Integration of ways of knowing.
As a foundational studies integrative upper-division elective, a key practice of the Senior Business Experience course is to integrate different ways of knowing from their entire educational experience at ISU, including the business core courses and specialized courses in the students' majors. Students will integrate several ways of knowing including composition, communication, quantitative, social/behavioral science and integrative elective elements.

Students will do this integration using a thematic (strategic management) approach to understanding organizations. Students will evaluate information from a variety of sources, and perform qualitative and quantitative assessments to analyze organizational situations and the global social and competitive environment in which the organizations operate. Students will work individually and as part of small teams to find, use, and cite evidence to support assertions or arguments both orally and in writing as to situational analyses and recommended courses of action. To do this, students will utilize their small group communication skills and employ concepts of public speaking in the preparation and delivery of informative and persuasive presentations and written reports.

Expanded Course Description
The senior business experience is a capstone course in both business and in foundational studies. While focusing on the theory and practice of strategic management, students integrate the foundation and functional areas of business, and synthesize their business education with their liberal studies experience. Strategic management addresses how organizations (both for profit and non-profit) deliver added value to their stakeholders. The overall strategic approach is supported by functional level strategies in each of these areas: finance, marketing, information, management and operations. Students examine organizational situations, study and apply organizational theories and strategies, and practice addressing the complex strategic issues faced by organizations in determining how they will compete for resources, serve customers and add value to their communities.

Students will accomplish these goals by analyzing business problems posed in printed cases and/or live cases in existing organizations. Students will integrate their learning about the organizational situation by locating relevant information, critically evaluating the information, and propose solutions to improve the organization's situation. Students will research alternatives using business literature and other sources including rival organizations and industry best practices. Analyses will include conceptual arguments, development of alternate scenarios and quantitative estimations of the effects of proposed changes. To create solutions students will integrate a variety of approaches to the organization's situation. Students will determine the impact of potential solutions on the focal organization as well as its moral, ethical, and economic impact on the stakeholders. Finally students will periodically present the results of their analytical efforts in oral and/or written case analyses communicated in a persuasive and professional manner.

All students will participate in a final project comprising a written and/or oral presentation of analyses performed.

Prerequisites:
BUS 263, 311, 321, 351, 361, 371, and a minimum of at least 78 credits, including Foundational
Studies courses.

**Business 401 uses a thematic approach to understanding the strategic management of organizations.** Strategic management requires the evaluation and integration of the internal capabilities of the organization, and the external conditions in the industry and general environment. Students will engage in case analysis using written (from textbooks, Harvard, and other published sources) or live cases (consulting projects with clients).

**Students will engage in this course using a variety of "ways of knowing".**
Composition – written paper requires assessment, selection and judgment of sources as well as their documentation and citation;
- Exhibiting critical thinking as readers and as writers;
- Understand the relevance of good writing to real-world situations

Communication – Our iterative presentations (quality checks as well as the final presentation) require the following:
- Apply concepts of small group communication in the development and execution of a small group presentation and the small group process;
- Employ concepts of public speaking in the preparation and delivery of informative and persuasive speeches;
- Find, use, and cite evidence to support assertions or arguments both orally and in writing;

Quantitative – our analysis and recommendations require students to:
- Answer questions using empirical methods; and
- Critically evaluate a quantitatively-based argument.

Social or Behavioral Sciences – We integrate the disciplines of business with the lens or strategic management:
- Describe how individual choices and/or evolving social institutions affect human decision making;
- Utilize discipline-specific methodologies to predict an individual or social outcome;
- Connect discipline-specific content and methodology to contemporary social issues; and
- Explain how the specific discipline informs and contributes to other disciplines.

Integrative Upper-Division Electives – our theme is strategic management and we address it with a whiz-bang project methodology and write to the client.
- Use a thematic approach to a particular topic or issue that integrates multiple ways of knowing;
- Engage in a project or conduct research that makes use of multiple ways of knowing to address a particular topic or issue;
- Analyze and write at an advanced level.

