

## Degree Qualifications Profile (DQP) Learning Areas for Capstone/Culminating Experience

DQP Learning areas as deployed by the Fermanian School of Business

### **Specialized Knowledge (Required):**

1. Defines and properly uses the principal terms in the field, both historical and contemporaneous.
2. Demonstrates fluency in the use of tools, technologies and methods in the field
3. One of the following:
  - a. Evaluates, clarifies, and frames a complex question or challenge using perspectives and scholarship from the student's major field and at least one other.
  - b. Constructs a project related to a familiar but complex problem in the field of study by assembling, arranging and reformulating ideas, concepts, designs or techniques.
  - c. Constructs a summative project, paper, case study or practice-based performance that draws on current research, scholarship and/or techniques in the field.

### **Intellectual Skills (Required):** Interfaced with the Five WASC Graduation Proficiencies\*

1. **Critical Thinking:** Differentiates and evaluates theories and approaches to complex standard and non-standard problems within his or her major field. *Note the ETS exam will also measure critical thinking.*
2. **Information Literacy:** Incorporates multiple information resources in different modes or languages in projects, papers or performances, with appropriate citations; and evaluates the relative merits of competing resources with respect to clearly articulated standards.
3. **Written Communication and Oral Communication:** Constructs sustained, coherent argument or presentation on technical issues or processes in more than one medium for general and specific audiences. *Note: the ETS exam will also measure written communication.*

\*WASC Required Graduation Proficiencies

1. Written Communication
2. Oral Communication
3. Informational Literacy
4. Critical Thinking
5. Quantitative Reasoning

Quantitative Reasoning is the fifth graduation proficiency required by WASC. Note that the ETS exam will measure quantitative reasoning.

**Note that DQP has two other categories that might be used to further describe the capstone or culminating work:**

**Applied Learning:** (One or More)

1. Presents a project, paper, performance or other appropriate task linking knowledge and skills from work, community or research activities with knowledge acquired in academic disciplines; explains how elements were combined to shape meaning or findings; and shows the relationship to relevant scholarship.
2. Formulates a question on a topic that addresses more than one academic discipline or practical setting, locates appropriate evidence that addresses the question, evaluates the evidence in relation to the problem's contexts, and articulates conclusions that follow logically from analysis.
3. Completes a field-based assignment in the course of study that employs insights from others; evaluates a significant question in relation to concepts, methods, or assumptions in at least one academic field and explains the implications of learning outside the classroom.

**Civic Learning:** (One or More)

1. Explains diverse perspectives on a contested issue and evaluates insights gained from different kinds of evidence reflecting scholarly and community perspectives.
2. Describes historical and contemporary positions on democratic values and practices, and presents his or her position on a related problem.
3. Collaborates in developing and implementing an approach to a civic issue, evaluates the process and, where applicable, weighs the result.

# Point Loma Nazarene University

Fermanian School of Business

*“More than the Bottom Line: Business Education to Change the World”*

## Business 488: Strategic Management Spring 2013

Section 1: M/W: 11:00 am - 12:45 pm\*; Section 2: M/W: 1:30 pm – 3:15 pm\*;  
Fermanian Business School (FBS) 102

Instructor Information	Text & Readings Information
<p><b>Instructor:</b> Dr. Harry Watkins</p> <p><b>Office:</b> FSB 131</p> <p><b>Phone:</b></p> <ul style="list-style-type: none"><li>• Office: 849-7249</li><li>• Home: 619-462-6407</li><li>• Cell: 619-972-1812</li></ul> <p><b>Email:</b> <a href="mailto:harrywatkins@pointloma.edu">harrywatkins@pointloma.edu</a></p> <p><b>Office Hours:</b></p> <ul style="list-style-type: none"><li>• Monday: 3:15 – 4:30 PM</li><li>• Tuesday: 11:00 AM – 1:00 PM</li><li>• Thursday: 4:30-5:30 PM at the Mission Valley Campus</li></ul> <p><b>Note:</b> you are <b>welcome to contact me by phone at home</b>, evenings to 9:00 PM, or on weekends. I often don't check my email at home, so <b>if you are in a hurry to reach me, please do call!</b></p>	<p><b><u>Kellogg on Strategy</u></b>, by David Dranove and Sonia Marciano; (2005) John Wiley &amp; Sons, Inc.; ISBN 978-0-471-47855-3</p> <p><b><u>The Seven Habits of Highly Effective People</u></b> by Steven Covey; Free Press ISBN 0-7432-6951-9</p> <p><b><u>Capstone: Business Strategy Simulation</u></b>; register and pay on-line at <a href="http://www.Capsim.com">www.Capsim.com</a>.</p> <ul style="list-style-type: none"><li>• Section 1's Industry ID is <b>C55185</b>;</li><li>• Section 2's Industry ID is <b>C55186</b></li></ul> <p><b><u>Cases and Readings</u></b>. All are available at</p> <p><a href="https://cb.hbsp.harvard.edu/cbmp/access/16760755">https://cb.hbsp.harvard.edu/cbmp/access/16760755</a></p> <ul style="list-style-type: none"><li>• Bally Total Fitness, HBS #706-450</li><li>• Birds Eye and the U.K. Frozen Food Industry (A), HBS # 792-074.</li><li>• easyJet: The Web's Favorite Airline, # IMD099.</li><li>• Manila Water Company, HBS 508-004.</li><li>• Newell Co: Corporate Strategy, HBS 799-139.</li><li>• Starbucks and Conservation International, HBS # 303-055</li><li>• Zara Fast Fashion, HBS # 703-497.</li><li>• - - - - -</li><li>• “Creating Shared Value” – Michael Porter</li></ul>

\* Note: these classes (like many at PLNU) are 5 minutes longer than they were in previous semesters in order to conform to accreditation requirements. Please plan accordingly.

## Course Description

This Strategic Management course is a **capstone** (i.e., culminating) course for the Fermanian School of Business. As such, it may be the most demanding course of your program – be prepared. At the same time, it should be one of the most interesting and hands on classes you’ve experienced – certainly, it is my favorite class to facilitate! Together, we will be striving to achieve three goals:

**Learning and Applying Strategy Fundamentals:** First, we will be learning to integrate the diverse disciplines of business – accounting, finance, management, marketing, operations, economics, etc., – into a coherent strategic whole, involving business analysis, strategy development, implementation, and assessment/adjustments. Thus, course material will address the traditional disciplines and concepts of business strategic management, and you will have multiple opportunities to develop competence at strategic analysis, decision-making, and execution.

**Expanding Strategy to the Triple Bottom Line:** Secondly, we examine the underlying purposes of business, and exploring the implications for business strategy of a new paradigm called the triple bottom line, i.e., strategy that seeks to optimize simultaneously the interests of stockholders, society and the environment.

Is it really possible to be about “More than the Bottom Line?” in business, or is this soft-hearted, weak-headed, and even dangerous thinking? Alternatively, might this paradigm be a critical source of sustainable competitive advantage in the coming decades of the 21<sup>st</sup> century?

### Developing/refining a Personal Strategic Vision

Times of transition (such as leaving college or losing a job) are excellent times for introspection, vision casting, and goal setting. Thus, we will also think “strategically” about our individual purposes as business people and as human beings. In the interests of “beginning with the end in mind” (Covey, 1989), we will develop personal vision or purpose statements, and think through the tactical implications of our desired “ends” for career planning and personal management. My hope is to offer you an opportunity to clarify your priorities as you transition into the work force.

## Course Learning Outcomes

### 1. Prepare actionable business case situation analyses:

Analyze industry structure and competitive strategies, the business environmental context and customer market data, company vision, strategy, strengths and weaknesses, sources of sustainable competitive advantage, including using financial reports and conducting ratio/financial analysis, and synthesize your analysis into a well organized, actionable situation analysis.

### 2. Develop and execute business strategies:

Formulate and evaluate strategic alternatives, propose and defend a strategy, and integrate the functional/tactical elements of business (e.g., marketing, manufacturing, finance, HR, etc.) into a plan to effectively execute that strategy.

### 3. Evaluate the purpose of business in society:

Compare stockholder versus stakeholder views of the firm. Examine the utility of business triple-bottom-line strategies as sources of sustainable competitive advantage and as effective responses to the confluence of environmental and social challenges faced by mankind and by business in the 21<sup>st</sup> century.

### 4. Develop and articulate a personal and professional vision and sense of purpose:

Develop a vision and purpose statement. Assess the implications of personal and professional goals and values for career planning, and for ethical decision-making in business.

**5. Apply self-directed and collaborative approaches to learning and problem solving.**

Investigate complex, controversial issues facing business today. Demonstrate ability to evaluate the value and credibility of various information sources, to synthesize information into a coherent perspective, and to recommend an appropriate course of action. Evaluate and manage personal contributions to team functioning, apply a strengths perspective to improve personal and team productivity, diagnose and troubleshoot team challenges faced during collaborative problem solving projects.

The course is designed to be student-learning-centric. By this I mean that we will not follow the classic (boring) “I lecture, you regurgitate” model of class. Instead, you will work with your peers to learn, evaluate, and apply strategic concepts in a variety of contexts. While we will utilize a variety of learning approaches, the most important will be 1) two challenging, fun, computer simulations (one team-based, one individual), and 2) analyzing a variety of business cases drawn from a broad variety of industries and strategic situations. To the broadest extent possible, I will seek to function as a consultant, aiding you in your own learning efforts, rather than to “teach” you. You will have many opportunities to give me informal feedback on what is working, what confuses you, what I should continue or change. Grades will be based on class participation, reading quizzes, a midterm and final exam, team and individual assignments, simulation results, and team/peer evaluations (see below).

## Building a Class We Want to Attend

Every group quickly develops norms of behavior that inform members how to behave and what is expected of them – for us, a **class culture**. My hope is that together we will develop a class culture and norms that honor God -- characterized by mutual respect and support, openness, curiosity, fun, and a commitment to excellence.

### My commitments to you:

I will come to class on time, organized, prepared and eager to discuss the day’s topics with you. I will always seek to encourage learning by bringing fun, enthusiasm and good pedagogy to the classroom. I will treat you with courtesy and respect (which includes an assumption that you will do your best work for me), and will be responsive to requests for help. I will be available to students outside of the classroom (i.e., via office hours, email, phone, etc.) and will seek to give you varied opportunities to learn and succeed. I will welcome the chance to get to know you better. I will seek to be transparent about my faith journey with you. I will pray for you. **I will give you my best effort.**

### My expectations of you:

This is your penultimate **capstone** course! Prioritize it! I expect you to demonstrate professionalism in your dealings with your peers, this class and me.

- Plan ahead! **Read the assigned readings.** Don’t wait until 10 minutes before class to pick up the reading. Bring your “best stuff” to this class.
- Come on time; stay to the end of class; if something important is wrapping up stay around a few minutes. I will take role.
- **If you must miss class for a university-approved reason (i.e., athletics activities), it is your responsibility to inform me PRIOR to class.** (Four unexcused absences will drop your participation grade to 50% - an F – and six unexcused absences will get you dropped from the class. Note: even if

your absences are excused, I expect you to schedule a make-up discussion with me in my office to cover the concepts discussed in the class session you missed.)

- **I do not accept late work for credit** except under the following University-sanctioned circumstances: illness (with doctor's note), death, university-sponsored field trip or activity, military obligation, religious holiday.
- Review the exam and presentation dates on this syllabus now! If you must miss a scheduled exam or presentation, **let me know in the first two weeks of class** and I will schedule a make-up exam for you. Please do not simply skip the exam/presentation and ask for consideration afterwards or expect me to change my schedule for you halfway through the course. **You will receive zero points on the exam/presentation if this happens.**

## **A Special Note about Laptops and Other Electronics**

We will often use laptops in class for working on simulations. You are also welcome to bring them to class for note taking. However, I specifically ask you **not to use your laptops or cell phones during class sessions to check email, visit your facebook page, text others, visit websites (unless related to the topic being discussed and with permission), etc.**

Why?

1. It sends a message to me and to your peers that you have disengaged from what we are doing in the class. This saps the excitement and engagement of everyone in the class, including me!
2. Research shows that adding another stimulus (like opening an email link) significantly degrades our ability to focus on and retain what we learn in the class.
3. It inevitably biases me against giving you a good participation grade – I can't help but be judgmental if I am doing everything I can to create a good learning experience and you appear to check out!

**Thank you for respecting this request!**

## Course Content

You are at the cusp of being business and accounting major graduates: so close, I know you can almost taste it!

In your career, starting with your first job, you will be expected to be self-starter, to work with your manager and your business colleagues to determine what needs to be done, by when, to obtain the required information and resources, and then to get to work, delivering (excellent I trust) results “on time and on budget”. In the process, you will have to work constructively and collaboratively with others, to pull your weight, to communicate well (especially about problems that may impact others or the project at hand), and overall, to be a low maintenance, highly regarded, hard-working, team player. Indeed, your career success will be profoundly impacted by how your peers evaluate you and your contributions to the team/business effort.



Accordingly, I have structured this course so that, insofar as possible, you will drive your own learning individually and in concert with other students in the course. My role will be to guide and support that effort (like a good manager), but you will do most of the inquiry. This may feel a bit awkward at first, but 1) you are ready for it and 2) research shows that “student/problem centered learning” is much more interesting for students and sticks with them longer. Some of the learning modules and approaches to facilitate this include:

### CAPSTONE Simulation & CompXM

While we will do background reading for our class sessions, simply **the best way to learn about strategy is to do it!** Accordingly you will “learn by doing” as you learn to manage a simulated firm’s strategies and operations over three practice and eight competitive planning periods. You will be placed in one of six teams which will compete with each other in the CAPSTONE environment. CAPSTONE is the leading business strategy computer simulation and is used worldwide for undergraduate, MBA and executive level strategy training. Because of the simulation’s broad adoption and design, you will be able to benchmark your team’s performance not just against other teams in our class, but also against thousands of other teams across the U.S.

You will work on a number of assignments associated with the simulation (which will help you learn and improve your team performance). Much of the grade associated with the simulation will be attached to completing these assignments successfully. You will also receive points towards your final grade based on how well your team does and on how your team-mates evaluate your contribution to the team’s efforts.

