



X596  
Syllabus

Fall  
2021

Integrative  
Case  
Experience:  
The  
Business of  
Sport

## PROFESSOR AND CLASS DETAILS

<b>Professors/ Facilitators:</b>	Greg Fisher, Ph.D. Will Geoghegan, Ph.D.
<b>E-mail:</b>	fisherg@indiana.edu <sup>1</sup> wgeoghe@iu.edu
<b>Phone:</b>	812-855-2763 812-855-9235
<b>Office Hours:</b>	By appointment <sup>2</sup>
<b>Office:</b>	HH 3100, Kelley School of Business
<b>Website:</b>	<a href="https://kelley.iu.edu/faculty-research/faculty-directory/profile.html?id=FISHERG">https://kelley.iu.edu/faculty-research/faculty-directory/profile.html?id=FISHERG</a> <a href="https://kelley.iu.edu/faculty-research/faculty-directory/profile.cshhtml?id=wgeoghe">https://kelley.iu.edu/faculty-research/faculty-directory/profile.cshhtml?id=wgeoghe</a>
<b>Synchronous (Live) Zoom Sessions:</b>	For live sessions see schedule on pg. 11 & 12 (on <u><i>Mondays and Thursdays at 7:30pm</i></u> )
<b>Asynchronous Sessions:</b>	Multiple sessions every week, as detailed in course schedule <sup>3</sup>
<b>Zoom meeting url:</b>	<a href="https://iu.zoom.us/j/83083904745">https://iu.zoom.us/j/83083904745</a>

## REQUIRED MATERIALS

- We will rely heavily on **Canvas** for this course. There will be readings, links to audio/ videos as well as your assignments on the Canvas site. Some of the videos will require you to interact (via an API called *Playposit*).
- There is no core or required textbook for this class. Several recommended books are:
  - Winfree, J., Rosentraub, M. S., Mills, B. M., & Zondlak, M. P. (2019). *Sports finance and management: Real estate, media, and the new business of sport*. Routledge.
  - Conrad, M. (2017). *The business of sports: Off the field, in the office, on the news*. Routledge.
  - Rosner, S., & Shropshire, K. L. (2011). *The business of sports*. Jones & Bartlett Learning.

## COURSE DESCRIPTION AND OBJECTIVES

You have come a long way in your Kelley experience. You are now completing the final core curriculum sequence. To complete this significant milestone, you will need to demonstrate integrative knowledge of the previous eight core classes using a capstone experience. The purpose of this experience and the focus of this course is to allow you to integrate your learnings from across some/ all disciplines, work effectively with a team, and create an executive-level recommendation to an entity facing real-world challenges. It also serves as an opportunity for reflection and celebration.

Specifically, you have been given a choice to specialize in one of three thematic concentrations. This course is positioned within a **business of sport** context i.e., our hope is that you will apply much of your core class learnings from Kelley Direct to pertinent topics around the business of sport. This class will explore topics such as: opportunity recognition in sport, media and intellectual property in sport, the economics of sport, valuations of sporting enterprises, sporting business models, presentation

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<sup>1</sup> Email is the best method to contact us. We strive to respond to communications within 24 hours.

<sup>2</sup> Given the many responsibilities you have in your lives, we are flexible on office hours. As such, should you want to meet please simply schedule a time with us via email - try, if possible, to give us a couple of times that work for you.

and storyboarding a persuasive pitch, etc. The client context you select will allow you to concentrate on different topics and points of emphasis.

You will leverage your learnings from your core classes, create value for your client, and at the same time, focus on a thematic area of interest (the business of sport) to apply your Kelley Direct learnings. Reflection, application, and effective collaboration are the core of this experience. You will have both individual and teamwork, and you will be asked to provide detailed, constructive feedback on both yourself and your team members.