**How will this integration occur?** Analyses will include understanding the theoretical underpinnings of business competition. Students will research specific information regarding the competitive strategy of particular industries as well as the strategic orientation of the focal organization(s) in the cases (or the client). Students will draw on their functional business subject education to provide the basic principles on which to further assess the organization’s situation. Students will use quantitative skills where appropriate to analyze organization and industry financial performance calculating relevant performance ratios. Students create recommendations, including plans for their implementation, and model their recommendations expected effects on the organization’s operations and financial performance. Students will discuss their proposals orally and/or in writing face critical review by classmates and/or instructors.
Business 401 requires students to write at an advanced level. As a major project, students will research and analyze a particular company or industry. There may be a number of distinct analyses of different cases or larger analyses (semester long projects) that require periodic revision and expansion during the course of the semester. Students typically write answers to case questions in an assignment, create business proposals or develop extensive formal reports. The analysis (regardless of form) must be written to express in a professional way the conditions identified in the research, the theoretical issues that will need to be addressed and strategic solutions that improve the competitive position and operations of the organization.

Foundational Studies Program Objectives and Business 401 - Students will:
Locate, critically read, and evaluate information to solve problems by learning the principles of strategic management and analyzing business situations (using cases or clients) and related industry information.

Critically evaluate the ideas of others through active discussion and formulation of solutions to the issues and problems raised in the cases or by the clients. Students will debate these issues actively in class through individual and/or team-based discussions in developing their solutions to improve the client's situation.

Apply knowledge and skills within and across the fundamental ways of knowing using observational skills to read about or experience to diagnose organizational situations, reasoning skills to examine possible improvements or courses of action and qualitative and quantitative assessment skills to select preferred alternatives and communication skills to articulate their findings so that others can learn from (or use) them.

Demonstrate the skills for effective citizenship and stewardship by proposing solutions that take into account the organization's role as a community stakeholder and contributor to the quality of life where it operates.

Identify ethical solutions to the issues raised in their case/client analyses and assess their ethical implications.

Express their ideas professionally and persuasively, both orally and in writing. Students will participate in discussion in class and in presentations of cases or client analyses (quality checks as sections of the analysis are completed). A final major report or analysis requires individual and/or team-based writing and may include presentation depending on delivery format (online) and instructor preferences.

Develop critical thinking skills by having to analyze the activities of organizations and place those activities in the context of an industry. Through research students will discover competing views of what should be done to improve the organization's situation. Selection of preferred alternatives requires the student to assess the implications of competing theories and models and argue persuasively with evidence for that choice.

Develop information literacy skills by reviewing academic literature, industry publications and internet based journals, and news stories as well as using case-based data (and extensive client interviews if SyBA version).

Specific Course Educational Objectives
At the completion of the course, students should be able to:

1) Incorporate concepts learned in the study of the key functional areas of business to analyze the organization as a whole.
2) Identify and understand a firm's stakeholder claims and the impact of these claims on a firm's decision making.
3) Use appropriate models to analyze a business and its strategic choices at the corporate, business and functional levels and make recommendations on how the business can improve its competitive position.
4) Analyze the global external environment and be able to explain its impact on the firm's strategies.
5) Analyze the macro environment in terms of political, economic, social, technological and cultural forces in order to understand how these forces impact the firm and its industry.
6) Identify and understand industry trends and competitive positions that affect a firm's ability to gain and sustain competitive advantage. Learn to use Porter's five forces model to examine the industry environment.
7) Analyze the internal environment of the firm and be able to identify internal systems, resources and capabilities that add value to the business.
8) Discuss the key determinants of a firm's competitive advantage and strategies for building sustainable competitive advantage.
9) Describe the role of innovation, technology and entrepreneurship in attaining and sustaining competitive advantage in a dynamic market.
10) Define corporate strategy and discuss its importance to a diversified firm.
11) Analyze diversification and globalization strategies.
12) Compare/contrast the ethical implications of a firm's strategic choices and the impact of these choices on various stakeholder groups.
13) Discuss current trends that affect a firm's ability to gain and sustain competitive advantage.
14) Differentiate successful strategies from unsuccessful ones.
15) Develop a personal/professional development plan using their understanding of the strategic planning process and drawing on their previous liberal studies course work.
16) Articulate the connection between elements of their previous liberal studies course work and the business strategic planning process.

Teaching Methodology

Sycamore Business Advisors: Live Cases, problem-based learning
Teaching approaches vary by instructor for Business 401. Some instructors use a case-based approach involving critical analysis of written cases. In this section we will use a live-consulting model that involves the students in a consulting organization providing strategic consulting services to real client organizations (the Sycamore Business Advisors or SyBA approach). A key outcome is that through the use of problem-based learning students will learn to structure the confusing problems and situations experienced by real organizations.