The group simulation is followed by an INDIVIDUAL simulation – the CompXM Competency Simulation – which will test each individual’s knowledge and ability to execute strategic concepts. **Be warned: If you aren’t deeply involved in your Capstone team’s decisions, you will struggle on the individual CompXM simulation!** The CompXM Competency Exam will constitute part of your final exam for the course.

### Cases

We will consider about 7 business cases in this class or roughly one every other week. Case analysis 1) exposes you to strategic issues within a variety of different industrial and competitive contexts, 2) helps you learn to discern the relevant facts from the “sea of data” that managers often struggle to wade through, and 3) exercises your logical decision-making muscles! On those days for which a case is scheduled, you must do the necessary pre-work so as to be able to discuss the case cogently, or you will get very little value from the class session. This is very similar to business meetings to which you will be invited in your future careers. As a business person, you will typically know the issues to be discussed and will be expected to come prepared to contribute

knowledgeably to the discussion based on pre-work that you have done for the meeting. In this setting, if you are silent or “shoot from the hip” without having prepared, it will quickly become apparent to your colleagues, and you will soon stop receiving invitations to meetings as a first step to being written off as a bad hire!

Unless I give you more specific instructions, prepare each case as follows:

1. Do a quick read through the case. Your objective is to get an overview of what the case is about. What are the key decisions which need to be made or problems which need to be addressed?
2. Review the thought questions for the case which appear at the end of this syllabus.
3. Reread the case more carefully, seeking to answer the thought questions.
4. Finally, organize your thoughts about the case in written note form.

You will be asked to turn in one of these case analyses (about 2-3 single-spaced page responses to the reading questions) this semester for grading, but I'd suggest following the same approach to all of the cases. This will greatly enrich your learning and experience in group and class discussions.

It is a good idea to assume the data presented in a case is accurate and the most current available to you. You may question any data presented in a case when you find they are inconsistent with other data presented in the case. **Do not, I repeat, do not** go outside the case material for additional data on a company or industry. We will judge the strategic issues facing the firm with the data the managers involved had at the time of the case. Looking ahead will confuse you and stunt your learning. In fact, what managers actually did may not have been the best choice, so let's hold off on that until we have done our own analysis.

## Teams

As a business person you will do the great bulk of your work as members of teams. The reason for this is simple: a group of motivated people can achieve much more than any individual can alone. Similarly, some of the tasks in this class are more successfully tackled when students work in (effective) teams. Finally, this is a last opportunity for you to reflect on how you can be more successful in dealing with the many challenges of working in teams (see learning objective # 5 above). We will spend some time thinking together about the factors that contribute to teams working well and effectively together. We will also examine the use of Strengths Quest types in diagnosing how a team can work most effectively together. You will be conducting the competitive strategy simulation, analyzing the cases, and making presentations in teams. You will have the opportunity to negotiate team membership...and will assess the contributions that each team member makes to your group efforts. These assessments will affect the grades you receive on your team work, and your participation grade (overall 50% of your total grade in this class will be driven by your ability to function well in your team!). Moreover, your learning in the group work will directly impact your performance on the individual CompXM competency exam. Implications: pull your weight, learn together and have fun!

## Team Presentations

Each team will prepare two presentations aimed at actually teaching and engaging your peers with the topics at hand.

1. The first presentation will deal with an assigned aspect of Total Quality Management. “TQM” refers to a whole host of process management practices which are referenced in Capstone but to which you have had little exposure in the courses offered here at PLNU. Your objective is to research, comprehend and then teach the assigned TQM methodology to the class, and then to briefly assess our learning! Note that I am not expert in these processes, so you will be teaching me too!
2. The second presentation will deal with one chapter from “7 Habits of Highly Effective People”. Your peers will have read the chapter, so your objective is to help us engage with the material. Be creative.

Role play. Do a video. Have us engage in a debate. *Have fun with this!* Whatever. The point is to help us delve deeper into the material of the relevant chapter.

## Exams and the Final Exam

Quizzes on reading: We will be reading a lot this semester, and our discussions will be based upon (and will assume) that you have read the material. You won't be able to fake it. Moreover, I will not lecture on all key points in the assigned readings– I don't have time – and doing so would bore most of you! Finally, as (almost) an executive, you know that you will want to create incentives for your employees that support the behaviors you want them to exhibit. Thus, I will administer online quizzes on the readings prior to most classes. I will drop the lowest 2 scores. I will curve the remaining scores with the top score receiving 100 points.

Midterm: An essay-based midterm will be given worth 100 points. I will post study questions in advance from which I will select questions for the midterm.

Final Exam The final will consist of the CompXM Competency Exam (a simulation with multiple choice questions – worth 150 points), and a written essay exam – worth 100 points. I will post study questions in advance from which I will select questions for the written essay exam.

ETS Major Field Test for the Bachelor's Degree in Business; and the ETS Proficiency Profile Exam (From the website): “The ETS® Major Field Test for the Bachelor's Degree in Business contains 120 multiple-choice questions designed to measure a student's subject knowledge and the ability to apply facts, concepts, theories and analytical methods. Some questions are grouped in sets and based on diagrams, charts and data tables. The questions represent a wide range of difficulty and cover depth and breadth in assessing students' achievement levels.” The ETS Proficiency Profile “is used to measure the core education proficiencies: critical thinking, written communication, and quantitative skills.”

PLNU has asked me to administer these assessments to my students in Bus 488. The ETS Major Field Test in Business test results are one of the primary ways we evaluate how well we are preparing you and your peers for careers in business. The results find their way into accreditation studies, self-evaluations, new course planning, etc. As you can see, it is very important to us that you do your best. Yet frankly, our experience in the past is that some students blow it off which totally destroys its value as a tool for us to improve the strength of the business programs here at PLNU.

**So in the interests of an incentive....You must take both ETS exams to receive any participation points in the class!**

## Participation

**Attendance:** Half of this grade is just for showing up to class and participating (i.e., not leaving again, or spending your time studying for another class!) No one benefits if you aren't with us!

50 points – 0-1 absences

40 points – 2-3

20 points – 4

0 points – 5-6

7 or more: **dropped from the class.**

**In-Class Participation:** This class is structured such that its success depends largely on the energy and engagement that you and your peers bring to each class session.

A brief grading rubric follows:

<b>In-class Participation Grading Rubric</b>	<b>Points</b>
Regularly (most class sessions where appropriate) volunteers responses to questions, discusses cases, comments on external business events, asks relevant questions concerning the Capstone simulation or readings, etc. Exhibits both familiarity with the reading or case in question and makes useful contributions to the in-class discussion. Responds to and discusses other students' contributions. Appears to actively engage in group discussions.	50
Frequently (e.g., 1 time per week) volunteers responses to questions, etc. (see above), usually exhibits familiarity with the reading material/case. Appears to actively engage in group discussions.	40
Occasionally volunteers responses to questions (e.g., 1 time per 2-3 week period). Sometimes exhibits familiarity with reading material/case when called upon. Appears to actively engage in group discussions.	30
Rarely or never volunteers responses to questions, but sometimes exhibits familiarity with the topic/reading material when called upon. Passive/quiet during group discussions.	15
Rarely or never speaks up in class. When called upon, exhibits no evidence of having read the relevant material. May be distracted or inattentive in class. Passive/quiet during group discussions.	0

Journaling Option: If you prefer you may choose to journal on eclass for your participation grade. Let me know the first week of class that this is your preference. We will talk personally about my expectations for this option.

### **Personal Mission/Values Statement and Reflection Paper**

Is business as evil as most non-business people think? Or does it have a God-given purpose? Is “free market capitalism” as benign and beneficial as many (even Christian) business people assume, or could a “Theology of Business” suggest a greater purpose for business than “maximizing shareholder wealth”? And what does all this have to do with your own purposes and calling as a business person?

Over the course of your tenure at PLNU and in particular as a student in the Fermanian School of Business, you’ve been asked to think about your personal mission, values and goals (e.g., in Bus 313) and how they relate to your calling as a business person. In this, your capstone class, you will be asked again, to reflect on your Mission and Values as you transition into the workplace. However, in addition, you will be asked to develop a “Theology of Business”, i.e., to think about the appropriate methods and purposes of business from God’s point of view, and then to think explicitly about how your personal Mission/Values or Calling as a business person intersect with that larger sense of God’s purpose for business.

## Summary of Grading, by Activity

Activity	Initial Points
Simulations: <ul style="list-style-type: none"> <li>• Capstone Team Performance (Team)<sup>1</sup></li> <li>• CompXM Competency Exam (Individual)</li> </ul> <p style="text-align: right;">Subtotal</p>	250 <u>150</u> 350
Exams <ul style="list-style-type: none"> <li>• Midterm Exam</li> <li>• Final Exam:</li> <li>• Online reading quizzes<sup>3</sup></li> </ul> <p style="text-align: right;">Subtotal</p>	100 100 <u>100</u> 300
Papers/Presentations: <ul style="list-style-type: none"> <li>• Individual Case write-up (50 pts)</li> <li>• Team TQM/7-Habits Presentations (50 pts each)</li> <li>• Personal Vision/Values Statement &amp; Reflection Paper</li> </ul> <p style="text-align: right;">Subtotal</p>	50 100 <u>100</u> 250
Participation <ul style="list-style-type: none"> <li>• Attendance</li> <li>• In-class Participation</li> </ul>	50 <u>50</u> 100
Total Points	1000
ETS Major Field Test (extra credit)	Up to 25 pts

1. **Capstone grading:** Your team's final score is based on your weighted ranking vis-à-vis the other teams. I will select whichever of the following systems offers you the higher grade

### National Rankings

- a. If your team finishes the simulation in the top 10% of the nation for this period: 150 pts.
- b. If your team finishes in the top 20% of the nation: 135 pts.
- c. If your team finishes in the top 30% of the nation: 124 pts.
- d. If your team finishes in the top 40% of the nation: 112 pts
- e. If your team finishes in the top 50% of the nation: 105 pts
- f. If your team finishes lower than the top 50% then we punt to the following:

### Within Class Rankings

- g. If your team is 1st in your industry – 150 points
- h. If your team is less than first, then your base team grade will be based on the following formula:

(Your team's Cumulative Balanced Scorecard/Top performing team's Cumulative Balanced Scorecard) \* 150 points. For example, in a recent class, the third scoring team achieved a Cumulative Balanced Scorecard

*score of 735, while the top performing team achieved a score of 831. Thus, the third ranking team would have received  $735/831 = .88 * 150 = 132$  pts.)*

- i. NOTE: your individual grade will be influenced by how your team evaluates your individual contributions! Again in a recent class, a team had one member who failed to show up for meetings and contributed little to decisions. Although the team as a whole received 200 points, the non-contributing member ended up with 140 points! The moral: give your best effort and pull your weight!*
  - j. NOTE: low ranking teams which show SUBSTANTIAL progress in last couple of years may receive bonus points – instructor’s option*
- 2. Your CompXM and **quiz** scores will both be curved against the top scoring student in the class this semester. Thus if the top quiz score is 75 points and your score is 58 points you would receive  $58/75 = 77.3\% * 100$  points or 77points. There will be 15 brief online reading quizzes administered this semester via Eclass. They will be easy if you have read the assigned readings for the class session, but difficult if you have not. (You will not have time to search through the readings to find the answers.)*

## Business 488 Strategic Management Class Calendar – Spring 2013

Session /Date	Topic & Assignments	Learning Outcomes
<b>Module 1: Introducing Strategy; Launching Teams &amp; Capstone; Generic Strategies and Competitive Analysis</b>		
1; T; 1/8/13	<p><b>Introduction to the Course</b></p> <p><b>Student Assignments (completed prior to this class session):</b></p> <ol style="list-style-type: none"> <li>1. Buy the Capstone Simulation on-line at: <a href="http://www.Capsim.com">www.Capsim.com</a>;</li> <li>2. Buy the Harvard Case Pack at <a href="http://cb.hbsp.harvard.edu/cb/access/16760755">http://cb.hbsp.harvard.edu/cb/access/16760755</a></li> <li>3. Visit the Bus 488 e-class welcome page; review the organization of the course.</li> </ol>	<p><b>Objective:</b></p> <p>Consider the course’s “big ideas”, how the course is organized, and how we will learn as a class.</p> <p><b>Learning Outcomes</b></p> <ol style="list-style-type: none"> <li>1. Summarize the concept of strategy as it may be applied to society, business, and personal life.</li> <li>2. Discuss the purpose of business and the relationship of that purpose to business strategy</li> <li>3. Examine the syllabus and explain the key modules and deliverables of the course and how grades will be assessed.</li> </ol>
2; W; 1/9	<p><b>Building a Strong Team;</b></p> <p><b>Student Assignments (complete prior to this class session):</b></p> <ol style="list-style-type: none"> <li>1. Kellogg on Strategy (KS), Ch. 1</li> <li>2. Print “<b>Thinking about Group-work</b>” assignment (e-class – Materials), fill it out, and bring it to class.</li> <li>3. Bring your Strengths Quest strengths inventory to class.</li> </ol>	<p><b>Objectives:</b></p> <p>Students join teams, discuss collaborative learning and team work, develop team guidelines and contract, consider the big questions in strategic situation analysis and are introduced to the economic profit model.</p> <p><b>Learning Outcomes</b></p> <ol style="list-style-type: none"> <li>1. Identify factors leading to group success</li> <li>2. Draft team guidelines and signed contract (to be completed by next Wednesday)</li> <li>3. Analyze the key drivers of a company’s success using the Economic Profit Model.</li> </ol>

