GENERAL INFORMATION

Term: Spring 2010
Meeting Times: 6:00 to 8:45 p.m. on Tuesdays
Class Locations: CB 0203; Sales and Negotiations Lab (CB 106) for SPEs
Professor: Dr. Jon Hawes
Office Location: CB 912
Office Hours: 1:30 to 3:30 on TR; 5:00 to 6:00 on T; and by appointment
Direct Line or Voice Mail: 812-237-2286
Phone: 812-870-0214
E-mail: jon.hawes@indstate.edu

COURSE OBJECTIVES

Knowledge:

☐ To develop an understanding of the vocabulary, concepts, and processes within the field of business negotiations.
☐ To understand the rationale for distributive and integrative negotiation as well as the strengths and weakness of each orientations. From this will come an understanding of the conditions under which each is appropriate.

Skills:

☐ To improve the student’s negotiation skills. This includes the ability to creatively determine what the other side really wants, to creatively determine an appropriate solution, and to persuade the other side.
☐ To develop the ability to plan for effective negotiations.
☐ To improve your communication skills, especially listening, nonverbal, written, and oral.

Competencies:

☐ To develop a professional orientation toward business negotiations.
☐ To gain confidence as a negotiator.
☐ To develop an appreciation for the benefits derived from the effective management of time, information, customer relations, and technology.

Academic Integrity

Please note that Academic Integrity is very important here at Indiana State University. We will strictly
abide by the ISU Policy on Academic Integrity which can be found at [http://www.indstate.edu/sjp/docs/code.pdf](http://www.indstate.edu/sjp/docs/code.pdf)

**EVALUATION ON PART 1: ACCOUNTING FOR 70% OF OVERALL GRADE**

<table>
<thead>
<tr>
<th>Items</th>
<th>Grading Scale in Points:</th>
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<tbody>
<tr>
<td>Test 1................................................................... 100 points</td>
<td>A 372 to 385</td>
</tr>
<tr>
<td>Test 2................................................................... 100 points</td>
<td>A- 360 to 371</td>
</tr>
<tr>
<td>Quiz on Scenario 1 ........................................... 5 points</td>
<td>B- 320 to 331</td>
</tr>
<tr>
<td>Case 1.................................................................... 30 points</td>
<td>C- 280 to 291</td>
</tr>
<tr>
<td>Case 2.................................................................... 50 points</td>
<td>D- 240 to 251</td>
</tr>
<tr>
<td>In-class Performance .......................................... 25 points</td>
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<tr>
<td>Skill Practice Exercises (5 @ 10 each)........................ 50 points</td>
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<tr>
<td>Self Review of a SPE............................................ 5 points</td>
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<tr>
<td>Reputation Index .................................................. 20 points</td>
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<tr>
<td>Attendance............................................................ 15 points</td>
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<tr>
<td>Total................................................................... 400 points</td>
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**Note:** There are opportunities for bonus points for this portion of the course.

**Note to students on email submission of graded materials:** I prefer that you turn in hard copy of your work in class. If it is necessary to submit a project to me by email, please be sure to use the correct email address: jon.hawes@indstate.edu. If I receive your email submission, I will reply to the email with a message that I have received it.

**Tests**

Two tests will be administered during the term. Please make every effort to take the exams with the rest of the class on the dates scheduled. Unless informed otherwise, you will be responsible for all assigned material, some of which will not be covered during our class discussions. Careful study of the text will be required. Each exam will consist of a combination of multiple choice and essay questions.

**Cases**

Each student will prepare responses to assigned essay questions for Case 1 “Juwan Howard” and Case 2 “Frasier.” The assigned questions are provided in the section of this syllabus titled “Schedule.” In your typewritten paper, please do not provide a summary of the case. Instead, your written report should consist of separate responses to each of the questions that are provided. Your writing should be clear. Your responses should be on-target and thorough. Discussing the case with other students prior to developing your case responses is encouraged, but the final paper must be yours alone. You are also encouraged to discuss each of the cases with your professor in his office prior to the class discussion for each. Given that the responses to these questions will be discussed in class on the day that each project is due, there has to be a penalty for submission of late papers. The later the paper is submitted, the greater the penalty. Except for truly exceptional circumstances, cases that are submitted more than one week late will not be accepted. Consequently, you might want to submit your paper early to avoid any problems that you might encounter which could prevent you from meeting the deadline.