### **FINAL PROJECT/ PRESENTATION**

You have the opportunity to rank which final project option is most appealing to you (and potentially, your group). Brief summaries of each of the client experiences are listed below:

#### **A. Exclusive Golf Community/ Resort in Puerto Rico Recommendation**

The opportunity to develop an exclusive golfing community in Puerto Rico has largely been untapped until recently. The management team at Roosevelt Reserve Development Company has put under contract 1,550 acres of waterfront property and have contracted with Jack Nicklaus [the world-renowned golf designer] to design the first 18 holes. You have the opportunity to shape what this resort will look like – what business model it will adopt including branding, product mix and pricing and how it will differentiate itself to become a world-renowned venue, including suggesting the designer for the second course.

#### **B. Freedom Circuit Bikepacking Event Recommendation**

The [Freedom Circuit](#) is a 700 km and 400 km ultra-endurance bikepacking event that runs through rugged and remote parts of the Drakensburg Mountain Range in South Africa. The inaugural Freedom Circuit race took place in April 2021. The event management team wishes to develop the Freedom Circuit from a local, grassroots race into more of a robust and viable event that will attract international riders, appeal to a broader audience of spectators, and attract sponsorship. They are looking for innovative and integrated proposals that will help them achieve these aims.

#### **C. Sport Business Investment Recommendation**

The Elmore Sports Group is looking for investment opportunities within the sports arena broadly defined. This includes investment opportunities pertaining to sports teams, travel, sports marketing, facilities management, concessions, and event management. You have the chance to identify, develop and propose a viable and attractive investment opportunity, that would fit effectively into the Elmore Sports Group's portfolio of sports-related businesses. This could be a startup business opportunity, which would necessitate that you develop and pitch a business plan for the startup venture, or it could be an acquisition opportunity, which will require that you identify the target business to acquire and develop a proposal for investing in and generating value from that business.

### **COURSE OBJECTIVES AND LEARNING GOALS**

We begin with the end in mind. Below is the list of course learning objectives from this course and how those learning objectives map to the learning goals of the Kelley Direct Program. You can review the KD learning goals and student learning outcomes in Appendix A.

<b>X596 COURSE OBJECTIVES</b> <b>After completing this course, students will be able to:</b>	<b>KD STUDENT LEARNING</b> <b>OUTCOMES</b> <b>(see Appendix A)</b>
1. Demonstrate an understanding of the importance of integrating learnings from across the core courses and courses (Finance, Marketing, Management, Operations, etc.), and how this integration creates value across the business enterprise.	[1.1] [1.2] [1.3] [1.4] [3.3] [4.1]
2. Describe the role of well-defined and well-executed business analysis and implementation projects across both tactical and strategic levels as part of an integrated, ethical, and effective approach to value creation.	[3.1] [3.2] [3.2] [4.2] [4.3] [5.1] [5.3] [5.4]
3. Understand the interplay between internal and external forces, and apply that understanding in a way that produces relevant analysis and leads to data-driven decisions that will be supported by stakeholders and produce desired business outcomes.	[2.1] [2.2] [2.3] [2.4]
4. Understand the tradeoffs that must be made in your capstone case AND be able to apply professional skills, project management tools, and best practices to effectively work as a team to manage the capstone experience (final project).	[4.1] [4.2] [4.3]
5. Understand and be able to apply the relevant tools from across the core classes to address the case challenge effectively.	[1.2] [1.3]
6. Explore and incorporate essential technology trends and innovative/creative thinking into your team collaboration and final project	[3.1] [3.] [1.2]
7. Demonstrate the ability to work effectively in a virtual, geographically dispersed team to produce valuable, high-quality recommendations, delivered effectively.	[4.1] [4.2] [4.3]

### **ASSESSMENT**

Detailed instructions for all weekly assignments will be available to you online for viewing and completion via links in Canvas. Your deliverables will generally fall into two categories: Individual or Group.