Session/ Date	Topic & Assignments	Learning Outcomes
3; M; 1/14	<p><b>Introducing the Capstone simulation</b></p> <p><b>Student Assignments (complete prior to this class session):</b></p> <ol style="list-style-type: none"> <li>1. Teams complete and bring to class Team Guidelines and Performance Contract.</li> <li>2. Each Student: Log onto Capstone and click on the “Getting Stated” Tab. : <ol style="list-style-type: none"> <li>a. Click on the View Introductory Lesson Tab and view the Audio Version of the Introductory Lessons (“You are now in Charge” through ”Conclusion”); Take the Introductory Lesson Quiz</li> <li>b. Review the Online Guide (the paper guide is ok too, but less complete)</li> <li>c. Complete the Rehearsal Simulation (i.e., complete the 6 tactics, take the quiz and process your decisions). Make one additional year’s decisions, process them, and examine the results.</li> </ol> </li> </ol>	<p><b>Objectives</b></p> <p>Introduce the Capstone simulation; team members begin to discuss how to organize their teams and what strategy to pursue.</p> <p><b>Learning Outcomes</b></p> <ol style="list-style-type: none"> <li>1. Evaluate how the strengths that team members bring to the team can be deployed for maximum team effectiveness.</li> <li>2. Decide on how to organize Capstone teams</li> </ol>
4; W; 1/16	<b><i>ETS Field Exam (Note: Mandatory for Participation Credit in the class)</i></b>	
M; 1/21	<b>NO CLASS - Martin Luther King Jr. Day</b>	
5; W; 1/23	<p><b>B minus C Concepts &amp; Generic Competitive Strategies</b></p> <p><b>Student Assignments (complete prior to this class session):</b></p> <ol style="list-style-type: none"> <li>1. Read KS: Ch 2</li> <li>2. Complete online reading quiz #1</li> <li>3. Read the online Manager’s Guide; especially... <ol style="list-style-type: none"> <li>a. Study “Additional Modules section” and <b>complete the self-check quizzes</b> for HR, TQM and Advanced Marketing.</li> <li>b. Study the manager’s guide “Six Basic Strategies”</li> </ol> </li> <li>4. Bring Capstone manuals &amp; calculators to class.</li> </ol>	<p><b>Objectives</b></p> <p>Introduce the B minus C concept; explore it in the context of Porter’s generic strategies; discuss strategic options for Capstone; Conduct a Capstone situation analysis in class.</p> <p><b>Learning Outcomes</b></p> <ol style="list-style-type: none"> <li>1. Explain the B-C concept and apply it to Porter’s generic strategies</li> <li>2. Use the B-C concept to explain the value creation opportunities available to teams in Capstone</li> <li>3. Describe the implications for functional strategies of business-level Low Cost and Differentiation strategies.</li> </ol>

<b>Friday; 1/25</b>	<b><i>FIRST CAPSTONE PRACTICE ROUND DECISION DUE</i></b> <i>by FRIDAY NIGHT AT 8:00 PM PST</i>	
<b>Session/ Date</b>	<b>Topic &amp; Assignments</b>	<b>Learning Outcomes</b>
5; M; 1/28	<p><b>Sources of Competitive Advantage; Forecasting in Capstone;</b></p> <p><b>Student Assignments (complete prior to this class session):</b></p> <ol style="list-style-type: none"> <li>1. Read KS: Ch 3</li> <li>2. Read/reread online Manager's Guide: "Forecasting".</li> <li>3. Reading quiz #2</li> <li>4. Bring calculators to class.</li> </ol>	<p><b>Objectives</b></p> <p>Discuss sources of competitive advantage and introduce forecasting within the Capstone context.</p> <p><b>Learning Outcomes</b></p> <ol style="list-style-type: none"> <li>1. Analyze Capstone team's strategic competitive situation</li> <li>2. Develop a sales forecast using market and competitive data</li> </ol>
6; W; 1/30	<p><b>Measuring Competitive Advantage;</b></p> <p><b>Student Assignments (complete prior to this class session):</b></p> <ol style="list-style-type: none"> <li>1. Read KS: Ch 4</li> <li>2. Read "Having Trouble with your Strategy? Then Map It", by Kaplan &amp; Norton. (link to article on eclass)</li> <li>3. Read/reread online Manager's Guide: "Balanced Scorecard" AND "Analyst Report"</li> <li>4. Reading Quiz #3</li> <li>5. Bring laptops to class.</li> </ol>	<p><b>Objectives</b></p> <p>Discuss methods of measuring competitive advantage and "Willingness to Pay". Discuss the Balanced Scorecard as a tool for strategic analysis, planning, and management. Work on Practice Capstone Decision 2.</p> <p><b>Learning Outcomes</b></p> <ol style="list-style-type: none"> <li>1. Explain several methods for measuring and achieving competitive advantage.</li> <li>2. Use a Balanced Scorecard to analyze a firm's competitive situation and to develop functional strategic plans to improve competitive performance.</li> </ol>
<b>Friday; 2/1/13</b>	<b><i>SECOND CAPSTONE PRACTICE ROUND DECISION DUE</i></b> <i>due by FRIDAY NIGHT AT 8:00 PM PST</i>	

Session /Date	Topic & Assignments	Learning Outcomes
<b>Module 2: Industry Analysis; Assessing and Responding to Competition</b>		
7; M; 2/4	<p><b>Diagnosing Competition</b></p> <p><b>Student Assignments (complete prior to this class session):</b> Debrief Capstone Practice Decision 2 Results</p> <ol style="list-style-type: none"> <li>1. Reread KS: Ch 1, pgs 16-17 and look at Tables 1.1, 1.2, and 1.3.</li> <li>2. Read KS: Ch 5</li> <li>3. Read Bally Total Fitness Case: prepare a industry structure and 5- forces analysis and bring to class.</li> <li>4. Reading Quiz #4</li> </ol>	<p><b>Objectives</b></p> <p>Analyze Decision 2 Results. Discuss industry and competitor analysis and the sources of price competition.</p> <p><b>Learning Outcomes</b></p> <ol style="list-style-type: none"> <li>1. List the sources of price competition</li> <li>2. Apply competitive analysis to diagnose the rivalry of an industry.</li> <li>3. Make business decisions.</li> </ol>
8; W; 2/6	<p><b>“Curing” Competition;</b></p> <p><b>Student Assignments (complete prior to this class session):</b></p> <ol style="list-style-type: none"> <li>1. Read KS: Ch 6</li> <li>2. Reread Bally Total Fitness: develop strategic alternatives with analysis, make a supported recommendation.</li> <li>3. Complete Reading Quiz # 5</li> </ol>	<p><b>Objectives</b></p> <p>Explore alternative ways of deterring price competition in theory and in the context of the health &amp; fitness industry. Work on Capstone Practice Decision #3.</p> <p><b>Learning Outcomes</b></p> <ol style="list-style-type: none"> <li>1. List alternative ways of deterring price competition.</li> <li>2. Propose and analyze strategic alternatives confronting a firm facing intense rivalry.</li> </ol>
<b>Friday; 2/8/13</b>	<p><b>THIRD CAPSTONE PRACTICE ROUND DECISION DUE</b> <i>due by FRIDAY NIGHT AT 8:00 PM PST</i></p> <p><b>Individual Assignment: Peer Evaluations due! (Find this assignment on your Capstone team website)</b></p>	

Session /Date	Topic & Assignments	Learning Outcomes
<b>Module 3: Competitive Strategies in Practice</b>		
9; M; 2/11	<p><b>Executing a Differentiation Strategy;</b> Debrief Capstone Practice Round 3</p> <p><b>Student Assignments (complete prior to this class session):</b></p> <ol style="list-style-type: none"> <li>1. Prepare the Zara Fast Fashion Case</li> <li>2. Reading Quiz #6</li> </ol>	<p><b>Objectives</b></p> <p>Analyze Capstone Practice Round 3 Results. Discuss a successful differentiation strategy in the fast moving fashion industry.</p> <p><b>Learning Outcomes</b></p> <ol style="list-style-type: none"> <li>1. Analyze a firm's competitive economics in terms of operating economics and capital efficiencies.</li> <li>2. Graph the strategic links among a successful firm's choices which lead to its fast response competitive advantage.</li> <li>3. Define the sustainability of a firm's competitive advantages over time.</li> </ol>
11;W; 2/13	<p><b>Capstone Working Session: Developing Your Strategy for the Competitive Rounds</b></p> <ol style="list-style-type: none"> <li>1. As individuals, complete the Capstone Vision and Strategy assignments bring printed copies of your work to class. <b>This will be turned in!</b></li> </ol>	<p><b>Objectives</b></p> <p>This is a working session. You will break into teams and develop a consensus vision and strategy for your firm. You will also be able to begin posting decisions during class.</p>
<i>Friday, 2/15</i>	<i>CAPSTONE ROUND 1 DECISION IS DUE by FRIDAY NIGHT AT 8:00 PM, PST</i>	

Session /Date	Topic & Assignments	Learning Outcomes
12; M; 2/18	<p><b>Executing a Low Cost Strategy;</b> Debrief Capstone Competitive Round #1</p> <p><b>Student Assignments (complete prior to this class session):</b></p> <ol style="list-style-type: none"> <li>1. Teams turn in final team version of Capstone Vision and Strategy assignment.</li> <li>2. Prepare the EasyJet: The Web's Favorite Airline case</li> <li>3. Reading Quiz #7</li> </ol>	<p><b>Objectives</b></p> <p>Analyze Capstone Results . Grapple with the challenges of deploying a successful low cost strategy as a startup in the crowded airline industry. Analyze the value of HR investments in Capstone</p> <p><b>Learning Outcomes</b></p> <ol style="list-style-type: none"> <li>1. Analyze a low cost supplier in B-C terms to determine how it achieved a sustainable competitive advantage.</li> <li>2. Describe the competitive dynamics of the airline industry.</li> <li>3. Quantify the value of more effective HR policies to the bottom line.</li> </ol>
10; W; 2/20	<p><b>The Threat of Entry &amp; How to Combat It; Competitive Decision-Making in Action.</b></p> <p><b>Student Assignments (complete prior to this class session):</b></p> <ol style="list-style-type: none"> <li>1. Read KS: Ch 7</li> <li>2. Reading Quiz #8</li> </ol>	<p><b>Objectives</b></p> <p>Explore alternative ways of deterring competitive entry. Work on 2nd Capstone Competitive Decision</p> <p><b>Learning Outcomes</b></p> <ol style="list-style-type: none"> <li>1. Describe the concepts of sunk costs and asymmetries and their relationship to alternative strategic options for deterring competitive entry</li> <li>2. Develop a competitive strategy for a firm.</li> </ol>
<b>Friday, 2/22</b>	<p><b><i>CAPSTONE ROUND 2 DECISION IS DUE by FRIDAY NIGHT AT 8:00 PM, PST (Human Resources module is turned on)</i></b></p>	

Session /Date	Topic & Assignments	Learning Outcomes
14; M; 2/25	<p><b>Having it Both Ways: the Blue Ocean Strategy</b> Debrief Capstone Round 2 Results</p> <p><b>Student Assignments (complete prior to this class session):</b></p> <ol style="list-style-type: none"> <li>1. Read “Blue Ocean Strategy” (<i>Accessed on the library’s Business Source Premier database</i>)</li> <li>2. Read “The Evolution of the Circus Industry (A)”</li> <li>3. Reading Quiz #9</li> </ol>	<p><b>Objectives</b></p> <p>Discuss value innovation (“blue ocean”) strategies in B-C terms: can companies possibly achieve low cost and differentiation simultaneously?</p> <p><b>Learning Outcomes</b></p> <ol style="list-style-type: none"> <li>1. Describe the value innovation strategy with examples from industry.</li> <li>2. Analyze the circus industry and Cirque du Soleil using the value innovation concept.</li> <li>3. Compare Cirque du Soleil’s and Ringling Brother’s value models.</li> </ol>
15; W; 2/27	<b>Midterm Exam</b>	
<b>Friday, 3/1</b>	<b><i>CAPSTONE ROUND 3 DECISION IS DUE by FRIDAY NIGHT AT 8:00 PM, PST (TQM module is turned on)</i></b>	
<b>March 4-8</b>	<b>Spring Break</b>	

Session /Date	Topic & Assignments	Learning Outcomes
<b>Module 4: Functional Strategies and Implementation</b>		
16; M; 3/11	<p><b>Marketing and HR in Strategic Implementation</b></p> <p>Debrief Midterm and Capstone Decision #3.</p> <p><b>Student Assignments:</b></p> <ul style="list-style-type: none"> <li>• Review the Capstone online tutorial on the Marketing Module and its operation.</li> </ul>	<p><b>Objective</b> Learn to relate marketing strategy to business strategy</p> <p><b>Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Describe how marketing policy and HR hiring and incentive programs may be adapted as part of implementing differentiation and low cost business strategies.</li> <li>• Adjust marketing and HR investments as appropriate to selected business strategies in a simulated business.</li> </ul>
17; W; 3/13	<p><b>Operational Excellence in Strategic Implementation: TQM</b></p> <p><b>Student Assignments:</b></p> <ul style="list-style-type: none"> <li>• <b>Prepare 10 minute TQM Presentations as follows:</b> <ul style="list-style-type: none"> <li>○ <b>Andrews:</b> “Continuous Process Improvement”</li> <li>○ <b>Baldwin:</b> “Six Sigma”</li> <li>○ <b>Chester:</b> “Benchmarking”</li> <li>○ <b>Digby:</b> “Just in Time Inventory Management”</li> <li>○ <b>Erie:</b> “Quality Functional Deployment (including the House of Quality tool)”</li> <li>○ <b>Ferris:</b> “ISO 14000 Green Standards”</li> </ul> </li> </ul>	<p><b>Objective</b> Learn how TQM methods can improve operational effectiveness.</p> <p><b>Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Define the objectives and methods for at least 3 TQM methodologies</li> <li>• Implement TQM methods in a simulation to improve business operations.</li> </ul>
<b>Friday, 3/15</b>	<b><i>CAPSTONE ROUND #4 DECISION IS DUE by FRIDAY NIGHT* AT 8:00 PM, PST.</i></b>	