**Skill Practice Exercises**
**Grading.** Five Skill Practice Exercises will be conducted during the term and each will be worth a maximum of 10 points (5 x 10 = 50 total points). Each student will be actively involved in these activities during class time. Your grade will be influenced by your participation and good faith effort to do your best. We will track on-time attendance very carefully and (where possible) note other aspects of your performance. For example, some of the exercises result in quantitative scores, meaning that they involve earning negotiation points based on the particular deal achieved. For these exercises with points values, team members with the highest points in that role that day will typically receive a 10/10 (A+) and the norm for others will be 9 out of 10 (A-). For the Skill Practice Exercises that can’t be scored, the norm for all team members will be 9 out of 10 (A-). Exceptions to these grading norms will be applied when clear evidence suggests the appropriateness of that action (e.g., late arrivals, lack of participation or effort, etc.). Unfortunately, students who miss class when the exercise is conducted will receive a score of 0/10. The exercise can’t be redone at another time, but the points can be made up through completion of the Grade Improvement Opportunities shown on pages 6-7 of this syllabus.

**Write a Self-Review of a Skill Practice Exercise.** Each student will be required to complete one self-review of a video created during a Skill Practice Exercise. Go to the course documents section of the Blackboard course site, click on a video in which you participated, and review your performance. Then, develop a paragraph on each of the following issues: [1] a brief summary of the nature of the negotiating problem, [2] the specification of your BATNAWAP, your target point, your reservation point, and other predetermined goals/objectives, [3] the progression of events in the negotiation, and the solution achieved in comparison to your original goals/objectives, [4] what you observed concerning your nonverbal and listening skills based on your review of the video tape, [5] what you learned about the behavior of others, and [6] what you learned about yourself from conducting this exercise. Please focus your analysis on the 5th and 6th items. *The deadline for submitting this required 5 point paper is the second class meeting after that Skill Practice Exercise was conducted.*

**Another 20 points will be available based on your “Reputation Index.”** These points will be allocated on the basis of the perceptions of the students who have negotiated with you during the semester. The purpose of this peer assessment is to reward those who have negotiated like business professionals with an interest in long term relationship development and to negatively reward (punish) people who have engaged in highly aggressive, unprofessional, or unethical negotiation behaviors. Some students may behave ruthlessly in the short run to get the maximum points on a single skill practice exercise. As a result, this end-of-the-course peer assessment was developed. Students have the opportunity to rate every other student in the class, awarding them “votes” for good or bad negotiation reputations (see the Reputation Index form that follows).

Students are required to complete the Reputation Index in class on April 27. They are also required to make a brief comment explaining each mark they provide. The instructor will process this information and provide anonymous feedback to each student. The Reputation Index values will be used as the primary input for a mathematical computation of each student’s score with a maximum of 20 points available for this part of the evaluation.
Business Negotiations – Sample Reputation Index
G=Good Reputation
B=Bad Reputation
C=Contributed to Learning
Comments are strongly encouraged for all marks and required if “B” is circled

<table>
<thead>
<tr>
<th>Name</th>
<th>G</th>
<th>B</th>
<th>C</th>
<th>Comments</th>
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<tbody>
<tr>
<td>Student A</td>
<td>G</td>
<td>B</td>
<td>C</td>
<td>__________</td>
</tr>
<tr>
<td>Student B</td>
<td>G</td>
<td>B</td>
<td>C</td>
<td>__________</td>
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<tr>
<td>Student C</td>
<td>G</td>
<td>B</td>
<td>C</td>
<td>__________</td>
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</table>

REPUTATION INDEX DIRECTIONS
This questionnaire concerns the reputation earned by students during the term in this class. Please follow the instructions closely. You must return this questionnaire with your name on it, even if you refuse to make any further marks. Paper containing a list of the students in the course will be provided to you. You will be asked to:

1. Write your own name in the upper right hand corner.
2. In the second column after the names circle “G” for up to 4 people who you think have developed good negotiating reputations. You may circle any number of names up to 4. Good bargaining reputations are gained by displaying honesty, competence, trustworthiness, integrity, etc. Please provide comments explaining each evaluation.
3. In the third column after the names, regardless of whether you had direct negotiation experience with them or not, circle “B” for up to 2 people who you think have developed bad negotiating reputations. You may circle any number of names up to 2. Bad bargaining reputations are gained by displaying dishonesty, incompetence, lack of trustworthiness, etc. For every “B” you give, you must make comments about why you are giving each “B.” This information will be summarized and passed along anonymously to that person. Your identity will not be disclosed.
4. Students can also earn credit by contributing to others’ learning through good feedback, insightful participation or other actions (intended or otherwise) that help people learn. In the fourth column, circle “C” for up to 4 classmates (not including yourself) who have contributed substantially to your learning in this course and provide comments explaining each evaluation.
5. Make comments in the final column to support your marks.
6. Complete this questionnaire during class and submit to Dr. Hawes. Failure to complete your questionnaire during class will result in a substantial penalty.
“Tell me and I’ll forget; show me and I may not remember; involve me and I’ll understand.” Native American Saying

“Learning by doing” is by far the best way to develop negotiation skills. In fact, some would argue that this is the only way to learn how to negotiate. We are in the process of developing our Sales and Negotiations Laboratory that will be used until we move into a new one in the Federal Building. This provides a great opportunity to focus on “learning by doing.”

This facility consists of three cubicle rooms (CB 106A, 106B, and 106C). Each of the lettered lab rooms has a camera and a microphone as well as a table and a few chairs. Some very simple directions on how to begin recording your skill practice exercise will be provided prior to the role plays. The walls between the rooms are not sound-proof, but try to focus just on what is going on in your room.

The 3-part learning system in this course is very basic, yet seldom possible in other courses because of various resource constraints. First, we expect you to read and study the text before each and every class. Second, we expect you to attend class, to engage in active listening, take notes, and to actively participate in discussions of the topics relating to these text materials. Third, we expect you to develop and refine your skills and techniques by preparing for and participating in Skill Practice Exercises.

In our opinion, all three parts of the learning system are necessary: (1) self-study of the text, (2) class participation, and (3) active involvement in the Skill Practice Exercises.

The materials for each of the Skill Practice Exercises will be provided to you. In addition, as soon as our official and final class roster is available, we will provide you with a detailed schedule showing each student’s assigned role for each of the Skill Practice Exercises.

In-class Discussion
Unlike most of your other courses, this is a participation-oriented class. Rather than relying upon lectures, considerable class time in Business Negotiations is devoted to discussion and application of course materials. Class time cannot be effectively utilized without extensive, relevant, and insightful discussion provided by students. Consequently, you must be thoroughly prepared for each class and it is necessary to actively participate in order to earn any of these points. It is your responsibility to determine productive ways to provide insightful comments and perspectives on the topics under consideration during each class. In addition, be prepared because you will be called upon and asked to share your insights with the class.

Excellent performance in this evaluation category involves one or more of the following properties: offering a different but relevant perspective based on analysis and theory (not just intuition or casual observation), helping to move the discussion forward, building on the comments of others, clarifying a complex issue for the class, going beyond the “I feel” or “I think” perspective by offering some evidence or logic, and avoiding the tendency to go off on a tangent. It should be understood that attendance is a necessary but not sufficient condition for earning in-class performance points. Therefore, it will not be possible to accumulate a large number of points in this evaluation category if more than a few classes are missed.
Some specific performance standards or benchmarks follow:

– The “A” grade for in class performance means that the student always comes to class prepared for participation. This student brings in outside information and experiences and shares them frequently with the class. The “A” student contributes readily with thoughtful comments that advance the discussion, shows interest and respects the views of others, is always on time, observes the syllabus, and is mentally ready to be challenged. The “A” grade is reserved for the truly exceptional student whose performance is clearly recognized as excellent.