As a member of Sycamore Business Advisors you will study strategic management while performing strategic consulting projects for clients in businesses and not-for-profit organizations. We do not charge clients for these engagements and your contribution of effort is a significant addition to ISU's ongoing commitment to support the community. You will be a consultant on a project and will also have a role in running and developing the SyBA organization as well. You may apply and be selected for a leadership role. Detailed explanations of these aspects of the course are included in the SyBA manual that you will purchase once class begins (see required materials section below).

This will be one of the most intense learning experiences you have ever had. You will learn to structure the unstructured problems of real organizations and provide outstanding recommendations to those organizations. Your work will have real impact on the organizations we serve...and on you as you grow and internalize the strategy knowledge and methods that we use in our class. This class requires substantial commitment of effort, energy and time but
student feedback indicates that past students have felt it was worthwhile and rewarding for their capabilities and careers.

Learning Goals: All learning goals below apply to this class. Those goals identified as “SyBA only” are in addition to the other goals listed for that objective.

### SyBA and the Scott College of Business’ Learning Goals

<table>
<thead>
<tr>
<th>Goal</th>
<th>Description</th>
</tr>
</thead>
</table>
| 1. **Students will be knowledgeable about current business practices and concepts.**  
A. Students will understand the functional areas of and interdisciplinary nature of business, and will be able to solve business problems utilizing current theory and practices.  
*Analyse the functional operations of the case or client organization and make recommendations for improvements.*  
*SyBA only: Participate in operating functional areas of SyBA including recommending and implementing functional improvements.* |
| 2. **Students will be able to make prudent business decisions by employing analytical and critical thinking.**  
A. Students will demonstrate the ability to solve business problems by applying appropriate decision-making techniques, including defining the problem, collecting appropriate data, identifying alternatives, analyzing information, and interpreting results.  
*Case only students will apply their internal and external analysis techniques to written/video cases posed by the instructor.*  
*SyBA consultants will perform internal analysis of the client’s operations, external analysis of the client’s industry and competitive position, gather data to form conclusions and develop specific recommendations based on those results.* |
| 3. **Students will be effective communicators.**  
A. Students will demonstrate the ability to effectively convey information using appropriate means of communication.  
*As directed by your instructor you will periodically provide written analysis of case questions, oral presentations of case analysis, and recommendations to improve the organization’s situation.*  
*SyBA only: As a consultant you will prepare weekly progress reports of your individual progress, present multiple interim presentations of your findings with your team, review the presentations with your colleagues and your director (Professor), and your client. You will develop a final client presentation of the most significant recommendations. In addition, you will prepare a written report of the entire process consulting project.* |
| 4. **Students will be competent in applying relevant technology to business problems.** |
| A. Students will understand the nature, function and limitations of commonly used business information systems.  
B. Students will demonstrate proficiency in using technology to solve business problems.  
You will use relevant technology as required to complete your case analyses, company research, and to communicate your findings to your class and instructor.  
SyBA only: All student consultants will participate in an online personnel evaluation system for mid-term and final performance consulting team employee performance evaluations.  
| 5. **Students will be competent in ethical decision making.**  
A. Students will be able to explain and defend the ethical framework in which they make business decisions.  
B. Students will be able to identify parties affected by a business decision, identify how a decision may affect each stakeholder, and arrive at a decision that is (ideally) mutually beneficial or one that minimizes harm to any one party.  
Students will consider ethical implications of their cases and client organizations. Students will discuss and use ethical behavior in researching and addressing business problems and in dealing with their team members in any team-based activities.  
SyBA: You will discuss and use ethical behavior toward your client, guard the confidentiality of client data, and ethical information gathering techniques. Ethics of peer and supervisory/subordinate personnel evaluations will also be addressed and put into practice.  
| 6. **Students will be able to function effectively in professional settings.**  
A. Students will demonstrate commitment to standards of professional behavior.  
B. Students will demonstrate an understanding of individual and group dynamics in organizations, including team building and collaborative behavior in the accomplishment of tasks.  
Students will demonstrate through classroom activity in teams and as individuals their ability to function productively in group settings to understand and solve business problems.  
Students will act and behave professionally in class activities such as presentations and discussions.  
SyBA only: Students will meet and interact professionally with the client and other organizations on a regular basis. Effective behaviors of team members will be discussed, practiced and evaluated by you and your peers.  
| 7. **Students will be cognizant of the complexities of operating in a global business environment.**  
A. Students will understand the basic economic, political, cultural and operational motivations for international business.  
Basic elements of international strategy and global business issues
will be covered as part of your foundational learning activities. More in-depth application will be made in relation to the cases selected or the nature of the client's business.