	<b><i>Peer Evaluations due! You can find them on your Capstone website.</i></b>	
<b>Session /Date</b>	<b>Topic &amp; Assignments</b>	<b>Learning Outcomes</b>
<b>Module 5: Corporate Strategy</b>		
17; M: 3/18	<p><b>Strategies of Horizontal Diversification;</b></p> <p>Debrief Capstone Round 4</p> <p><b>Student Assignments (complete prior to this class session):</b></p> <ol style="list-style-type: none"> <li>1. Read: “Creating Corporate Advantage” (<i>Accessed on the library’s Business Source Premier database</i>).</li> <li>2. Prepare Newell Co: Corporate Strategy Case</li> <li>3. Reading Quiz #10</li> </ol>	<p><b>Objectives</b></p> <p>Review the major strategic alternatives corporations have for achieving growth and/or profitability. Examine a successful related diversification strategy in the low-end house-wares market;</p> <p><b>Learning Outcomes</b></p> <ol style="list-style-type: none"> <li>1. Compare and contrast the major corporate growth strategies in terms of the resources and capabilities needed to execute them successfully.</li> <li>2. Describe the linkages between competitive advantage at the business level and corporate advantage at the firm level.</li> <li>3. Differentiate between specific and general resources and assess their contribution to sustainable advantage.</li> </ol>
Tuesday; 3/19	<b><i>CAPSTONE ROUND #5 DECISION IS DUE by TUESDAY NIGHT* AT 8:00 PM, PST. Marketing Module is turned on for this decision!</i></b>	
19; W; 3/20	<p><b>Strategies of Vertical Integration</b></p> <p><b>Student Assignments (complete prior to this class session):</b></p> <ol style="list-style-type: none"> <li>1. Prepare Birds Eye and the U.K. Frozen Food Industry Case</li> <li>2. Reading Quiz #11</li> </ol>	<p><b>Objectives</b></p> <p>Examine a successful vertical integration strategy drawing from the experience of Birds Eye in the U.K. frozen food industry. Explore JIT concepts.</p> <p><b>Learning Outcomes</b></p> <ol style="list-style-type: none"> <li>1. Explain the concept of transaction costs</li> </ol>

		and why they represent an inducement for firms to integrate vertically. 2. Analyze the vertical integration strategies of Bird's Eye: why they succeeded and then failed.
<b>Friday, 3/22</b>	<b><i>CAPSTONE ROUND #6 DECISION IS DUE by FRIDAY NIGHT* AT 8:00 PM, PST.</i></b>  <b><i>(Labor Negotiations Module is turned on this period only)</i></b>	
<b>Session /Date</b>	<b>Topic &amp; Assignments</b>	<b>Learning Outcomes</b>
20; M; 3/25	<b>Decision-Making under Time Constraints</b>  <b>This is a working session. You will make Capstone Decision #7 in class.</b>	<b>Objective</b> Learning to make collaborative decisions under time constraints.
Tuesday, 3/26	<b><i>CAPSTONE ROUND #8 DECISION IS DUE by TUESDAY NIGHT* AT 8:00 PM, PST.</i></b>  <b><i>Peer Evaluations due! You can find them on your Capstone website.</i></b>	
21; W; 3/27	<b>Wrapping Up Capstone</b> Review Capstone Round 8  <b>Student Assignments (We will do these <u>in class</u>):</b>  As a team, <ol style="list-style-type: none"> <li>1. Complete the Economic Profit Analysis Assignment (back of syllabus).</li> <li>2. Review your Capstone results. <b>Discuss what you've learned about strategy, what mistakes your team made, what your team should do next</b> (assuming a 9<sup>th</sup> decision).</li> </ol> <b>Note: The CompXM exam/simulation becomes available today.</b>	<b>Objectives</b>  Review the Capstone simulation for lessons about business and functional strategy.  <b>Learning Outcomes</b> <ol style="list-style-type: none"> <li>1. Calculate your firm's Economic Profit and compare it with your leading competitor. Draw conclusions as to your relative strengths and weaknesses.</li> <li>2. Synthesize the Capstone experience into generalized lessons for strategic success, e.g., <ul style="list-style-type: none"> <li>○ What were the drivers of success?</li> <li>○ Is a competitive advantage obtainable within Capstone?</li> </ul> </li> <li>3. What are the limitations of Capstone from a triple-bottom-line perspective?</li> </ol>
Friday,	<b>Note: CompXM is self-paced. However, it takes about 8 hours of careful effort to</b>	

3/29	complete it. I recommend you attempt to get Decision #1 done by tonight!	
Session /Date	Topic & Assignments	Learning Outcomes
<p align="center"><b>Module 6: Emerging Issues in Strategy for the 21<sup>st</sup> Century:</b></p> <ul style="list-style-type: none"> <li>• <b>Corporate Social Responsibility and Competitive Advantage</b></li> <li>• <b>Ethics, Personal Values and Business as a Calling</b></li> </ul>		
March 28 – April 1	<b><i>Easter Recess – “He is risen!”</i></b>	
22; W; 4/3	<p><b>A Theology of Business: “What’s a Business For....and How Should Business be done?”</b></p> <p><b>Student Assignments (complete prior to this class session):</b></p> <ol style="list-style-type: none"> <li>1. Read: “What’s a Business For?” by Charles Handy; HBR Dec. 2002. (Business Source Premier database in the library)</li> <li>2. Complete the Bible Study exercise (Handout) and bring notes to class for discussion.</li> </ol>	<p><b>Objectives</b></p> <p>Consider from God’s point of view: what is the purpose of business, and how should business be done?</p> <p><b>Learning Outcomes</b></p> <ol style="list-style-type: none"> <li>1. Describe a Christian Perspective on the appropriate purpose of business, and on how business should be done.</li> <li>2. Develop an argument for how business can be a Christian Calling.</li> </ol>
Friday, 4/5	<b><i>Recommend Decision 2 of CompXM be completed by this evening.</i></b>	
23, M; 4/8	<p><b>Corporate Social Responsibility and Competitive Advantage;</b></p> <p><b>Student Assignments (complete prior to this class session):</b></p> <ol style="list-style-type: none"> <li>1. Read “Creating Shared Value”</li> <li>2. Read: “Making the Internal Business Case for Going Greener” from <u>The Green to</u></li> </ol>	<p><b>Objectives</b></p> <p>Explore various rationales for Corporate Social Responsibility (CSR), and Business Sustainability, and how these initiatives become a source of sustainable competitive advantage.</p> <p><b>Learning Outcomes</b></p>

	<p><u>Gold Business Playbook</u> (<i>Handout</i>)</p> <ol style="list-style-type: none"> <li>Prepare Starbucks and Conservation International case.</li> <li>Reading Quiz #12</li> </ol>	<ol style="list-style-type: none"> <li>Explain how CSR can become “strategic”.</li> <li>Describe the 4-Part business case for sustainability initiatives.</li> <li>Derive principles for successful inter-organizational alliances from the Starbucks/CI relationship.</li> <li>Assess the strategic salience of the CI relationship for Starbucks</li> </ol>
Session /Date	Topic & Assignments	Learning Outcomes
24; W; 4/10	<i>No class: work on CompXM exam and/or read and prepare team presentation on 7 Habits of Highly Effective People.</i>	
Friday, 4/13	<i>Recommend Decision 3 of CompXM be completed by this evening.</i>	
25; M; 4/15	<p><b>7 Habits and Personal Victory</b></p> <p><b>Student Assignments (complete prior to this class session):</b></p> <ol style="list-style-type: none"> <li>Read 7 Habits: Habits 1, 2 and 3.</li> <li>Consider: <ol style="list-style-type: none"> <li>What is the relationship between these habits/principles and strategy?</li> <li>Which of these habits is the most difficult for you <i>in practice</i>?</li> </ol> </li> <li>Discussions: <ol style="list-style-type: none"> <li>Andrews lead a 10-15 minute discussion on Habit 1 – Be Proactive</li> <li>Baldwin lead a 10-15 minute discussion on Habit 2 – Begin with the End in Mind</li> <li>Chester lead a 10 – 15 minute discussion on Habit 3 – Put First Things First</li> </ol> </li> <li>Reading quiz #13</li> </ol>	<p><b>Objectives</b></p> <p>Study the Principles of Personal Victory.</p> <p><b>Learning Outcomes</b></p> <ol style="list-style-type: none"> <li>Describe the habits of “personal victory.</li> <li>Relate Habits 1 through 3 to business strategic principles.</li> <li>Analyze the habits in terms of the challenges in implementing them in your life.</li> </ol>
26; W; 4/17	<p><b>7 Habits and Public Victory</b></p> <ol style="list-style-type: none"> <li>Read 7 Habits: Habits 4, 5 and 6, pp 183-284.</li> <li>Consider (See #2 on Monday 4/15)</li> <li>Discussions:</li> </ol>	<p><b>Objectives</b></p> <p>Study the Principles of Public Victory.</p> <p><b>Learning Outcomes</b></p> <ol style="list-style-type: none"> <li>Describe the habits of “Public Victory”.</li> </ol>

	<ol style="list-style-type: none"> <li>a. <b>Digby</b> lead a 10-15 minute discussion on Habit 4 – Think Win/Win.</li> <li>b. <b>Erie</b> lead a 10-15 minute discussion on Habit 5 – Seek First to Understand, Then to be Understood.</li> <li>c. <b>Ferris</b> lead a 10 – 15 minute discussion on Habit 6 – Synergize</li> </ol> <p>4. Reading quiz #14</p>	<ol style="list-style-type: none"> <li>2. Relate Habits 4 through 6 to business strategic principles.</li> <li>3. Analyze the habits in terms of the challenges in implementing them in your life.</li> </ol>
Friday, 4/19	<i>I recommend that CompXM Decision #4 be completed by this evening.</i>	
Session /Date	Topic & Assignments	Learning Outcomes
27; M; 4/22	<p><b>Effective CSR in Practice: Manila Water Company and the water privatization debate</b></p> <p><b>Student Assignments (complete prior to this class session):</b></p> <ol style="list-style-type: none"> <li>1. Watch the movie Blue Gold. You can find it on Hulu, or on YouTube. (As of 8/13/12 you could find it on Youtube at <a href="http://www.youtube.com/watch?v=gSxaVcJ1sDA">http://www.youtube.com/watch?v=gSxaVcJ1sDA</a>.)</li> <li>2. Prepare the Manila Water Company case.</li> <li>3. Reading Quiz #15</li> </ol>	<p><b>Objectives</b></p> <p>Review the “stakeholder” concept of business. Examine the competing concepts of private versus common goods and the debate around commercialization of the “commons”, e.g., access to clean water.. Study one example of a firm whose triple-bottom-line/CSR strategy conferred it significant advantages in navigating the “rough waters” of this debate.</p> <p><b>Learning Outcomes</b></p> <ol style="list-style-type: none"> <li>1. Contrast “stockholder” and “stakeholder” views of business.</li> <li>2. Explain how a “triple-bottom-line” strategy conveys strategic advantage using the Manila Water Company case as an example.</li> </ol>
28; W; 4/24	<p><b>Strategy Begins From Within; What is a Business For?</b></p> <p><b>Student Assignments (complete prior to this class session):</b></p> <ol style="list-style-type: none"> <li>1. Bring two typed versions of your personal Vision/Values statement to class, one with your name on it, one without.</li> <li>2. Bring your Reflection Paper to class to discuss and turn in.</li> </ol>	<p><b>Objectives</b></p> <p>Review the course; Discuss the article “What a Business is for”; review vision/values statements and the challenges of living a Principle-Centered life; Discuss the connection between our personal values and a higher calling for business.</p> <p>Review plans for the Final Exam.</p> <p>Celebrate completion of the FBS capstone</p>

		strategy course!
Friday, 4/26	<b>Hard Deadline: CompXM ROUND #5 DECISION IS DUE by FRIDAY NIGHT* AT 8:00 PM, PST.</b>	
<b>Final Exam Schedule</b>		
Sec 1: 4/29: 10:30 am	<b>Final Exam</b> This final will cover key strategy and triple-bottom-line concepts covered in this course. Section 1 takes the exam on Monday April 29 from 10:30 AM to 12:30 PM:	
Sect 2: 5/1: 1 pm	Section 2 takes the exam on Wednesday May 1 <sup>st</sup> from 1:00 to 3:00 PM	

## Assignments

### Economic Profit Analysis

In class, we have discussed a model of the factors which determine **economic profit**.

*Economic Profit =*

$$\{(1 - \text{Tax Rate}) \times [(\text{Sales} - \text{COGS})/\text{Sales}] - (\text{SGA}/\text{Sales})\} - [(\text{WACC}) \times (\text{Capital}/\text{Sales})] \times (\text{Market Share \%} \times \text{Market Size in \$})$$

- The portion of this formula in **RED** is Net Operating Profit After Tax (NOPAT) expressed as a percent of sales. Calculate this first.
- The portion in **BLUE** calculates total cost of capital expressed as a percent of sales. Calculate this second and then subtract it from the first percentage to get economic profit as a percent of sales.
- The portion of this formula in **GREEN** calculates sales in dollars. Obviously, you can and should simply use your competitor's sales in practice period 2 for "(Market Share % x Market Size in \$)".

Note: The reason the formula is structured as it is, is that the point of the formula is to isolate the strategic drivers of economic profit, and two of them are market share (of the markets they are in) and market size (the market segments they are participating in). But for the purposes of calculating economic profit, simply use company sales.

- "(Market Share % x Market Size in \$)" = Company Sales, so you can use this figure from the Courier.
- Use (Current Assets + Plant & Equipment) for "Capital", i.e., do not include depreciation.
- Use 12.5% as the Weighted Cost of Capital
- Use 35% as the tax rate.
- Using the Courier and the Income statements...

- a) What was your competitor's Economic Profit in period 8? Write your calculations on the white board in the spaces provided.
- b) Compare your results with your competitor's Economic Profit calculations. Where is your firm doing better? Worse? Why?
- c) Reviewing the overall results of our Economic Profit analyses, which drivers seem to be most impactful?
- d) Is the rank order of our classes firms on Capstone (via the Balanced Scorecard) the same as their respective rank on the Economic Profit Model? Why or why not? What does each tool measure? Which is more valuable to management and why?

