be within your groups; e.g., making decisions, debating strategy, analyzing results, and preparing your presentation. Accordingly, I will seek feedback from your team members regarding the quality of your participation in the following areas:

- participation in team activities
- completion of your share of the work
- performance of all tasks in a diligent and timely manner
- providing useful ideas to the team
- considering other points of view
- treating other team members with dignity and respect
- giving credit to the work and ideas of other team members
- being a self-directed and reliable teammate

Executive Briefing Rubric

Student Name:

Team:

Score:

POINTS	EVALUATION
-5	Does not attend (no valid excuse provided)
0 no score	Limited or no participation during the briefing: There is insufficient information to evaluate the student's contribution to the team's decisions or performance. Student was present but did not have an opportunity to speak and share their ideas.
1 weak	Terse presentation of conclusions or actions taken; no analysis, data, justification, or integration with the decisions in the other areas of the firm. Student simply listed the decisions in their area of responsibility. No rationale was provided for how the decisions were made. Limited responses to questions or was unable to answer questions.
2 needs to improve	Presented actions taken with the occasional reference to market, operational, and financial data to support the decisions; the logic for decisions was only partially developed and/or sometimes weak. Student was comfortable with reviewing the actions taken but may not be sure of the reasoning behind the decisions. When prompted for further explanation, the student may need to consult other members of the team for help.
3 effective	Decisions were supported by an analysis of market, operational, and/or financial data; a logical argument was presented that supported the courses of action taken. The student was well versed within their area of responsibility, demonstrating judgment, analytic skills, and planning but they did not demonstrate a clear understanding of how their work affected the other areas of the business and/or its strategy and performance.
4 very effective/strong	Logical and thorough argument regarding actions taken based upon a concise analysis of relevant market, operational and/or financial data, as well as a consideration of how these decisions will impact other functional areas, costs, revenues, and the capabilities of the firm in the future. The student presented their tactical decisions in light of the overall strategy, including consideration of alternative courses of action, potential outcomes (forethought), integration of other functions, and contingencies. The student was able to think on their feet and respond to questions and challenges in a thoughtful, confident manner. They had the trust of the team to successfully handle their area of responsibility.

VC Presentation Rubric

Team Name: _____

Grade: ____ out of 32

METRIC	1: WEAK	2: NEEDS TO IMPROVE	3: EFFECTIVE	4: VERY EFFECTIVE/STRONG	ACTUAL SCORE
Introduction	Simple outline of presentation and team members.	Basic introduction of the firm, its executive team, and the business opportunity to be presented to the investors.	Concise description of who the team is, what it has done during the first year, how it performed (market-wise and financially), what it plans to do, how you can help, and what you can earn by making an investment	Concise description of who the team is, what it was done to date, how it has performed (market-wise and financially), what it plans to do, how you can help, and what you can earn by making an investment. Summary is quick, snappy, and strategically documented with supporting data.	
Assessment of Current Situation	Limited coverage of the firm's strengths, weaknesses, opportunities, and threats (SWOT). Limited discussion of competitors and their likely courses of action in the future.	Perfunctory list of the firm's strengths, weaknesses, opportunities, threats and competition. The team did not fully understand what to do with this knowledge in terms of moving the company forward.	Thoughtful SWOT and competitors' analysis. Conclusions were supported by key data. The team's strategy and tactics addressed some of these issues, but not all of them.	Candid and thorough SWOT and competitors' analysis. Conclusions were well supported by data. The team also showed how its strategy and tactics would address what has been learned.	
Strategy for Next Three Quarters	Limited strategic thinking. The team went through the motions of laying out its objectives, strategic thrusts, and tactics. However, the linkages between them were not well developed and the tactical details did not seem to be well integrated or synergistic.	Tentative business strategy. Objectives and key strategic thrusts were not well articulated or were not inspiring. Certain tactics were linked to strategic thrusts and integrated. However, others did not seem to reinforce the strategy. Also, key tactics were missing from the plan or were weakly implemented.	Sound business strategy. Concise statement of objectives and key strategic thrusts. Tactics flowed from strategic thrusts and were well integrated for good impact. The team has identified the obvious investments needed to better serve its stakeholders.	Sound business strategy. Concise statement of objectives and key strategic thrusts. Tactics flowed from strategic thrusts and were integrated and synergistic to maximize impact. The team made both obvious investments in the future, plus some surprising ones. The team is doing what is necessary to obtain/maintain a competitive advantage.	
Assessment of Risk	The business plan neither appeals to nor persuades the investors. The investors found little to encourage their investment in the plan.	The investors find some aspects of the plan to be appealing but remain doubtful about the overall plan. There are enough unresolved issues, unanswered questions, questionable assumptions, missing details, etc. to caution against a substantial investment.	The investors have found the team's plan to be appealing. The investors believe in most of the information presented and think the team has a good chance of succeeding.	The investors are very impressed and have complete confidence in the team's ability to succeed.	