**Grades:**
Grades will be assigned using the ISU grading scale currently in effect.

The learning projects you will engage in have a certain amount of points assigned to them and will make up your total grade (+/- peer evaluations and less non-attendance points—see “Attendance at the party”). The points are assigned as follows...

<table>
<thead>
<tr>
<th>Deliverables/Exams</th>
<th>Points (Note: these point arrangements may be adjusted to fit the strategic needs of the course) 100 points total.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic Consulting Project</td>
<td>45 (scaled by final peer evaluations)</td>
</tr>
<tr>
<td>Professional/personal development paper</td>
<td>16</td>
</tr>
<tr>
<td>Professional Performance Portfolio</td>
<td>14</td>
</tr>
<tr>
<td>Strategic Training and Development (paper)</td>
<td>10</td>
</tr>
<tr>
<td>Exam (strategy process)</td>
<td>5</td>
</tr>
<tr>
<td>Exam (strategy content)</td>
<td>5</td>
</tr>
<tr>
<td>Quizzes, exercises, Catapult (prof. development program activities).</td>
<td>5</td>
</tr>
</tbody>
</table>

**Learning Projects:** This is a very hands-on, active learning, experiential course. Here’s what we will do to learn:

- **Strategic Consulting Project for the Sycamore Business Advisors (SyBA).** This is the backdrop to the course. We are a consulting organization and work together to implement strategic consulting projects with daily progress reports, project management, presentations and multi-phase written report given to the client.

- **Strategic Training and Development:** On an as-needed basis we will have training and development relevant to the current stage of the strategic consulting project. You will be responsible for assigned tasks and for your participation in discussions. These activities include:

  - **Knowledge assessment quizzes, exercises, and exams:** Some will be short quizzes, some will be exams. Both are used to ensure that the content KNOWLEDGE needed to be successful in strategy and other aspects of the class is understood. Exams will be announced in advance as we cover important material. The exams will be comprehensive, and focused on the course content (business strategy) as well as the operations of Sycamore Business Advisors (process). You will need to attain passing grades in these areas in order to successfully complete the course by working on client consulting teams and functional teams. Those students unqualified to work on teams will be unable to successfully complete the class.
• **Performance Portfolio:** You will write and turn in a professional performance portfolio that clearly demonstrates your contribution to your project and to SyBA as a whole. These will be turned in and may be reviewed by the any/all of the following: Director (instructor), the associate directors, the project team leaders and others deemed appropriate.

• **Professional/Personal Development Program & Plan.** With this individual level project you will set direction, analyze and work out the steps for your personal future. In preparation for this assignment, you will take part in a professional development program (Catapult) through the College of Business and ultimately write a strategic development plan for yourself.

• **Reflection paper.** In this paper, you will reflect on what you have learned through your experience in the class and how it has shaped your views on helping your community.

**Materials, Textbooks and Readings:**
Materials will vary by instructor and students should purchase the text required by their instructor. For instructors using the Sycamore Business Advisors approach, students will purchase the required course binder following instructions (given at the first class or by email via the Blackboard system). Significant outside research is required in this course and students should expect a heavy burden of copying and reproducing documents for their research efforts. In addition, individual instructors may assign cases and reading outside the textbook material.

**Americans with disabilities act statement**
"Indiana State University seeks to provide effective services and accommodation for qualified individuals with documented disabilities. If you need an accommodation because of a documented disability, you are required to register with Disability Support Services at the beginning of the semester. Contact the Director of Student Support Services. The telephone number is 237-2301 and the office is located in Gillum Hall, Room 202A. The Director will ensure that you receive all the additional help that Indiana State offers.

If you will require assistance during an emergency evacuation, notify your instructor immediately. Look for evacuation procedures posted in your classrooms."