Individual deliverables are those for which you are singularly responsible and will be evaluated. You will be a member of a team that will be disclosed in the first class, based in part on your survey results (due by October 12). As part of your team responsibilities, you will also have an opportunity to provide and receive feedback. A brief description of these deliverables and how they will be assessed is provided below:

ASSESSMENT GROUP	DESCRIPTION	TYPE	WEIGHT
<b>1. PARTICIPATION &amp; PROFESSIONALISM</b>	<p>This category includes:</p> <ul style="list-style-type: none"> <li>• Live class participation (or make up task in lieu of attendance).</li> <li>• This score is also influenced by engagement in class/ breakout room discussions, project teams, simulation work, and peer feedback.</li> </ul>	<b>Individual</b>	25%
<b>2. INDIVIDUAL INTEGRATIVE SUMMARY VIDEOS</b>	<p>There will be a number of preparation tasks in order for you to come to the live classes fully prepared (so we make fully utilize synchronous time together). The format of these preparation tasks will include: readings, video interactions, quizzes/ surveys, etc. Specifically, graded components include:</p> <ul style="list-style-type: none"> <li>• Submit pre class survey [by <i>October 12</i>].</li> <li>• Watch &amp; Respond to the summary core videos [by <i>October 31</i>]: <ul style="list-style-type: none"> <li>○ Business Law &amp; Ethics</li> <li>○ Organizational Behavior</li> <li>○ Managerial Economics</li> <li>○ Marketing Management</li> <li>○ Finance Management</li> <li>○ Operations Management</li> <li>○ Digital Technology and Innovation</li> <li>○ Strategic Management</li> </ul> </li> </ul>	<b>Individual</b>	15%
<b>3. CLIENT PRESENTATION</b>	<p>You have three options for your business of sport integrative case challenge [A. Exclusive Golf Community/ Resort in Puerto Rico Recommendation; B. Freedom Circuit Bikepacking Event Recommendation; and C. Sport Business Investment Recommendation]. Completing this challenge will require your team to produce output to meet several milestones/ deliverables, culminating in your team's recommendation to the client. A successful deliverable will take evidence from the case, plus your own research, and integrate your team's learnings across the KD core curriculum to identify and present a recommendation that is actionable (e.g., could be done) and takes into account the organizational realities of the client. The deliverables/ milestones are:</p> <ol style="list-style-type: none"> <li>A. Team Project Plan (Due before your live class on <i>October 18</i>)</li> <li>B. [Optional] Dry Run Meeting (November 8-11)</li> <li>C. Final (Recorded) Presentation (<i>November 13</i>)</li> <li>D. Peer Feedback via email survey (<i>November 14</i>)</li> </ol> <p>In this project, we will also utilize a <b>peer evaluation grade multiplier</b> that allows every person to provide a suggested grade for each group member. Each student's project grade may be adjusted by up to 50% of the grade as informed by these peer evaluations (e.g., an "A" grade for the group, could become a "D" grade for an individual who has not pulled their weight). If a team member's ongoing lack of contribution is hurting the team's progress, the team should carefully document relevant issues, and meet with me as soon as you uncover the issue and seek a possible resolution. The link will be provided on Canvas on November 11 and the submission deadline is November 14.</p>	<b>Team (with Peer Eval Multiplier)</b>	60%

## **ZOOM SESSIONS (ONLINE, SYNCHRONOUS)**

This course is highly interactive. Your learning will be significantly enhanced if you participate in the live sessions during the semester. The quality of participation will be evaluated primarily on the quality of content, not the volume. Be respectful (of others' viewpoints), thoughtful, evidence-based, and analytical. It is usually very valuable to link aspects of the case, question, or discussion to elements of other content we may have discussed or to some concepts in other core courses. Above all, do not be afraid to be wrong! We do not penalize 'wrong' comments (or views that run against the dominant view in the class) as long as logical arguments and concrete evidence back them up. A 'wrong' comment that leads to substantive discussions and learning will be considered a valuable contribution. However, egregious or offensive comments will negatively impact your professionalism score.

**Attending live sessions.** Zoom sessions will be on Monday and Thursday evenings, (see Schedule on page 9/11 for exact dates and times). While this course does not compel attendance for the live sessions, it is strongly recommended that you attend. The key learning outcomes can be significantly enhanced through engagement, debate, and discussion in the live class context. It is expected that you will watch the whole recording after the class if you cannot attend and submit work instead of attendance (see schedule on page 9/11 for task in lieu of attendance).