METRIC	1: WEAK	2: NEEDS TO IMPROVE	3: EFFECTIVE	4: VERY EFFECTIVE/STRONG	ACTUAL SCORE
Assessment of Return	There is a high probability that the investors will lose money on this investment.	The return on investment is projected to be small. It might take years before investors will see a positive return.	The return on investment should be good. Investors should see a financial return equal to or above the industry norm.	The return on investment should be excellent. Investors should see a financial return well above the industry norm.	
Teamwork	Only one person participated in the presentation and discussion. There was no indication that others were involved or knowledgeable about the firm, market, or business plan.	Only a few people made the presentation or interacted with the investors. It was not clear how the other team members were involved or how knowledgeable and helpful they were to the business.	All or most members participated during the presentation or discussion but there was a feeling that the team's success depended on a few people and not the whole team.	It was clear that this was a team effort and that any member of the team could have made the presentation and address the issues that were raised.	
Format of Presentation Materials	The PowerPoint presentation contained mostly text and tables; there were no visual aids to enhance communication. The slides contained too much or too little content to be useful. There may have been too many or too few slides to communicate relevant ideas.	The team had an appropriate number of slides, but several were difficult to read and/or uninteresting. The slides and the presentation were not always synchronized and did not always support, illustrate, or augment what was being said. Important information may have been missing or glossed over.	The team had an appropriate number of slides to address the relevant points of the presentation. The presentation and slides were well synched—they supported each other and added clarity to the argument. The team was not able to quickly provide slides or materials to deal with questions or issues raised by the investors. Visual aids were helpful.	The team effectively used the presentation materials to present ideas in a clear, persuasive, and forceful way. The team could provide backup material at a touch of a button or with a handout when issues were raised that were not in the original presentation. Visual aids were impressive; technical details and important conclusions were portrayed in clever, insightful, and interesting ways.	
Mechanics	Handouts (PowerPoint, tactical plan, and financials) were not submitted. Slides had multiple grammatical errors.	Handouts were submitted but were incomplete, unorganized, or confusing. A few slides contained errors.	Handouts were submitted and complete. There was no more than one grammatical error.	Handouts were submitted, complete, and had a professional look to them. The presentation was grammatically flawless.	

Return Assessment: What do you like about the team's strategic analysis, strategy, tactics, pro forma projections, financial return, and/or the team?

Risk Assessment: What worries you about the team's strategic analysis, strategy, tactics, pro forma projections, financial return, and/or the team?

Investment: How much are you willing to invest?

At what stock price?