### **Personal Mission/Values Statement and the Purpose of Business Reflection Paper (Due 4/24)**

1. Be sure to have read 7 Habits through Habit 3 before completing this assignment.
2. After reflection, (see the suggested exercise in 7 Habits (Habit 2), develop a personal Mission/Values statement. Be sure that it identifies your most important priorities (God, your own personal & professional development, other significant people, a significant cause you want to address, etc.), and identifies some specific measures for each that will help you determine whether you are addressing your priorities. Example "Schedule a 'date' weekly with Carol where I am focused on her or on doing something with her that she chooses". Bring 2 copies – one signed, one not – to class on 4/24.
3. Write a 3-4 page (single spaced – also due on 4/24) Reflection Paper responding to the following:
  - a. In this class we have discussed the shape of a potential "Theology of Business". We have also examined ideas of "shared value" and the triple bottom line, and arguments and examples suggesting that these perspectives are potentially more sustainable and profitable in the long run than the "maximize shareholder value" view of business purpose. Develop a summary of these arguments (use bible verses, examples from cases we've studied, quotes from articles we've read to support your work) and critically evaluate them.
  - b. How does your personal Mission/Values statement intersect with your perspective of "What a Business is For", and how business ought to be done?
  - c. Many business people still hold to a "the purpose of business is profits" perspective. How might your Mission/Values statement, if lived out, help you navigate a career in the face of pressures from advocates of this alternative view? Can you think of some specific examples of pressures you might face in your career (e.g., job selection, working excessive hours, marketing as "green" products with known carcinogens as ingredients, others, etc.)
  - d. The Fermanian School of Business's tagline is "More than the Bottom Line: Business Education to Change the World". How might faithfully living out your Mission/Values help you "Change the World" of business?

### **Case Thought Questions**

#### **Bally Total Fitness (Discussed over two class sessions)**

1. (For 2/4) Conduct a five forces analysis and industry structure analysis of the fitness industry. What is the current profit potential of the fitness industry?
2. (For 2/6) What do you think of CEO Paul Toback's initiatives to increase profitability and stave off a rumored takeover? Are there other strategic alternatives that Bally management should consider?

**Bird's Eye and the U.K. Frozen Food Industry\*:**

1. Why did Birds Eye develop as a vertically-integrated producer?
2. Why did specialized intermediaries emerge? Could Birds Eye have prevented this from occurring?
3. Does a vertically integrated producer have a competitive advantage in the early 1980's?
4. What should Birds Eye have done in 1979?

**easyJet: The Web's Favorite Airline\*:**

1. Is the budget airline segment an attractive place to compete?
2. How can easyJet deliver such low prices?
3. How does easyJet create value for the customer?
4. Is Stelios launching too many businesses too fast?

### **Manila Water Company\*:**

**Background:** In contrast to the idea that managers are strictly responsible to the owners of the firm, i.e., its stockholders, in recent years an alternative “stakeholder” view has emerged, i.e., that managers must balance the competing demands of all the stakeholders impacted by the company’s operations in their decision-making. The “triple-bottom-line” approach is one way of putting this idea into practice.

However, not all stakeholders have an equal claim on management. One way of prioritizing stakeholders is to sort them by three criteria: **power** (can they impact our company?), **legitimacy** (do they have a “legitimate” stake in the decision), and **urgency** (how critical is the decision or issue from the stakeholder’s perspective?). The idea is that stakeholders who have power, feel urgent, and have a legitimate stake in the outcome should receive top priority; stakeholders who fall into two of the three categories (e.g., have power and feel urgency) are next in priority, and stakeholders with only one of the categories are lowest in priority.

#### **Thought Questions:**

1. Who are the stakeholders in this project? What are their concerns?
2. How can we classify the stakeholders according to the criteria of power, legitimacy, and urgency? Based on this classification, which demands should be a priority for the company?
3. How would you assess Manila Water Company’s economic performance since it obtained the concession to provide water to the East zone of Manila?
4. How would you assess Manila Water Company’s social and environmental performance? Does it seem to place priority on all aspects of a triple-bottom-line perspective? Provide specific evidence to support your view.
5. Do you feel that Manila Water Company’s social and environmental initiatives have helped or hurt it economically? Evidence?

### **Newell Co: Corporate Strategy\*:**

1. Does Newell have a successful corporate-level strategy? Does the company add value to the businesses within its portfolio?
2. What are Newell’s distinctive (scarce) resources?
3. What challenges faced the company in the late 1990’s?
4. In this context, does the acquisition of Calphalon make sense? Rubbermaid?

### **Starbucks and Conservation International\*:**

1. Does it make any sense for Starbucks to pursue these environmental initiatives with Conservation International, dealing with small farmers in the backwaters of southern Mexico? Why or why not?
2. Is Conservation International being exploited by Starbucks?
3. What are some of the key factors that enabled the alliance to work as well as it has?
4. How does the SBX/CI relationship compare with Starbucks’ relationship with the Fair-trade organizations Global Exchange/Transfair?
5. What is your assessment of the new purchasing guidelines? Are they practical? What will have to happen for them to work?
6. What would you recommend to Starbucks regarding the future of its relationship with CI? What would you change going forward?

7. Looking at Starbucks in general and its relationship with CI as one example, what do you think of CEO Orin Smith's assertion that "Aligning self-interest to social responsibility is the most powerful way to sustaining a company's success?"

### **The Evolution of the Circus Industry (A):**

1. Conduct a five forces analysis of the circus industry as of the late 1970s. Does your analysis suggest that this is/was an attractive industry for a new entrant? Why or why not?

### **Zara Fast Fashion\*:**

1. With which of the international competitors listed in the case is it most interesting to compare Inditex's financial results? Why? What do comparisons indicate about Inditex's relative operating economics? Its relative capital efficiency? Note that while the electronic version of Exhibit 6 automates some of the comparisons, you will probably want dig further into them.
2. How specifically do the distinctive features of Zara's business model affect its operating economics? Specifically, compare Zara with an average retailer with similar posted prices. In order to express all advantages/disadvantages on a common basis, you may find it convenient to assume that on average, retail selling prices are about twice as high as manufacturers' selling prices.
3. Can you graph the linkages among Zara's choices about how to compete, particularly ones connected to its quick-response capability, and the ways in which they create competitive advantage? What does the exercise suggest about such capabilities as bases for competitive advantage?
4. Why might Zara "fail"? How sustainable would you calibrate its competitive advantage as being relative to the kinds of advantages typically pursued by other apparel retailers?



POINT LOMA  
NAZARENE  
UNIVERSITY

# BUSINESS 489: Internship Course

## Syllabus & Handbook

2013  
School of Business  
Point Loma Nazarene University  
(619) 849-2685

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# BUS 489: Business Internship 2012 Syllabus & Handbook

## *Academic Director Internship Class*

Professor Kim Hogelucht, Fermanian School of Business

E-mail: khogeluc@pointloma.edu or call 858-792-9572 (Best way to reach professor)

Phones: PLNU office (619) 849-2685  
PLNU Fax (619) 849-7189  
Home (858) 792-9572 (not after 9 pm please)  
Home Fax (858) 509-9455 (call home # before faxing as I must turn fax machine on)  
Office Hrs: Fall & Spring: 9:10-10:00 am & 11:40-12:30 Tues./ Thurs.  
Summer: by appointment only

## STUDENT LEARNING OUTCOMES

As a participant in this course, you will:

- Learn to think critically when approached with a problem in the workplace.
- Manage resources in order to produce work excellent work.
- Uphold values of integrity, maturity, and professionalism.
- Demonstrate effective communication skills including, but not limited to: working in teams, listening, speaking, and writing.
- Formulate professional work goals in collaboration with internship supervisor and internship director (this is included on learning agreement).
- Demonstrate excellence in business skills required of internship (see learning agreement).

## DEPARTMENT & COURSE POLICIES

***Student Interns must be of Junior or Senior standing during the semester they are enrolled in the Internship course and have taken the pre-requisite, Bus. 313.***

### Internship Hours:

- Students majoring in Business Administration are *required to complete four units* of internship (BUS 489).
- In any one semester, a student can enroll for 1 to 4 units. Each unit requires 40 hours of work. An intern can complete up to 4 units with the same employer.
  - 1 unit = 40 internship hours
  - 2 units = 80 internship hours
  - 3 units = 120 internship hours
  - 4 units = 160 internship hours

### Credit/No Credit Policy:

- Students will receive credit only for the semester in which the work is performed. PAST EMPLOYMENT OF VOLUNTEER WORK MAY NOT BE USED FOR RETROACTIVE CREDIT.

- All assignments must be completed within the semester the student is registered for the course, with the single exception of the summer term which can be completed throughout the summer but completed before the finals of the last summer term session.

The Internship course is a credit/ no credit course. It is comprised of both work hours and portfolio assignments. Students who fulfill the requirements on time at an academic level expected of upper division university courses, will receive credit for the course. Those who will NOT receive credit are those who:

1. Miss turning in 2 assignments on designated due dates,
  2. Not complete required internship hours,
  3. Assignments are not upper division quality,
  4. Not turn in Supervisor's Final Evaluation or Internship Final Report.
- Students who do not enroll before the registration deadline will not be given credit and cannot participate in the internship program during the current semester.

#### **Late Assignments/Dropped from Course:**

If your portfolio assignments are late, you run the risk of being dropped from the Internship course. Assignments need to be placed in your portfolio and turned in on designated due date. Sorry, NO EXCEPTIONS. **If you miss or are late with two assignments dates, you will be dropped from the Internship course or receive no credit if it is past the last date to drop.** You will receive a warning via e-mail. You are responsible for all announcements made over e-mail.

#### **In Progress (IP):**

These will only be given in unusual situations where the completion of the internship hours is beyond the control of the student. In no case will an incomplete be carried more than a month beyond the summer term the student is enrolled in the course.

#### **ETHICAL VIOLATIONS:**

Anyone found cheating, plagiarizing, or any other form of academic dishonesty, will be given No Credit for the assignment, and in most cases No Credit for the internship. There will be NO EXCEPTIONS. Please refer to the PLNU catalog for the campus policy.

#### **SPECIAL ACADEMIC ACCOMMODATIONS:**

All students are expected to meet the standards for this course as set by the professor. However, students with learning disabilities who may need accommodations should discuss options with the professor during the first two weeks of class and provide approved documentation and verification of need. The Academic Support Center is available to students for a variety of tutorial needs.

#### **International Internships:**

Students with an International Concentration or who are interested in the global economy are encouraged to consider an international internship experience. The International Studies Office (Frank Serna 619-849-2783) and the International Development Center (Dr. Rob Gailey 619-849-2786) can assist the students in their search. If students are interested in an internship abroad, it is recommended they schedule an appointment with Mr. Serna and Dr. Gailey as soon as possible. These two individuals can help students to find an internship that fits their interests. Professor Hogelucht must then approve the internship (submit internship proposal to her) and will oversee the portfolio assignments.

## University Policies

### Educational Goals:

An internship or practicum must be part of an approved major or concentration within an academic department. Students must meet all prerequisites before participating.

Each academic department offering internships or practicums for academic credit will clearly define the educational goals for these programs in written form. Learning objectives/career goals for the student and specific expectations from the internship or practicum site must stem from these educational goals.

PLNU academic departments have flexibility as to how these educational goals are met, relative to the nature of their disciplines.

### Locations:

Internship and practicum locations must be selected in collaboration with the department and appropriate faculty supervisor. Supervisor may call or visit site.

Educational goals and accompanying expectations of the student must be agreed upon by the agency or business in order for it to qualify as an approved site.

When needed, legal rights and liabilities of the student of the site and of the University will be clearly stated and agreed to in writing before the beginning of the experience.

### Remuneration/Payment for Internship:

Traditionally PLNU academic internships and practicum assignments have not been paid positions. It was believed that the agency in which the student was placed was not to be considered the employer, but it was to serve as a partner in an educational experience for pre-professionals. As workplace policies have changed and liability concerns have arisen, the paid internship model has become common practice.

If an internship includes payment for services (i.e. minimum wage, etc.), this must be stated in writing by the agency or business providing the paid internship. These conditions must be approved by the supervising academic department prior to the first day of the internship experience.

Students may not use current employment locations to count for credit unless the workplace also qualifies under the previously stated PLNU educational policies, and a specific assignment is agreed upon. This determination must be made in consultation with the faculty supervisor. Past employment or volunteer work may NOT be used for retroactive academic credit.

It remains the goal that agencies and businesses will be located by the academic departments and will participate with the University to provide valuable educational experiences, whether paid positions or not. Non-paid experiences can be mutually beneficial to both the sponsoring agency and the student, particularly if they are less encumbered by profit expectations. Students should be encouraged by faculty supervisors to pursue non-paid experiences with equal enthusiasm as with paid positions.

## STEPS TO SECURING YOUR INTERNSHIP FOR BUS 489

*Professor Hogelucht: [khogeluc@pointloma.edu](mailto:khogeluc@pointloma.edu) Home: 858-792-9572*

1. Decide on an area of interest:

Accounting	Event Planning
Advertising	Financial Advising
Banking	Marketing/Public Relations
Non-profit	Real Estate (commercial or residential)
Entrepreneurship: Product or service of interest? _____	
Human Resource Management	Other _____

2. **In addition to** having your advisor clear you to register, you must contact Professor Hogelucht (instructor of Bus. 489) to clear you before you can register for Bus. 489. Just because you get cleared by Professor Hogelucht does NOT mean you are automatically enrolled. You must go online and register for the class. E-mail Professor Hogelucht indicating the semester you would like to take Bus. 489, your year in school (you must be a junior or senior the semester you take the course) and your ID#. E-mail her at: [khogeluc@pointloma.edu](mailto:khogeluc@pointloma.edu)
3. If you know of a company you are interested in, you can research and find the internship on your own. You may not work for family.
4. Check out Fermanian Business & Economic Institute's online internship postings at: <http://www.pointloma.edu/Fermanian/InternshipOpportunities.htm>  
OR Set up an appointment to discuss internship opportunities with Emily Gallentine, FBI Manager, at [emilygallentine@pointloma.edu](mailto:emilygallentine@pointloma.edu) or by phone at 619-849-7068.
5. Access PLNU's Career Services online job board a few different ways:
  - A. Use the [www.pointloma.edu/work](http://www.pointloma.edu/work) re-direct, which will take you directly to the Student Employment page of the PLNU website. From there, you can click on the "Online Off-Campus Job and Internship Board."
  - B. Through your student portals, under "Student Employment" there should be two job boards listed...one for on-campus jobs and one for off-campus jobs. The internships will be listed on the off-campus job board.