**Video Camera.** Although we will not compel you to turn on your video camera for the live sessions, I have found that the culture of the class and your engagement is significantly enhanced when everyone (or the vast majority of the class) are visible (remember, most communication is nonverbal). We do understand that many of you may have an aversion to being on camera – there will be no judgments on attire or background – the main goal is to have everyone as involved as possible.

**How to prepare for live sessions?** There are a number of readings/ tasks to be undertaken before the live class – these are communicated via Canvas (and in the schedule on page 10/11) and will help you prepare effectively for the live classes. It is imperative that you carry these tasks out in advance of coming to class (in order to both meaningfully contribute to class discussion and to garner professionalism and preparation points).

**If you cannot attend a live session?** You may still achieve full in-class participation for that / those session(s). In order to do this, you will need to watch the live class video recording [and in some instances respond to a number of questions].

## **GRADING**

Taking a class in the MBA program is more about personal and professional development than it is about a letter grade. However, I realize grades are obviously very important to students. Therefore, the course is designed so that every member of the class has the opportunity to achieve any of the grades available. There are no tricks or hidden traps in any of the assessments. The work you put in, and the resultant quality you produce, will be the determining factors in the grade you receive. Just like the real world, if you are struggling or have concerns, it is your responsibility to resolve them using all your available resources. I am one of those resources, and I will do everything I can to help every single one of you be successful in this part of your development.

<b>Component</b>	<b>Group or Individual</b>	<b>% of Overall Grade</b>
A. Participation & Professionalism	Individual	25%
B. Core Class Summary Videos	Individual	15%
C. Final Presentation Submission (Video & Deck)	Group (*peer eval)	60%
<b>TOTAL</b>		<b>100%</b>

### **Grading Scale**

Grading scale used in this course:

<b>Grade</b>	<b>Defined</b>	<b>Description</b>	<b>Percentage</b>
A+	Professional	Equal to Professional	>97%
A	World Class	Equal to any student	93-97%
A-	Excellent	Beyond expectations	90-93%
B+	Very Good	Exceeded some expectations	87-90%
B	Good	Met expectations	83-87%
B-	Average	Met some expectations	80-83%
C-F	Poor - Pass	Below expectations	<80%

- Grades will not be rounded up.
- For the sake of fairness, no opportunities for extra credit will be offered.
- The final letter grade will be based on the sum of the scores on all individual components. Letter grades will not be assigned for individual components.

### **GENERAL PROFESSIONAL CONDUCT**

#### **Group Work Policy / Problems with Team Members**

In this class, you will work on multiple group activities (specifically, the main deliverable will be the client recommendation/ presentation). Peer evaluation allows every person to provide a suggested grade for the group members take place at the end of the term. Each student's project grade may be adjusted by up to 50% of the grade as informed by these peer evaluations (e.g., an "A" grade for the group, could become a "D" grade for an individual who has not pulled their weight). If a team member's ongoing lack of contribution is hurting the team's progress, the team should carefully document relevant issues, and meet with me as soon as you uncover the issue and seek a possible resolution.

#### **Constructive Feedback**

Our goal is to make this a course that you would recommend to your friends because of its inherent value in preparing you for a career in your chosen field. Student input in making this course more effective in accomplishing that goal is always welcome. Please DO NOT wait for student evaluations. I would like the opportunity to respond and adjust to your feedback as quickly as possible. If you don't feel comfortable sharing your feedback with me directly, you are always welcome to share your comments/suggestions directly with the Department of Management & Entrepreneurship (Chairperson: Dr. Dan Li, Administrative Assistant: Lisa G. Ness). Some suggestions may be easily adjusted for in the current semester, while others may be logistically insurmountable. Nevertheless, it's critical you take ownership for your learning, and feel comfortable providing me with suggestions for improving the learning environment.

### **You Are in Charge**

Ultimately, you are responsible for your own learning. You are also expected to monitor your own progress and keep track of your performance. If you are having problems related to your understanding of the course material, contact me immediately. These problems can often be resolved by attending supplemental review sessions, which I will gladly help to arrange with you.