Team Final Report Rubric

Team Name: _____

Grade: ____/28

	1: WEAK	2: NEEDS TO IMPROVE	3: EFFECTIVE	4: VERY EFFECTIVE/STRONG	SCORE
Executive Summary	Simple outline of presentation and team members.	Basic introduction of the firm, its executive team, and the results of the last four quarters.	Concise description of who the team is, what it has done the last four quarters, how it performed (market and financially), what it plans to do, and how much the investors have earned.	Concise description of who the team is, what it has done the last four quarters, how it has performed (market-wise and financially), and how much the investors have earned. Summary is quick, snappy, and strategically documented with supporting data.	
Review of Business Plan Presented to VCs	SWOT and competitive analysis was incomplete and missing data support in key spots. It was not clear how the firm's intended strategy and tactics followed from the analysis.	SWOT and competitive analysis was competently presented, but not particularly insightful and more supporting data was needed. How the team's intended strategy and tactics followed was not clearly presented or explained.	A good, clear, and concise presentation of SWOT and competitor analysis faced in Quarter 4. Good data support for conclusions. Team's intended strategy and tactics clearly communicated.	Unusually candid and insightful SWOT and competitors' analysis, with conclusions well supported by data. The team clearly communicates how its intended strategy and tactics would address these opportunities and threats.	
Assessment of Team Strategy and Execution (Quarters 4–6)	Candid assessment of strategy and tactics was lacking. Very little insight was offered as to why things went well or poorly. The team did not take responsibility for weak performance in any area.	The team did not dig very deeply into why things went well or poorly. While there was some thoughtful analysis, there was not a clear understanding as to how the team's strategy and tactics affected its performance. The team was not entirely candid in reviewing events or taking responsibility for its performance. Data that might have shown weak decisions was absent.	The team properly assessed how well its strategy and tactics were conceived and/or executed, using data to support its arguments. It was also candid in reporting how well it met its goals and promises. The team justified most of the deviations to goals, strategy, and tactical plans, but not all of them.	Excellent review and assessment of strategy and performance. The team clearly understood how its decisions affected performance. Strategy and tactics were well integrated across functions. It was clear how the team purposely attacked opportunities and dealt with problems. The team was forthright in reviewing data that reflected both good and bad decisions and the degree to which goals and promises were achieved. The team clearly justified the deviations to its goals, strategy, and tactical plans.	
Assessment of Current Situation (Looking Forward)	Limited coverage of the firm's strengths, weaknesses, opportunities, and threats (SWOT). Limited discussion of competitors and their likely courses of action in the future.	Perfunctory list of the firm's strengths, weaknesses, opportunities, threats and competition. The team did not fully understand what to do with this knowledge in terms of moving the company forward.	Thoughtful SWOT and competition analysis. Conclusions were supported by data. The team partially addressed how its future strategy and tactics would have to be formulated to address what was learned.	Candid and thorough SWOT and competition analysis. Conclusions were well supported by data. The team comprehensively showed how its future strategy and tactics would have to be formulated to address what was learned.	

	1: WEAK	2: NEEDS TO IMPROVE	3: EFFECTIVE	4: VERY EFFECTIVE/STRONG	SCORE
Lessons Learned	The team appeared to learn very little about business or its management.	The team cited vague lessons but missed several opportunities to learn from its experiences.	The team highlighted several important business and personal lessons that were logically linked to its experiences in the marketplace.	The team highlighted and illustrated the business and personal lessons learned. It could envision how the knowledge and interpersonal skills gained could be transferred to other situations.	
Format of Presentation Materials	The PowerPoint presentation contained mostly text and tables; there were no visual aids to enhance communication. The slides contained too much or too little content to be useful. There may have been too many or too few slides to communicate relevant ideas.	The team had an appropriate number of slides, but several were difficult to read and/or uninteresting. The slides and the presentation were not always synchronized and did not always support, illustrate, or augment what was being said. Important information may have been missing or glossed over.	The team had an appropriate number of slides to address the relevant points of the presentation. The presentation and slides were well synched—they supported each other and added clarity to the argument. The team was not able to quickly provide backup slides or materials to deal with questions or issues raised by the board. Visual aids were helpful.	The team effectively used the presentation materials to present ideas in a clear, persuasive, and forceful way. The team could provide backup material at a touch of a button or with a handout when issues were raised that were not in the original presentation. Visual aids were impressive; technical details and important conclusions were portrayed in clever, insightful, and interesting ways.	
Professional Delivery	The presentation was choppy and disjointed. Team members did not make eye contact with the board members. There was little to stimulate one's thinking and involvement. The team exceeded the time limit.	The presentation had a few high points but much of it was not very stimulating. Team members made minimal eye contact with the board members, and mostly read notes. The team was not able to finish the presentation in the allotted time.	The presentation was interesting, even lively. Team members were able to consistently use direct eye contact with the board members and seldom referred to notes. The team had a positive demeanor. The team was able to finish the presentation in the allotted time.	Spoken like true businesspeople. The presentation was engaging. The team was able to hold the attention of board members with the use of direct eye contact. Facts, analysis, and opinions were presented in novel ways that commanded one's attention and involvement. The team was very engaging when interacting with board members. The team was able to finish the presentation in the allotted time.	