*Once you have figured out a possible internship you must progress through steps 6-10*

6. ALL class members, must fill out Bus. 489 Proposal Form (attached) and e-mail to Professor Kim Hogelucht (e-mail [khogeluc@pointloma.edu](mailto:khogeluc@pointloma.edu)) for approval. Professor Hogelucht will then present proposal to School of Business Faculty for approval. The internship **does not officially begin** until approval is given by School of Business Faculty and you turn in the "Release of Liability Form." You will be notified when Professor Hogelucht has obtained approval (approximately 1-2 weeks) from School of Business Faculty.

A proposal will NOT be favorably considered if: it is a part-time job that the intern wants to receive academic credit hours, if the internship is not consistent with the student's chosen career goals, family or student run small business, a student run start-up business, student's class project, on-campus employment, etc.

7. Once you have received approval of your internship, You MUST FILL OUT THE "RELEASE OF LIABILITY FORM" (attached) AND SIGN IT BEFORE YOU CAN BEGIN YOUR INTERNSHIP. PROFESSOR HOGELUCHT MUST HAVE THIS FORM IN HER POSSESSION BEFORE YOU CAN OFFICIALLY BEGIN YOUR INTERNSHIP. Drop off or fax form to her at: 619-849-7189 Please state: Attention Professor Hogelucht
8. You must be enrolled in the Internship Course (Bus. 489) at the same time you are fulfilling hours that are applied toward internship course.  
( Required 4 units = 160 hours).
9. IT IS YOUR RESPONSIBILITY TO CHECK YOUR E-MAIL DAILY AS PROFESSOR HOGELUCHT WILL COMMUNICATE WITH CLASS MEMBERS PRIMARILY THROUGH E-MAIL. PAY CLOSE ATTENTION TO **DUE DATES**, STUDENTS WILL BE **DROPPED** FROM THE COURSE IF ASSIGNMENTS ARE NOT TURNED IN BY THE DATES INDICATED IN THE SYLLABUS. Portfolio assignments are to be submitted via LiveText.com. If you have not yet set up an account, please contact [StephanieLehman@pointloma.edu](mailto:StephanieLehman@pointloma.edu). Once you have an account set up, please submit the designated items for each assignment by the due date indicated for each assignment. Professor Hogelucht will give you feedback regarding revising certain assignments if need be. Revisions are due by next assignment due date. It is expected you will submit professional, error-free, college level work.
10. Lastly, make the most of your internship experience. Remember, you represent not only yourself, but Point Loma Nazarene University. Be sure to demonstrate professionalism and integrity. This is a chance to put to use what you have learned in the classroom!!!!  
God Bless you.

\*Interns sometimes have difficulty finding the "right" internship experience that fits their career goals. If you start your internship late in the semester, you may have to lower the number of units you are enrolled for the internship. You will need to see the Records Office to make unit changes. It is better to get a good "career fit" and start late than take an internship to just complete your hours.

## COURSE REQUIREMENTS: HOURS AND PORTFOLIO ASSIGNMENTS

### **Internship Hours:**

#### *PROGRESS ON INTERNSHIP HOURS*

*Many students start their internship late and then cannot complete the number of hours required for the unit credit they have enrolled. The following guide is to help you know how many units to sign up for depending on your start date and the number of hours required. Remember even if you do not start your internship right away, you are still must turn in your portfolio assignments.*

<i>Internship units</i>	<i>Start hours not later than</i>	<i>Feb. 15th Number of hours complete</i>	<i>Mar. 15th Number of hours complete</i>	<i>April 5 Number of hours complete</i>	<i>April 26 Number of hours complete</i>
<i>4 Units</i>	<i>Jan. 25th</i>	<i>50 hrs</i>	<i>90 hrs</i>	<i>120 hrs</i>	<i>160</i>
<i>3 Units</i>	<i>Feb. 8th</i>	<i>15 hrs</i>	<i>45 hrs</i>	<i>90 hrs</i>	<i>120</i>
<i>2 Units</i>	<i>Feb. 22nd</i>	<i>--</i>	<i>25 hrs</i>	<i>50 hrs</i>	<i>80</i>
<i>1 Unit</i>	<i>Mar. 8th</i>	<i>--</i>	<i>10 hrs</i>	<i>20 hrs</i>	<i>40</i>

### **Assignment Policies:**

**Regardless of when you start your internship, you are still responsible for turning in your Portfolio Assignments on time. You will be dropped from the internship course if you do not keep up with the assigned work.**

All assignments will be required to be upper-division college level work. This means, assignments that do not meet this criterion will be returned.

#### **E-MAIL:**

Announcements, and contact by the supervising faculty and internship director will be through the student's e-mail address. Students are required to review their e-mail daily. Students will be responsible for all announcements provided through e-mail. Students are required to submit portfolio assignments to their LiveText e-portfolio. Professor Hogelucht will e-mail you after completing the assessment of each assignment.

#### **E-Class:**

This is another location where you can find REVISED SYLLABUS & HANDBOOK posted.

**E-class Web address:**

**<http://eclass.ptfloma.edu>**

### **Re-do Assignments**

Students may receive a "Re-do" on an assignment. This means that your assignment is not ready to present to a potential employer. Your options are: get help from professor or others for a rewrite, get advice from

internship supervisor. For assignments with a “Re-do,” students will rewrite the assignment and bring it up to upper-division college level and ready to show potential employers. This assignment revision is due with the next assignment due date. You will carry an “incomplete” on the assignment until next due date. If the student does not re-do the assignment within the required time, then it will turn to a No Credit for the assignment.

### **Dropped from Course**

Every semester a small number of students are dropped from the course because they do not get their assignments in on time or the assignments are not upper division work quality. Do not be one of these.

**Even if you have not started your internship, you are still required to get your Portfolio assignments in on time.**



## **E-Portfolio**

The internship e-portfolio should contain all the assignments for the entire semester. This should become a useful reference guide to aid you in developing your career goals, job search, and professional vision.

### **E-Portfolio Appearance/Format:**

All students are required to submit your Bus. 489 Assignments via LiveText. If you do not have a LiveText account, please contact [StephanieLehman@pointloma.edu](mailto:StephanieLehman@pointloma.edu). While there is some freedom to customize your background, you will want to keep your e-portfolio professional looking and choose a more conservative background. The portfolio template is already provided for you, and assignments are clearly specified. Basically, you just need to attach the items specified for each assignment.

Although a portfolio binder is not required, students are strongly encouraged to keep a hard copy of your e-portfolio in the form of a binder. To do this, you need to obtain a 2 to 3 inch three ring binder. Choose a conservative color (black, navy blue, or white). Use 3 hole punched plastic protector sheets with tab slots built in (You can get these at Office Depot or Target). TYPE labels for 5 sections (Job Application, Personal Background, Target Industry Information, Achievements & Work/Evidence Samples, & Internship Materials) and slide in slots. Use plastic protectors without tabs (already 3 hole punched) for all letters of recommendation and certificates, otherwise, you may 3 hole punch through other items in portfolio. The Portfolio should have sections divided and labeled (TYPE LABELS insert in tabs) in your binder for each of the following: (please note: **PS** stands for portfolio section).

### **E-Portfolio Sections:**

#### **Section 1 (PS # 1=). Job Application**

Note: The next three items listed below (cover letter, resume, and reference page).

Cover letter (addressed “to whom it may concern”) (Bus. 213)

Resume (Bus. 213)

Reference Page (Bus. 213: Contact info. for 3 people who will serve as references)

Letters of Recommendation ( Three letters from professionals: previous employers or professors, scanned and attached—preferably on company letterhead and with signature of recommender.)

Business Card (Bus. 213 or vistaprint.com, Kinko’s, Fermanian Business Center)

## **Section 2 (PS # 2). Personal Background**

Mission, Vision, Values, & Goals Paper (Bus. 213)

Personality Assessments (include at least two of the following):

Keirsey & Bates Temperament Typology (Bus. 213) (Assessment & notes)

Meyers/Briggs Type Indicator (Career Services \$7)

Strong Interest Inventory (Career Services \$8)

Personality Profile (Career Services: only available in Fall/Spring, not summer)

## **Section 3 (PS # 3). Target Industry Information**

Industry Information (Collect web information on the industry and companies you are interested in)

Informational Interviews (Bus. 213: provide contact information for 3 professionals in your field of interest, copy of informational interview PowerPoint, and attach a one page write up regarding how your career goals have changed and what you learned)

Professional contacts (Business cards or contact information from professionals in your field of interest)

Professional Goals (list 5-10 professional/career goals –short term or long term)

## **Section 4 (PS # 4). Achievements & Work/Evidence Samples**

Accomplishments/Certificates of Achievement (put in plastic protectors)

Samples of best work

Group Project: Formal Business Report (Bus. 213)

Group Project: Marketing Plan Project (Bus. 332)

Other work or class projects or community service projects

## **Section 5 (PS # 5). Internship Course Materials**

REVISED Syllabus & Handbook

Course Agreement Signature page (signed by student)

Proposal with attached Learning Agreement (signed and dated by intern and supervisor)

Release of Liability Form

Time Sheets

One page summary of What Color Is Your Parachute?

Midterm Evaluation (from intern)

Final Evaluation (from Supervisor)

Copy of “Thank You” from intern to supervisor

Intern’s Final Report (typed 3-5 pages) address:

1. Name of company where you interned
2. Description of your duties
3. News skills: What can you do now that you could not do before?
4. Work environment: What do you know about interacting with peers, customers and supervisors that you did not know before the internship?
5. Applicability to your future: How will your new skills and knowledge help you attain your career goals?

## Due Dates for E-Portfolio Contents:

**Please Note:** items for each section of portfolio are due on the dates specified below. Please attach each assignment in the designated e-portfolio section. For example, PS #1 (means place this item in Portfolio Section #1 or first tab (Job Application)).

*Even though your internship does not start right away, you **still must submit all e-portfolio assignments on time**. There are no exceptions. If your assignments are submitted late two times, you will be dropped from the class. If it is past the drop deadline, you will not receive credit for the course due to late work. An incomplete assignment is considered a "late" assignment.*

### **Assignment # 1: (due Tuesday, January 29th, no later than 1:00 p.m.)**

**Go to [livetext.com](http://livetext.com), log in, select the e-portfolio template, and attach and save in your e-portfolio the items listed below. Portfolio should be organized as described on page 9. Submit your assignment by the designated due date above.**

1. **Portfolio Section # 5:** Release of Liability (pg. 15) Be sure to sign this, scan it, and attach it.
2. **Portfolio Section #5:** Course Agreement & Signature Page (last page: pg. 22)
3. **Portfolio Section # 1:** Resume (Remember to put resume, cover letter, and reference page on matching, nice resume paper in your actual portfolio)
4. **Portfolio Section # 1:** Cover letter for job/internship search
5. **Portfolio Section #1:** Contact information for 3 people who will serve as "References" for you
6. **Portfolio Section # 5:** Proposal with attached Learning Agreement Form (signed and dated by intern (you) and your supervisor) (pg. 16-17)
7. **PS # 2:** 1-2 page Mission, Vision, Values, & Goals Paper (Bus 213, Admin. Comm., write about core values, work ethic, integrity, etc.)
8. **PS # 3:** Collect web information on the industry and companies you want to develop your career (put this in your portfolio)
9. **PS # 1:** Your business card (Fermanian Business Center, Vistaprint.com or Kinkos).
10. **PS # 5:** Bus. 489 Syllabus & Handbook

**\*Directions for submitting Assignments into your Live Text Bus. 489 E-Portfolio:** Go to [livetext.com](http://livetext.com). After you've logged in, click the "ePortfolio" on the Welcome Page. Then, click on e-portfolio template, you should now be able to view the e-portfolio "Table of Contents." Now, click on "edit" for each item, then "file attachments", upload the correct Word Document, then "save and finish." You'll go through this process for each document you upload. Once all the documents are attached correctly and saved on the Documents tab, then select "Submit Assignment." Then, for Step 2, click on "attach file" and select "Live Text Documents," and check box next to your e-portfolio and click "submit assignment." Please note: with forms requiring signatures (cover letter, timesheets, supervisor final evaluation, etc.), you'll need to first scan the document and then upload it, so the actual signature appears.

Live Text Support: [866.548.3839](tel:866.548.3839)

Mon-Thu 7:00am - 9:00pm CT

Fri 7:00am - 6:00pm CT

Sun 2:00pm - 7:00pm CT

### **Assignment # 2: (due date Tuesday, February 19th, no later than 1:00 p.m.)**

**Attach in your e-portfolio the following items by the designated due date.**

1. **PS # 3:** Informational Interviews (Bus. 313: provide contact information for 3 professionals in your field of interest, copy of informational interview powerpoint, and one page write up regarding how your career goals have changed and what you learned)

2. **PS # 5:** Read the book, What Color is Your Parachute? Write a one-page summary. You can pick this up at almost any bookstore.
3. **PS # 5:** May time sheet due (page 18)—signed by your supervisor
4. **PS # 2:** Personality Assessments (include at least two of the following):
  - Keirsey & Bates Temperament Typology (Bus. 213) (Assessment & notes)
  - Meyers/Briggs Type Indicator (Career Services \$7)
  - Strong Interest Inventory (Career Services \$8)
  - Personality Profile (Career Services: only available in Fall/Spring, not summer)
4. **PS # 3:** Submit contact information and business cards on professionals in your field of interest (this is the industry you want to work in after graduation)
6. **PS # 1:** Your three letters of recommendation (at least three: academic, professional, personal)

**\*Directions for submitting Assignments into your Live Text Bus. 489 E-Portfolio:** Go to [livetext.com](http://livetext.com). After you've logged in, click the "ePortfolio" on the Welcome Page. Then, click on e-portfolio template, you should now be able to view the e-portfolio "Table of Contents." Now, click on "edit" for each item, then "file attachments", upload the correct Word Document, then "save and finish." You'll go through this process for each document you upload. Once all the documents are attached correctly and saved on the Documents tab, then select "Submit Assignment." Then, for Step 2, click on "attach file" and select "Live Text Documents," and check box next to your e-portfolio and click "submit assignment." Please note: with forms requiring signatures (cover letter, timesheets, supervisor final evaluation, etc.), you'll need to first scan the document and then upload it, so the actual signature appears.