### **Extraordinary Circumstances**

During the semester, some of you may experience unexpected and serious personal circumstances (e.g., prolonged illness, death of a family member, etc.). These circumstances may adversely affect your academic performance. I pledge to work with you during these times, but I must be informed immediately of any extraordinary situation that you think may be detrimental to your performance. Any such conditions will not be considered in assigning grades or as part of an appeals process if the information is not brought to our attention in a timely fashion.

### **OTHER COURSE POLICIES**

#### **Use of Student Work**

Work produced by students as part of this course may be used for educational purposes. It is understood that registration for and continued enrollment in this course constitute permission by the student to use his or her works for educational purposes. In compliance with the Federal Family Education Rights and Privacy Act, works in all media produced by students as part of their course participation at Indiana University may be used for educational purposes, provided that the course syllabus makes clear that such use may occur. If I use your work for teaching evaluation and assessment, I will render the work anonymous through removal of identification of the originator of the work.

An example of this could be using student answers to an exam question to illustrate what strong answers look like. Any student work so used will be rendered anonymous through the removal of the name and other identifiers. Student work may also be used for teaching evaluation and assessment.

#### **Technology Needs for this Class:**

A student will need the following to take an online proctored test from a remote location:

- A. A suitable device (Desktop PC/Laptop/Tablet/Mobile)
- B. A stable Internet connection
- C. A functional webcam and a microphone
- D. Windows: 10, 8, 7 or Mac: OS X 10.12 or higher; iOS: 10.0+ (iPad only).

#### **Policy on Academic Integrity**

Violation of the University Honor Code during any portion of this course will result in penalty up to and including failure of the course. I will strictly follow the University's Academic Misconduct guidelines. This can be found at this link: <https://studentcode.iu.edu/responsibilities/academic-misconduct.html>.

#### **Turnitin.com**

Students agree that by taking this course all required written assignments may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the



purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

### **Cold Calling**

It is expected that everyone will log in at our sessions having read the pertinent materials as outlined in this syllabus. I realize that some students will not do the preparation work but consider this fair warning that I will randomly call on people in every class to discuss the readings and materials. I believe that the best results from a classroom experience are derived from an environment where everyone is engaged and pro-actively driving the conversation.

### **Disability-Related Accommodations**

If any student will require assistance or academic accommodations for a disability, please contact me during our office hours, or by individual appointment. You must have established your eligibility for disability support services through the Office of Disability Services for Students in Wells Library W302, 812-855-7578. You are also welcome to contact me privately to discuss your academic needs although I cannot arrange for disability-related accommodations.

### **Late Assignments & Grade Adjustment Policy**

Students are required to submit assignments by the due deadline, using the submission procedure specified for that assignment. In order to be fair to the students who submit in a timely manner, any assignment submissions after the specified deadline will be graded and will receive a score of 0.

Once a grade is awarded that grade is final (pending turnitin.com report for written assignments). We do not partake in grade revision negotiations. This policy is applied to all students to ensure your grade relative to your classmates will not change unfairly based on the grumblings of your classmates. If you have any questions, I highly recommend that you talk to us beforehand to ensure you are on the right track.

### **Unauthorized Use, Sale, or Distribution of Course Material and Content**




















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






In addition, some online course content, including recorded lectures and/or recordings of class sessions may be made available to you to view and download. While you are permitted to take notes on such content for your personal use, you are not permitted to distribute or re-post such content either in its original or in altered form without our express written permission.

Finally, you may not record, capture, or photograph class sessions (whether in person or online) without our express written permission

Violation of course rules involving unauthorized or improper use, sale, or distribution of course material and content as outlined above is an act academic misconduct under the IU Code of Student Rights, Responsibilities, and Conduct and is subject to sanction.