**Laptop Policy**
Laptop Not Required for Course: Usage Permitted: While there will be no assignments or examinations for which the laptop will be used, your use of a laptop is generally permitted as long as such usage remains within the bounds of the Code of Student Conduct and it conforms to the provisions of its use as laid out in this syllabus. There may be occasions where laptop usage is forbidden and if that occurs, failure to comply with this direction will be viewed as a violation of the Code of Student Conduct. The laptop policy is subject to change over time and to the requirements of the individual instructor and the delivery format of the class.

**Academic Freedom**
"Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject."

The preceding comes from the American Association of University Professors statement on academic freedom. Though the entire statement speaks to many issues, it is this portion on the conduct of the course that is most relevant. For the purpose of Foundational Studies courses
this means that faculty have the right to conduct their class in a fashion they deem appropriate as long as the material presented meets the learning objectives laid out by the entire faculty. http://www.aaup.org/AAUP/pubsres/policydocs/contents/1940statement.htm

**Academic Integrity**

The class operates under the standard of academic honesty as defined in the Code of Student Conduct (see http://www.indstate.edu/spj/docs/code.pdf). Proper attribution of sources in all written reports is not only good practice but essential to protecting your reputation and building your credibility in the eyes of your client and your class. If you have questions or concerns about proper citation, please consult with your Director.

**Attendance at the party (the “work party” that is...):**

Being present in this class (i.e. coming to work) is central to making this fun and useful for both you and the class as a whole. It is fundamentally vital to success. Obviously the decision is up to you but, as in the 'real' world that you are about to enter, not coming to work has its consequences. Specific penalties and requirements vary by instructor. If you are likely to miss a number of classes due to outside commitments or university activities you should consider taking this class in a different format and should consult your Director in the first two weeks of class.

Ultimately you are accountable to your classmates, instructors and teams for the effort that you put in to the class. Give your best all the time!!! Apologize and do better if you make mistakes...support your teams under all circumstances so that they know they can count on you. They will be your best friend and harshest critics depending on how hard you work for the team.

Not coming to work? Here are the consequences: Miss one class and lose 0 points (We understand that things happen), miss two classes lose 2 points, miss three lose another 4 points (total 6 now), miss four and lose another 6 (total 12 now) and misses thereafter will continue to lose an additional 6 per time.

Ultimately you are accountable to your teams (both project and functional) as well as to us for the effort that you put in to the organization. Give your best all the time!!! Apologize and do better if you make mistakes...support your team under all circumstances so that they know they can count on you. They will be your best friend and harshest critics depending on how hard you work for the team.

**Working with others: (Peer evaluations differ by class type)**

Those who choose to be slackers/free-loaders beware...this will kill your grade. Hard workers rejoice! This can add significantly to your grade.

Your grade will also be impacted by peer evaluations. The mid-term evaluation is developmental and is done to provide everyone feedback. The final peer evaluation will have grading consequences. These evaluations have the potential to raise or lower your grades depending upon what is reported. Performance above the mean for your team will result in additional points for you, performance below the mean evaluation will result in fewer points for you on the consulting project grade. The Director also evaluates your performances as do your project team leaders, functional team leaders and associate directors.

**SUBJECT TO CHANGE:** In order to ensure a proper learning environment for students in this very innovative, complex and active course (and because the unanticipated can, and does occur) we reserve the right to make changes to the syllabus, grading and other aspects of the course during the course of the semester. This is necessary in part due to uncertainties that can arise in dealing with
clients in a consulting relationship. Students will be given notice of changes as soon as we deem it practical and can execute such notice.
# SyBA proposed schedule of events