Live Text Support: [866.548.3839](tel:866.548.3839)

Mon-Thu 7:00am - 9:00pm CT

Fri 7:00am - 6:00pm CT

Sun 2:00pm - 7:00pm CT

### **Assignment # 3: (due date Tuesday, March 19th no later than 4:00 p.m.)**

**Attach the following items into your e-portfolio by the designated due date.**

1. **PS # 5:** Intern's Mid-Semester Report (page 19)
2. **Portfolio Section # 3:** Professional Goals (these are not internship goals, these are your personal career goals for your chosen profession; for example real estate, finance, accounting, etc. List at least 5 provide goals and time frame for reaching each goal)
3. **PS # 5:** June Timesheet due (pg. 18)—signed by your supervisor
4. **PS # 4:** Include in your Portfolio Professional Accomplishments (Awards or Certificates)
5. **PS # 4:** Include in your Portfolio Samples of best work
  - Group Project: Formal Business Report (Bus. 213)
  - Group Project: Marketing Plan Project (Bus. 332)
  - Other work or class projects or community service projects

**\*Directions for submitting Assignments into your Live Text Bus. 489 E-Portfolio:** Go to [livetext.com](http://livetext.com). After you've logged in, click the "ePortfolio" on the Welcome Page. Then, click on e-portfolio template, you should now be able to view the e-portfolio "Table of Contents." Now, click on "edit" for each item, then "file attachments", upload the correct Word Document, then "save and finish." You'll go through this process for each document you upload. Once all the documents are attached correctly and saved on the Documents tab, then select "Submit Assignment." Then, for Step 2, click on "attach file" and select "Live Text Documents," and check box next to your e-portfolio and click "submit assignment." Please note: with forms requiring signatures (cover letter, timesheets, supervisor final evaluation, etc.), you'll need to first scan the document and then upload it, so the actual signature appears.

Live Text Support: [866.548.3839](tel:866.548.3839)

Mon-Thu 7:00am - 9:00pm CT

Fri 7:00am - 6:00pm CT

Sun 2:00pm - 7:00pm CT

**Assignment # 4: (due date Tuesday, April 23rd no later than 1:00 p.m.)**

**Attach the following items into your e-portfolio by the designated due date.**

1. **PS # 5:** July Time Sheet due (pg. 18)—signed by your supervisor
2. **PS # 5:** Copy of the Thank you letter mailed to your internship supervisor
3. All parts of the Portfolio are due. See the Assignments.
4. **PS # 5:** Supervisor's Final Evaluation (page 20-21)
5. **PS # 5:** Intern's Final Report (typed 3-5 pages) Be sure to address:  
Name of company where you interned  
Description of your duties  
News skills: What can you do now that you could not do before?  
Work environment: What do you know about interacting with peers, customers and supervisors that you did not know before the internship?  
Applicability to your future: How will your new skills and knowledge help you attain your career goals?

**\*Directions for submitting Assignments into your Live Text Bus. 489 E-Portfolio:** Go to [livetext.com](http://livetext.com). After you've logged in, click the "ePortfolio" on the Welcome Page. Then, click on e-portfolio template, you should now be able to view the e-portfolio "Table of Contents." Now, click on "edit" for each item, then "file attachments", upload the correct Word Document, then "save and finish." You'll go through this process for each document you upload. Once all the documents are attached correctly and saved on the Documents tab, then select "Submit Assignment." Then, for Step 2, click on "attach file" and select "Live Text Documents," and check box next to your e-portfolio and click "submit assignment." Please note: with forms requiring signatures (cover letter, timesheets, supervisor final evaluation, etc.), you'll need to first scan the document and then upload it, so the actual signature appears.

Live Text Support: [866.548.3839](tel:866.548.3839)

Mon-Thu 7:00am - 9:00pm CT

Fri 7:00am - 6:00pm CT

Sun 2:00pm - 7:00pm CT

***NOTE: Students will not receive credit for the class if they do not submit the Supervisor's Final Evaluation, final report, and time sheets.***

Professor Hogelucht will e-mail you when portfolios have been reviewed completely.

**Bus 489 Course Forms on  
the following pages**

## Internship Proposal Format

\*Follow this format and either send your internship proposal as a Word Document attachment via e-mail (khogeluc@pointloma.edu) or drop it off at Professor Hogelucht's Office (Fermanian School of Business 128)

Internships may be found through the Fermanian Business & Economic Institute's staff, the FBEI web page, the Office of Strengths and Vocation, business faculty, and through personal contacts. Some students are interested in developing their own internship experience. This approach is encouraged when the proposed internship advances the student's career objectives.

**Fermanian School of Business Faculty** must approve all internships. Your one-page typed proposal must include the following information (submit to khogeluc@pointloma.edu by E-mail):

Student's contact information (cell number, home number, etc.)

Description of the student's "ideal job" after he/she graduates.

Description of the internship, name of supervisor, address/ phone #/ e-mail of company, where you found out about internship (Fermanian Business & Economic Institute's Website, etc.--and any other relevant contact information).

Must state how this experience will advance the student's career objectives, expand the job search network, and further develop the student's professional skills.

Describe in detail your job responsibilities and the kind of assignments/projects you will be working on while interning. Formulate these as student learning outcomes:  
i.e. I will learn to demonstrate professional presentation skills.  
i.e. I will learn to effectively complete an audit.

A proposal will not be favorably considered if: it is a part-time job that the intern wants to receive academic credit hours, if the internship is not consistent with the student's chosen career goals, family or student run small business, a student run start-up business, student's class project, on-campus employment, etc.

Allow a week for approval/disapproval. While your proposal is being reviewed, continue your search while you are waiting for faculty decision. Remember to carefully watch the final date your internship can begin. You will be dropped from the class or required to lower the number of internship units if you do not start your internship on time.

Professor Kim Hogelucht  
[khogeluc@pointloma.edu](mailto:khogeluc@pointloma.edu)  
(858-792-9572)

## **RELEASE OF LIABILITY**

**\*\*\*PLEASE READ CAREFULLY BEFORE SIGNING\*\*\***

I recognize that the Business Internship Course at Point Loma Nazarene University differs from traditional courses in that it requires travel from the campus to a work site not controlled by the University. In that respect, there are unique hazards associated with this course. I understand that the purpose of the Release and Hold Harmless Agreement (“Release”) set forth herein is to protect the University and its governing board, agents and employees (collectively the “University”) from and against any and all liability which may arise from, or be released to, my participation in this course.

I acknowledge and understand that there are certain dangers and risks inherent in travel and the activities included in the course and that the University cannot and does not assume responsibility for losses including, but not limited to, personal injuries or property damage arising there from. These risks may include losses regarding travel to and from a destination; the condition of facilities at the internship (“work”) site; criminal activity; the defect of a vehicle or the negligence of work supervisors; sickness, weather, strikes, hostilities, wars, terrorists, natural disasters, or other such causes; and any disruption of travel arrangements, or any additional expenses that may be incurred there from. I acknowledge and understand that the University does not represent, or act as an agent for, the transportation carriers, facilities, or other suppliers of services in connection with the course.

### **RELEASE AND HOLD HARMLESS AGREEMENT**

Knowing the dangers and risks of such activities, and in consideration of being permitted to participate in the course, I, on behalf of my family, heirs, and personal representative(s), agree to assume all risks and responsibilities surrounding my participation in the course and release and forever discharge, waive, and covenant not to sue the University from and against any and all liability for any harm, injury, damage, claims, demands, actions, causes of action, costs, and expenses of any nature whatsoever which I may have, or which may hereafter accrue to me, arising out of or related to my participation in the course.

I agree to hold the University harmless from and against any claim by me or my family arising out of my participation in the course. I further agree that this Release shall be governed and interpreted in accordance with the laws of the State of California.

**THIS IS A RELEASE OF LEGAL RIGHTS  
PLEASE BE CERTAIN YOU UNDERSTAND THIS DOCUMENT BEFORE SIGNING IT.**

For participation in Bus 489 (Business Internship):

\_\_\_\_\_  
Printed Name of Student

\_\_\_\_\_  
Student ID No.

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Date

## INTERNSHIP Learning Agreement

Point Loma Nazarene University  
(619) 849-2200 Fax: (619) 849-7189  
E-mail: khogeluc@pointloma.edu

3900 Lomaland Dr.  
San Diego, CA, 92106

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### A. Registration Information (to be completed by student intern):

Student intern \_\_\_\_\_ Student ID # \_\_\_\_\_  
first name last name

Address \_\_\_\_\_  
Home Phone \_\_\_\_\_ Cell Phone \_\_\_\_\_  
E-mail address \_\_\_\_\_ Number of internship units \_\_\_\_\_

Major \_\_\_\_\_  
Semester      • Fall      • Spring      • Summer

Academic year 20\_\_ - 20\_\_      • Junior      • Senior

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### B. Internship Employment Information (to be completed by student intern and internship employer):

Employer Company Name \_\_\_\_\_ Phone \_\_\_\_\_

Address \_\_\_\_\_  
City \_\_\_\_\_ ZIP \_\_\_\_\_

Supervisor Name \_\_\_\_\_  
Title \_\_\_\_\_ Phone: \_\_\_\_\_

Supervisor's e-mail address: \_\_\_\_\_

Company web address: \_\_\_\_\_

Start Date \_\_\_\_\_ End Date \_\_\_\_\_  
Hours per Week \_\_\_\_\_

Title of Internship Position \_\_\_\_\_  
Total Number of Weeks \_\_\_\_\_

Is the Internship position paid: Yes      No

**Note: Internship credit equivalencies are 40 hours = 1 unit; 80 hours = 2 units; 120 hours = 3 units; 160 hours = 4 units.**

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**C. Attach your Approved Internship Proposal highlighting student learning outcomes (must be attached) see pg. 14 for proposal format**

**D. Agreements and Signatures**

• **Internship Employer:** I have discussed this internship with the student intern and we have agreed upon the assigned work components appearing above. To help the student intern gain valuable work experience, I agree to provide: assistance as required, necessary training and consultation, an orientation concerning our organizational policies and procedures, and regular meetings to provide guidance. I also agree to perform a mid-semester and final evaluation of the student intern using forms he/she will provide.

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Internship Supervisor's signature

Date \_\_\_\_\_

• **Student intern:** I concur with and accept the academic and work assignments indicated above. I understand and will adhere to the internship registration procedure. I will complete all work and academic assignments to the best of my ability. I will treat any proprietary information provided by my employer with strict confidentiality, will familiarize myself with and adhere to the organization's policies and procedures, and will adhere to the highest standards of ethical conduct. I will notify the faculty internship coordinator of any problems that arise in connection with this internship.

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Student intern's signature

Date \_\_\_\_\_

• **Faculty Internship Coordinator:** I have discussed the academic component of this internship with the student intern. I further agree to correspond regularly with the student intern to discuss the internship experience; I will assessment the student's performance and award the final course grade.

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Faculty Internship Coordinator's signature

Date \_\_\_\_\_

## MONTHLY TIMESHEET

Student Information (students may use this timesheet or one provided by his/her Internship Supervisor. On designated due dates, place completed timesheet in your portfolio (be sure to include signatures).

Student's Name: \_\_\_\_\_

Site Supervisor: \_\_\_\_\_

Time Card Information (to be completed in ink.)

Date Submitted \_\_\_\_\_ Reporting Month \_\_\_\_\_

Name of Employer \_\_\_\_\_

**TIME SHEETS MUST BE TURNED IN BY DUE DATE IN SYLLABUS.**

Date	# Hours Worked	Date	# Hours Worked	Date	# Hours Worked
1		13		25	
2		14		26	
3		15		27	
4		16		28	
5		17		29	
6		18		30	
7		19		31	
8		20		Monthl	
9		21		y	
10		22		Total	
11		23			
12		24			

We certify the above named intern has worked the hours indicated above.

Student's Signature \_\_\_\_\_

Supervisor's Signature \_\_\_\_\_

Comments \_\_\_\_\_

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## **INTERN'S Mid-Semester Report**

Student's Name: \_\_\_\_\_ Semester/Year: \_\_\_\_\_

Internship Site: \_\_\_\_\_

Company/Supervisor: \_\_\_\_\_

Please type your answers to the following items on a separate paper (2-3 pages).  
When completed, please place your mid-semester report in your portfolio.

1. What internship project/activities have you finished, or are you currently working on? Are these the activities that you described in your learning contract/internship objectives? Explain the reasons for any changes.
2. Is this a career or company you would like to pursue after graduation? Why or why not?
3. Thus far, how are the activities/projects of your internship related to the learning objectives in your learning contract?
4. What other activities/projects in your internship would you like to get involved with?
5. What kinds of supervision/guidance are you receiving from your work site supervisor? Is it adequate, or are there changes you would prefer?
6. What training and/or events have you attended? (Include meetings, speakers, conferences, or other formal training activities?)
7. What aspects of your internship do you find most rewarding? Which are most challenging?
8. What aspects of your internship do you find disappointing, if any?
9. Are there any other issues that are important to raise?

Can this information be shared with your site supervisor? \_\_\_\_\_Yes \_\_\_\_\_No

Intern's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## SUPERVISOR'S FINAL EVALUATION OF INTERN

(Please note: This form is filled out online by your supervisor. Dr. Hogelucht will e-mail link closer to due date.)