## COURSE SCHEDULE

Date	#	Live Class Topic & Preparation	Readings, Videos and Tasks	Task in lieu of live attn
<b>Pre Oct 12</b>		In preparation for the class and to allow us to better allocate you into teams you must carry out the <b>pre class survey by Midnight (EST) October 12<sup>th</sup></b> (this will be made available on Canvas on October 5 <sup>th</sup> ). If you do not carry out this survey in full, it will influence your professionalism score.		
<b>Pre Oct 31</b>		Please watch and respond to the following Integrative videos from your core classes ( <b>Due by October 31</b> ): <ul style="list-style-type: none"> <li> Business Law &amp; Ethics</li> <li> Organizational Behavior</li> <li> Managerial Economics</li> <li> Marketing Management</li> <li> Finance Management</li> <li> Operations Management</li> <li> Digital Technology and Innovation</li> <li> Strategic Management</li> </ul>		
<b>Oct 18</b>	1.	<b>Course &amp; Team Introduction</b> <ul style="list-style-type: none"> <li>• This class will discuss the structure of the course, deliverables, learning outcomes and grading criteria. You will also be put into your teams for the integrative case and work your project and scoping plan.</li> <li>• <b>Client reveal</b></li> </ul>	<ul style="list-style-type: none"> <li> Review Canvas and the X596 syllabus</li> <li> Read: What makes Sports a Unique Business? (Conrad, Introduction)</li> <li> Read: Redefining the Sport Business Industry (Winfree, Chapter 1)</li> </ul>	Watch recording of the live class and submit responses (made available after class) – You will have 48 hours to do this.
<b>Oct 21</b>	2.	<b>Client and Project Scope</b> <ul style="list-style-type: none"> <li>• Discussion of the client’s conditions for success</li> <li>• Meeting with the three clients (Client overview and Q&amp;A session)</li> </ul>	<ul style="list-style-type: none"> <li> Read: Managing Your Client - The McKinsey Mind (Raisel &amp; Friga)</li> <li> Group Submission Task: Project Plan (Group)</li> </ul>	N/A
<b>Oct 25</b>	3.	<b>Sports Strategy and Marketing Panel Discussion</b> <ul style="list-style-type: none"> <li>• Panel Speakers:           <ul style="list-style-type: none"> <li> Michael Goldman – Associate Professor USFCA</li> <li> Scott Dolson – Vice President and Director of Intercollegiate Athletics, Indiana University</li> <li> Rob Laycock – SVP of Marketing for the Atlanta Hawks</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li> Read: PwC 2021 Sports Outlook</li> <li> Read: Deloitte 2021 outlook for the US sports industry</li> <li> Read: Traditional and New Media in Sports (Conrad, Chapter 15)</li> </ul>	Watch recording of the live class and submit responses (made available after class) – You will have 48 hours to do this.

<b>Oct 28</b>	4.	<b>Sporting Valuations and Finance</b>  Guest Speaker: Andrew Abdo [Chief Executive Officer of the National Rugby League (NRL)]	 Read: Financing Sports Venues (Winfree, Chapter 5)  Read: What Are Teams Worth? Team Valuations (Winfree, Chapter 8)	Watch recording of the live class and submit responses (made available after class) – You will have 48 hours to do this.
<b>Nov 1</b>	5.	<b>Client Check-in and Workshop</b> <ul style="list-style-type: none"> <li>Client check-in. <ul style="list-style-type: none"> <li>In the first half of this session, you will have the opportunity to meet with your client, ask questions, and clarify issues that are important to your progress.</li> </ul> </li> <li>Group work <ul style="list-style-type: none"> <li> In the second half of the session, you will have the opportunity to work with your team on moving forward with your project. This should be done in the Zoom breakout room so that the professors/facilitators can drop in.</li> </ul> </li> </ul>		N/A
<b>Nov 4</b>	6.	<b>Persuasive Presentations, Storyboarding and Validation</b> <ul style="list-style-type: none"> <li>Hypotheses validation</li> <li>Storyboarding and storytelling</li> <li>Video editing tricks/ tips</li> </ul>	 <a href="#">The Minto Model</a>  <a href="#">Pyramid Principle</a>  <a href="#">Total Beginners guide to video editing</a>  <a href="#">Da Vinci Resolve 17 Tutorial</a>	Watch recording of the live class and submit responses (made available after class) – You will have 48 hours to do this.
<b>Nov 8</b>	7.	<b>Workshop</b> <ul style="list-style-type: none"> <li>Group work <ul style="list-style-type: none"> <li> In this session, you will have the opportunity to work with your team on moving forward with your project. This should be done in the Zoom breakout room so that the professors/facilitators can drop in.</li> <li>By the end of this session, you should have a rough draft of your final presentation.</li> </ul> </li> </ul>		N/A
<b>Nov 11</b>	8.	<b>Peer Coaching Session</b> <ul style="list-style-type: none"> <li>Time to polish and pair up with another group</li> </ul>		N/A
<b>Nov 13</b>	Submission of final project [11/13, Midnight EST] (Group)			
<b>Nov 14</b>	Peer Evaluation Deadline (Individual)			