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>OUR FOCUS</th>
<th>SUPPORTING NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td></td>
<td>ORIENTATION TO WORK AT SYCAMORE BUSINESS ADVISORS</td>
<td>Discuss structure of the consulting company (SyBA)</td>
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<tr>
<td></td>
<td></td>
<td>-experiential education</td>
<td>Cover letters and Resumes Due. Interviews for AD and PTL positions (first class of week)</td>
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<tr>
<td></td>
<td></td>
<td>-problem based learning -logistics -history -mission, vision, objectives</td>
<td>Review of SyBA structure Solicit HR representatives Preliminary project ideas listed</td>
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<td></td>
<td></td>
<td>-overview of SyBA and how it works/functional -our part this fall in adding value</td>
<td>Set up procedures for payment for textbooks Functional Team interest survey, solicit applications for functional team leadership.</td>
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<td>-process consulting First student directed session - review products</td>
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<tr>
<td>Week 3</td>
<td></td>
<td>-problem solving leadership</td>
<td>Leadership team announced. Functional team leaders Interviewed/selected.</td>
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<tr>
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<td></td>
<td>-teaming for strategy -overview of strategy -Visits by clients if needed/possible</td>
<td>Develop list of functional projects and roles. Project teams established. Clients on board. Preliminary session developing functional team goals.</td>
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<tr>
<td>Week 4</td>
<td></td>
<td>Specific introductions to our project management systems. Teams begin their planning and preparing to fully take on clients and move toward project completion. Work sessions with clients if possible</td>
<td>Begin projects. Background discussion of clients. Practice interviews for projects. Dates assigned for specific training and development as well as dates for quizzes and assessments. Clients must be on board</td>
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<td></td>
<td>Consulting projects under way. -from here on, training will take place in short modules and on the job, as problems arise.</td>
<td>Prepare plans of action for projects. Begin using employee weekly progress reports – due to PTL as directed Employee of the week awards process begins.</td>
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<tr>
<td>Week</td>
<td>Phase</td>
<td>Description</td>
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<tr>
<td>Week 6</td>
<td>STRATEGIC PROCESS</td>
<td>Functional teams recruiting of members and start-up of functional team projects begins.</td>
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<tr>
<td>Week 7</td>
<td>STRATEGIC PROCESS</td>
<td>Directional analysis quality checks due.</td>
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<tr>
<td>Week 8</td>
<td>STRATEGIC PROCESS</td>
<td>Strategy content review begins. Coverage includes strategic management and related theories, global business, etc.</td>
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<tr>
<td>Week 9</td>
<td>STRATEGIC PROCESS</td>
<td>Mid-term peer evaluations due. Internal analysis quality checks due</td>
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<tr>
<td>Week 10</td>
<td>STRATEGIC PROCESS</td>
<td>Review of mid-term peer evaluations, counseling for performance improvement and sustainability of excellence. External analysis quality checks due</td>
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</tr>
<tr>
<td>Week 11 &amp; 12</td>
<td>STRATEGIC PROCESS</td>
<td>Strategy process exam (covers the consulting methodology described in the SyBA manual). Gap analysis finalized and recommendations proposed.</td>
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</tr>
<tr>
<td>Week 13</td>
<td>STRATEGIC PROCESS</td>
<td>Recommendations formulated. Strategy content exam</td>
<td></td>
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<tr>
<td>Week 14</td>
<td>STRATEGIC PROCESS</td>
<td>Intensive practice for final presentations.</td>
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<tr>
<td>Week 15</td>
<td>Practice presentations</td>
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<tr>
<td>Week 16 (Note these requirements are due during Dead or Study week)</td>
<td>‘Dead’ Week (not for SyBA students!!!)</td>
<td>Final paper due at presentation Final presentation to client Final course event – TBA</td>
<td></td>
</tr>
<tr>
<td>Week 17</td>
<td>Final exam period (see your schedule)</td>
<td>Turnover packets and explanations for all functional team business due. Final employee rankings and final team-member performance evaluations due.</td>
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</tbody>
</table>

**Performance/Peer Evaluations**

Performance/Peer Evaluations are very important to Sycamore Business Advisors in order to develop a grading system, as well as to assist in the facilitation of the group process. These evaluations will give individuals a chance to receive a fair grade based on the work they performed throughout the semester. We will conduct a mid-term evaluation and discuss the results with each member of syba. The goal of the interim evaluation is to reinforce excellent performance and correct subpar performance.
We conduct our peer evaluations using an online evaluation system. A representative example of the questions and ratings appears below.

While the first evaluation is used for performance improvement, the final evaluation will also determine a portion of each team member’s final grade. The final average of this evaluation will be multiplied by the group grade to give you a final grade in the course. It is calculated by taking your total average rating for the behaviors and dividing it by the total average for the team. For example, you have a total average of 8.2. The team average is 7.7. We take 8.2/7.7=1.06. The 1.06 is then multiplied by the team points received on the project resulting in a higher grade for you.