**Student's Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Supervisor's Name:** \_\_\_\_\_ **Phone #** \_\_\_\_\_

***INSTRUCTIONS:** The School of Business faculty strives to produce the highest quality graduates possible. One of the best measures of our success is how well our students perform in actual job situations. Therefore, your evaluation of their work skills and values is very important us. Listed below are a series of output goals we have established for our students. Please measure the intern against the standards you expect of an entry-level employee in your business. You may indicate N/A (not applicable) for any evaluation factor you did not have a chance to observe or feel unable to rate. We encourage you to counsel the intern on your evaluation, so he/she may understand what they may do to improve in the future. Please feel free to address the areas covered on the evaluation at any point during the student's internship, so he/she may have time to improve his/her performance while still working for you as an intern.*

*You may either mail the evaluation to the university, attention Professor Kim Hogelucht, Fermanian School of Business, 3900 Lomaland Dr. San Diego, CA 92106, or you may have the student hand carry it in a sealed envelope. Thank you for your cooperation.*

**Provide X to all those that apply**

*CRITICAL THINKING*

Judgment

Exceptionally mature decisions \_\_\_\_\_  
 Above average decision making \_\_\_\_\_  
 Usually makes the right decision \_\_\_\_\_  
 Often uses poor judgment \_\_\_\_\_  
 Consistently uses bad judgment \_\_\_\_\_

Ability to Learn

Learned work exceptionally well \_\_\_\_\_  
 Learned work readily \_\_\_\_\_  
 Average in understanding work \_\_\_\_\_  
 Rather slow in learning \_\_\_\_\_  
 Very slow to learn \_\_\_\_\_

*PROBLEM SOLVING*

Found/solved problems on own \_\_\_\_\_  
 Solved problems shown \_\_\_\_\_  
 Solved problems w/guidance \_\_\_\_\_  
 Needed help on problems \_\_\_\_\_  
 Unable to solve problems \_\_\_\_\_

*RESOURCE MANAGEMENT*

Quality of Work

Consistently excellent work \_\_\_\_\_  
 Produced very good work \_\_\_\_\_  
 Did about average work \_\_\_\_\_  
 Work usually below average \_\_\_\_\_  
 Did poor work \_\_\_\_\_

Quantity of Work

Achieved unusually high output \_\_\_\_\_  
 Did more than expected \_\_\_\_\_  
 Accomplished the normal amount \_\_\_\_\_  
 Did less than expected \_\_\_\_\_  
 Low out-put, slow accomplishment \_\_\_\_\_

*INTERPERSONAL SKILLS*

Attitude

Displayed outstanding enthusiasm \_\_\_\_\_  
 Very interested and industrious \_\_\_\_\_  
 Average diligence and interest \_\_\_\_\_  
 Somewhat indifferent \_\_\_\_\_  
 Definitely not interested \_\_\_\_\_

Dependability

Completely dependable \_\_\_\_\_  
Above average dependability \_\_\_\_\_  
Average dependability \_\_\_\_\_  
Sometimes undependable \_\_\_\_\_  
Often neglectful or careless \_\_\_\_\_

Maturity/Poise

Quite poised and confident \_\_\_\_\_  
Has strong self assurance \_\_\_\_\_  
Average maturity and poise \_\_\_\_\_  
Seldom assertive \_\_\_\_\_  
Timid or Brash \_\_\_\_\_

Initiative

Requires almost no guidance \_\_\_\_\_  
Usually works well on own \_\_\_\_\_  
Works independently at times \_\_\_\_\_  
Does only assigned work \_\_\_\_\_  
Must be pushed frequently \_\_\_\_\_

*PERSONAL VALUES*

Responsibility

Accepts full responsibility for actions \_\_\_\_\_  
Usually accepts responsibility \_\_\_\_\_  
Complies with established rules \_\_\_\_\_  
Offers excuses for shortfalls \_\_\_\_\_  
Blames others for failures \_\_\_\_\_

Ability to Work with Others

Always cooperative & strong team member \_\_\_\_\_  
Seeks to mediate differences \_\_\_\_\_  
Team Player \_\_\_\_\_  
Requires strong guidance \_\_\_\_\_  
Uncooperative & difficult to work with \_\_\_\_\_

*INTEGRITY*

Unquestionably trustworthy \_\_\_\_\_  
Usually trustworthy \_\_\_\_\_  
Obeyes all the rules \_\_\_\_\_  
Cuts corners when possible \_\_\_\_\_  
Untrustworthy \_\_\_\_\_

*RELATIONS WITH OTHERS*

Exceptionally well accepted \_\_\_\_\_  
Works well with others \_\_\_\_\_  
Gets along satisfactorily \_\_\_\_\_  
Has difficulty working with others \_\_\_\_\_  
Works poorly with others \_\_\_\_\_

*ATTENDANCE*

Excellent \_\_\_\_\_ Regular \_\_\_\_\_ Irregular \_\_\_\_\_

*PUNCTUALITY*

Excellent \_\_\_\_\_ Regular \_\_\_\_\_ Irregular \_\_\_\_\_

**Rate the following from 1-Poor to 5-Excellent  
Compared to entry level employees or other interns**

*COMMUNICATION*

Writing Skills \_\_\_\_\_  
Speaking Skills \_\_\_\_\_  
Listening Skills \_\_\_\_\_  
Computer Skills \_\_\_\_\_

*COMMUNICATION SOFTWARE*

PowerPoint \_\_\_\_\_  
Excel \_\_\_\_\_  
Word Processing \_\_\_\_\_  
Communications Technology Skills \_\_\_\_\_  
Ability to Interpret Data \_\_\_\_\_  
Other \_\_\_\_\_

*BUSINESS KNOWLEDGE*

Finance \_\_\_\_\_  
Marketing \_\_\_\_\_  
Accounting \_\_\_\_\_  
Economics \_\_\_\_\_  
Management \_\_\_\_\_  
Quantitative \_\_\_\_\_  
Business Law \_\_\_\_\_

Final Comments: *Please provide suggestions for improvement or areas of strength regarding your intern and/or PLNU's internship program. Thank you.*

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## Bus. 489: Business Internship Course Course Agreement & Signature Page

I understand that the internship course involves working at an approved internship, completing the hours designated (1 unit=40 hrs., 2 units=80 hrs., 3 units=120 hours, or 4 units=160 hours), completing various evaluations, and portfolio assignments. I agree to the requirements and policies outlined in the 2009 Syllabus & Handbook. I understand failure to complete the designated hours, portfolio assignments and internship evaluations will lead to no credit and/or being dropped from the course.

Name (print)\_\_\_\_\_ ID#\_\_\_\_\_

Signature\_\_\_\_\_

Date\_\_\_\_\_

**Bus 488 Strategic Management: Rubric: Specialized Knowledge**

**Rubric: Specialized Knowledge**

4. Demonstrates a high level of both "Business Acumen" and "Business Knowledge" in the management of a simulated company and assessment of company performance, options, and competitive situations. Substantially improves the competitive position of the simulated company. Scores in the top 20% of the nation in terms of both CompXM measurement criteria.
3. Demonstrates a competitive level of both "Business Acumen" and "Business Knowledge" in the management of a simulated company and assessment of company performance, options, and competitive situations. Improves the competitive position of the simulated company over 4 periods. Scores in the top 50% of the nation in terms of both CompXM measurement criteria.
2. Demonstrates a mixed level of competence on the "Business Acumen" and "Business Knowledge" criteria, falling below the national average on one of the criteria, but above on the other.
1. Demonstrates a rudimentary level of competence on the "Business Acumen" and "Business Knowledge", falling below the 30% percentile on the national scale on both criteria.

CompXM Simulation Measure:	Specialized Knowledge Category:		Average Score	Rubric Score
	"Business Acumen"	"Business Knowledge"		
Student Scores	95	93	94	4
	99	88	94	4
	97	89	93	4
	98	87	93	4
	88	94	91	4
	93	83	88	4
	80	95	88	4
	89	83	86	4
	94	76	85	3
	93	70	82	3
	79	84	82	3
	97	65	81	3
	71	90	81	3
	81	76	79	3
	93	64	79	3
	88	65	77	3
	67	82	75	3
	84	61	73	3
	58	82	70	3
	76	62	69	3
	68	66	67	3
	77	54	66	3
	62	63	63	3
	91	48	70	2
	94	44	69	2
	84	34	59	2
	68	48	58	2
	80	29	55	2
	65	43	54	2
	79	26	53	2
	36	65	51	2
	77	22	50	2
	48	49	49	2
	50	38	44	2
	76	6	41	2
	58	18	38	2
	54	21	38	2
	50	19	35	2
	54	9	32	2
	47	41	44	1
34	45	40	1	
28	37	33	1	
41	18	30	1	
45	11	28	1	
37	16	27	1	
25	25	25	1	
27	3	15	1	
6	17	12	1	
7	14	11	1	

## Rubric: Specialized Knowledge

4. Demonstrates a high level of both “Business Acumen” and “Business Knowledge” in the management of a simulated company and assessment of company performance, options, and competitive situations. Substantially improves the competitive position of the simulated company. Scores in the top 20% of the nation in terms of both CompXM measurement criteria.
3. Demonstrates a competitive level of both “Business Acumen” and “Business Knowledge” in the management of a simulated company and assessment of company performance, options, and competitive situations. Improves the competitive position of the simulated company over 4 periods. Scores in the top 50% of the nation in terms of both CompXM measurement criteria.
2. Demonstrates a mixed level of competence on the “Business Acumen” and “Business Knowledge” criteria, falling below the national average on one of the criteria, but above on the other.
1. Demonstrates a rudimentary level of competence on the “Business Acumen” and “Business Knowledge”, falling below the 30% percentile on the national scale on both criteria.

## Evaluation of Specialized Knowledge

### Assignment #1 : CompXM Competency Simulation and Exam – Drawn from Bus 488 Strategic Management:

#### Text from Syllabus:

##### *CAPSTONE Simulation & CompXM*

While we will do background reading for our class sessions, simply **the best way to learn about strategy is to do it!** Accordingly you will “learn by doing” as you learn to manage a simulated firm’s strategies and operations over three practice and eight competitive planning periods. You will be placed in one of six teams which will compete with each other in the CAPSTONE environment. CAPSTONE is the leading business strategy computer simulation and is used worldwide for undergraduate, MBA and executive level strategy training. Because of the simulation’s broad adoption and design, you will be able to benchmark your team’s performance not just against other teams in our class, but also against thousands of other teams across the U.S.

You will work on a number of assignments associated with the simulation (which will help you learn and improve your team performance). Much of the grade associated with the simulation will be attached to completing these assignments successfully. You will also receive points towards your final grade based on how well your team does and on how your team-mates evaluate your contribution to the team’s efforts.

The group simulation is followed by an INDIVIDUAL simulation – the CompXM Competency Simulation – which will test each individual’s knowledge and ability to execute strategic concepts. The Simulation has two dimensions. First, you are tasked with running a simulated company over four years. Your “Business Acumen” will be tested as you seek to improve the performance of your firm. Second, your “Business Knowledge” will be assessed as you will be asked 5 sets of “Board Query” questions about your company and your competitors. You will have to carefully analyze your company and your industry using everything you know about marketing, finance, accounting, strategy, human resources management, etc. Your score for CompXM is an aggregation of your scores for “Business Acumen”, i.e., running your company, and “Business Knowledge”, i.e., your ability to apply the terms, concepts and analytical methods of business to your particular strategic context. **Be warned: If you aren’t deeply involved in your Capstone team’s decisions, you *will* struggle on the individual CompXM simulation!** The CompXM Competency Exam will constitute part of your final exam for the course.

## Rubric: Specialized Knowledge

4. Demonstrates a high level of both “Business Acumen” and “Business Knowledge” in the management of a simulated company and assessment of company performance, options, and competitive situations. Substantially improves the competitive position of the simulated company. Scores in the top 20% of the nation in terms of both CompXM measurement criteria.
3. Demonstrates a competitive level of both “Business Acumen” and “Business Knowledge” in the management of a simulated company and assessment of company performance, options, and competitive situations. Improves the competitive position of the simulated company over 4 periods. Scores in the top 50% of the nation in terms of both CompXM measurement criteria.
2. Demonstrates a mixed level of competence on the “Business Acumen” and “Business Knowledge” criteria, falling below the national average on one of the criteria, but above on the other.
1. Demonstrates a rudimentary level of competence on the “Business Acumen” and “Business Knowledge”, falling below the 30% percentile on the national scale on both criteria.

## Evaluation of Applied Learning

### Assignment # 2: e-Portfolio from a Student's Internship – Drawn from Bus 313 Business Communications

The student secures an internship, develops a detailed e-Portfolio that summarizes all of their work as a Business Administration Student, and is evaluated by their Internship Supervisor. See Syllabus for details.

#### Applied Learning Rubric

**4** Presents a project, paper, performance, or other appropriate task linking knowledge and skills from work, community, or research activities with clear, detailed and relevant knowledge acquired in academic disciplines; explains with detail how elements were combined to shape meaning or findings; and shows the relationship to relevant scholarship.

**3** Presents a project, paper, performance, or other appropriate task linking knowledge and skills from work, community, or research activities with relevant knowledge acquired in academic disciplines; explains adequately how elements were combined to shape meaning or findings; and shows the relationship to scholarship.

**2** Presents a project, paper, performance, or other appropriate task linking some knowledge and skills from work, community, or research activities with knowledge acquired in academic disciplines; vaguely explains how elements were combined to shape meaning or findings; and shows some relationship to relevant scholarship.

**1** Presents a project, paper, performance, or other appropriate task with unclear link to knowledge and skills from work, community, or research activities acquired in academic disciplines; little explanation of how elements were combined to shape meaning or findings; little relationship to relevant scholarship.

## **Evaluation of Intellectual Skills: Written and Oral Communication**

### **Assignment #3: Informational Interview Assignment & Assignment # 4: Group Project Assignment**

#### **Drawn from Bus 313 Business Communications**

#### **Assignment # 3: Informational Interview Assignment (Oral Communication)**

This assignment entails completing an informational interview and then conducting a 8-10 minute presentation. See the syllabus for more details.

#### **Rubric for Assignment #3**

- 4** Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.
- 3** Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.
- 2** Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.
- 1** Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.

#### **Assignment #4: Group Project Assignment (Written Communication)**

This assignment entails writing a formal business report and giving a formal presentation. See the syllabus for more details. The following rubrics are used to evaluate the written portion of the assignment

## Context of and Purpose for Writing-Written Communication

- 4** Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.
- 3** Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).
- 2** Demonstrates awareness of context, audience, purpose, and to the assigned task(s) (e.g., begins to show awareness to audience's perceptions and assumptions).
- 1** Demonstrates minimal attention to context, audience, purpose, and to the assigned task(s) (e.g., expectation of instructor or self as audience).

## Control of Syntax and Mechanics-Written Communication

- 4** Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.
- 3** Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.
- 2** Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.
- 1** Uses language that sometimes impedes meaning because of errors in usage.