## **APPENDIX A: BLOOMINGTON KELLEY DIRECT PROGRAM COMPETENCIES AND STUDENT LEARNING OUTCOMES (SLOS)**<sup>4</sup>

### **1. Internal Structures and Operations**

*A thorough understanding of the internal structures and operations of businesses ranging in size from small to multi-national.*

- SLO 1.1: Identify and analyze a business problem through the lens of any given functional area.
- SLO 1.2: Show how actions in one business functional area affect the operations of other functional areas.
- SLO 1.3: Analyze and solve a business problem involving two or more functional areas.
- SLO 1.4: Assess capabilities and deficiencies of a firm from various functional perspectives.

### **2. External Environments**

*A thorough understanding of the relationship between an organization and its external market and economic environment.*

- SLO 2.1: Describe how an external force (e.g. taxes, regulations, competition) relates to the functional areas of a firm.
- SLO 2.2: Describe how firm policy choices affect external stakeholders (e.g., customers, society).
- SLO 2.3: Analyze an external strategic problem facing a firm in order to recommend a sound solution to management.
- SLO 2.4: Analyze the fit between the internal structure of the firm and the external environment.

### **3. Integration of Tools and Techniques of Business**

*Able to integrate and apply the tools and techniques of business to solve complex business problems and make sound business decisions.*

- SLO 3.1: Identify the most appropriate tools or frameworks to solve a given business problem.
- SLO 3.2: Explain how a given decision or intervention affects each of the key functional areas of a firm.
- SLO 3.3: Apply analytical tools and techniques from more than one functional area to address a problem or case.

### **4. Professional Skills**

*Able to demonstrate interpersonal and leadership skills necessary for lifelong career success.*

- SLO 4.1: Articulate ideas, thoughts, recommendations, and other communications clearly, concisely, and persuasively to business audiences.
- SLO 4.2: Respond appropriately to feedback, demonstrating emotional intelligence.
- SLO 4.3: Work effectively with others to complete projects or other work.

### **5. Legal and Ethical Considerations**

*Able to identify ethical and legal challenges and give these challenges appropriate consideration in decision-making.*

- SLO 5.1: Identify ethical implications in a given business problem.
- SLO 5.2: Apply systematic reasoning to make decisions where ethics are concerned.
- SLO 5.3: Identify legal issues in a given business situation.
- SLO 5.4: Defend business decisions with respect to legal considerations.

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<sup>4</sup> Vers. 2, rev. May 2020.

**APPENDIX B: X596 FINAL PROJECT SUBMISSION RUBRIC**

	Excellent	Very Good	Good	Fair	Poor	Not There
Clear understanding and awareness of the main issues facing the client						
Reference to data, analysis and content that justifies issues identified						
Clear justification to support the group’s recommendation to the client						
Evidence of explicit application from KD core courses (at least three courses) – integrative appreciation shown						
Clear action plan for implementing the recommendation (coherently and sequentially mapped out)						
Critical aspects of the group’s recommendation rigorously accounted for						
Fresh and creative solution proposed – interesting and original						
Video submission is engaging, well edited and structured in a persuasive manner.						
Deck is useful as a substitute or complement to the video/ presentation						
Video submission is 10 min or less and all other submission specifications are in line						
<b>FINAL GRADE</b>	/60					