Employees will be evaluated in the following areas:
1. On time for class and meetings
2. Coming prepared to team meetings and class
3. Completing assigned tasks on time
4. Returning calls, emails, etc.
5. Participating with the group/offering ideas and input
6. Listening and considering the ideas of others
7. Taking on their share of the work
8. Producing high quality work

Each employee will assign his/her peers a score between 0-10 for each category. A 0 is the lowest score (0%), a 7 is an average score (70%), and a 10 is the highest score (100%). There will be a comment area following the score box. You must provide comments in the space provided explaining the reasoning behind your given score. The HR team will make every effort to avoid indentifying you as the source of ratings and comments to the person being evaluated.

Evaluations of team members will be shared with the management team and the HR director and the instructors. The Associate Director and Project Team Leaders as well as functional team leaders who have observed team-members will provide feedback to the Director (instructors) as to each team-member’s performance. Their opinions will be key indicators for determining your final grade and will be factored into the final grade distribution.

The pages preceding the evaluations show examples of what performance is represented by each score.

Please read the following pages and pay close attention to the scores. Keep your evaluation of each person based on the behaviors indicated, not on your personal feelings for that person. Additionally, remember that you need to evaluate yourself. You will not be receiving a printed copy of your results as you did for the midterm evaluation, but you may consult with the instructors after a designated time at the end of the semester.

We will announce specific dates for the beginning and ending of the evaluation submission periods. All employees must complete their evaluations within that time frame and according to instructions, including making meaningful and appropriate explanatory comments. The quality of your evaluations of others counts toward your effectiveness as an employee. **IF YOU DO NOT COMPLETE YOUR EVALUATIONS OF OTHERS, WE WILL NOT ASSIGN YOU A GRADE ON THE PROJECT! YOUR EVALUATIONS MUST BE COMPLETED PROPERLY AND SUBMITTED ON TIME!**
DESCRIPTION OF SCORES FOR EACH CATEGORY

On Time For Class And Meetings

Always on time for class and team meetings. 10

Late twice, but had a good reason. 7

Late three or more times for class or meetings. 5

Late once, but notified group members ahead of time. 3

Late three times, and did not inform group. 1

Prepared For Class and Meetings

Came prepared to every meeting with more than required. 10

Did not have the necessary information on one occasion. 7

Came to 4+ meetings unprepared, or did not come at all. 5

Prepared with necessary information for every meeting. 3

Did not have necessary info on 2 or 3 occasions. 1
Completing Assigned Tasks On Time

- Reliable, always had work completed early and ready for revision.
  - 10
- Made effort and completed work on time, except once.
  - 7
- Missed 2 deadlines, handed in incomplete work.
  - 5
- Did not meet 3+ deadlines, or complete work; unreliable.
  - 3
- Met all deadlines; work always completed on time.
  - 1

Returning Calls, Emails, etc.

- Returned all calls and emails within a couple hours.
  - 10
- Returned calls and emails within a day.
  - 7
- Returned calls and email within a day, except for one time.
  - 5
- Did not return calls or emails 2 or 3 times; hard to contact.
  - 3
- Never returned phone calls or responded to emails.
  - 1
Participating With The Group/ Offering Input and Ideas

- Gave excellent input to group, participated at every meeting. 10
- Shared some good ideas at every meeting and class. 7
- Gave ideas and insight, except for one class/meeting. 5
- Gave few ideas; did not get involved in group discussions. 3
- Never got involved in meetings; did not offer input. 1

Listening and Considering the Ideas of Others

- Focused during meetings, listened to others, leader. 10
- Listened to others and respected their opinions. 7
- Was respectful and considerate except for once. 5
- Had trouble focusing; did not listen to others; was rude sometimes. 3
- Always rude, disrespectful, rejects opinions of others. 1
Taking On Their Share Of The Work

- Always volunteered; took on more than their share of work.
- Did what was asked; helped out when they could.
- Do not take on work or offer much help to the group.
- Volunteered for projects, always did required work.
- Took on minimal work, was last person who volunteered to help.

Producing High Quality Work

- Great writer/researcher, revised papers.
- Completed work was average; had to be revised and reworded.
- Work was done carelessly or not done at all.
- Produced work with minimal errors; willing to revise.
- Work was done partially and looked "thrown together."