– The “B” grade for in class performance means that the student comes to class prepared and often volunteers thoughtful comments to the class discussion. The “B” student shows interest in and respects the views of others while participating effectively in the class. The grade of “B” is also appropriate for the student who frequently volunteers but whose comments are less well developed.

– The “C” grade for in class performance means that the student who usually comes to class somewhat prepared, but does not voluntarily contribute to the discussion. When called upon, the responses are minimal or incorrect. Nevertheless, these students listen attentively, show interest in the discussion, take notes, and are not disruptive.

– The “D” grade for in class performance means that the student misses or is late for several classes, does not voluntarily contribute to the class discussion, provides incorrect or irrelevant answers when called upon, and generally shows a lack of interest in the class.

– The “F” grade for in class performance means that the student hovers on the periphery of the class and may have a negative effect on the participation of others. These students are often absent or late. They don’t contribute to the class discussion and if called upon have little to contribute. They radiate negative energy to the class, demonstrate bored body language, and may be disruptive or even hostile to the class.

**Attendance**

Students who are **on time** and stay until the end of class will receive one point for each class meeting.

**Grade Improvement Opportunities**

1. **Meet and Greet.**
   
   Earn 2 bonus points for chatting with the professor in his office within two weeks of the first class to help him learn your name.

2. **Movie Night: “The Late Shift.”**
   
   This activity involves watching this 95 minute video titled “The Late Shift.” The video presents a documentary of the business negotiations involved in the battle for getting the job of hosting “The Tonight Show” on NBC upon the departure of the host. The movie will be shown during class time but on a day in which attendance is optional. Earn up to 2 bonus points for attending.

3. **Internet Computer Simulation.**
   
   This activity involves negotiating by means of a computer simulation. You can access the game on almost any computer that has access to the internet. Go to [http://www.zap.ca/demo.htm](http://www.zap.ca/demo.htm) This game involves negotiating the sale of art within a business to business environment. If you are successful, you will eventually reach a screen that states “Congratulations! You achieved the best possible outcome.” Please print that page on your computer. On this page, please write the following statement: “I promise that I am the person who successfully negotiated to achieve this outcome.”
Please sign this sheet and submit it for 3 bonus points. *The deadline for this project is April 15.*

4. **5th Annual ISU Ethics and Corporate Social Responsibility Conference.**
Networks Scholars at ISU will be hosting a conference here in Terre Haute during the semester. Earn some bonus points for attending this event and writing a reflection paper on the activity. Details on the conference will be provided when available.

5. **Analysis of Skill Practice Exercises.**
Beyond the one required review, you have an opportunity review a second skill practice exercises on your computer and prepare another paper for bonus points. An important aspect of learning through experience is to engage in thoughtful reflection shortly after the negotiation experience. To encourage this, you can earn up to 5 bonus points for the second review that you submit during the term. Your written analysis to the Skill Practice Exercise should include a paragraph on each of the following issues: [1] a brief summary of the nature of the negotiating problem, [2] the specification of your BATNAWAP, your target point, your reservation point, and other predetermined goals/objectives, [3] the progression of events in the negotiation, and the solution achieved in comparison to your original goals/objectives, [4] what you observed concerning your nonverbal and listening skills based on your review of the video tape, [5] what you learned about the behavior of others, and [6] what you learned about yourself from conducting this exercise. Please focus your analysis on the 5th and 6th items. *The deadline for submitting this paper is the second class period after the Skill Practice Exercise is conducted in class.*

6. **Career Fair.**
This activity involves attending The Indiana State University Career Opportunity Fair on Wednesday, February 10 from 10:00 a.m. to 2:00 p.m. [See next page for a copy of the ISU Career Center web page found at http://www.indstate.edu/carcen/cof/students/agenda.aspx ] You will need to interact with at least four executives at firms interested in hiring sales people or people in your major. You should tell the recruiter about your experiences in this class and that Dr. Hawes encouraged you to attend the Career Opportunity Fair and to introduce yourself. No later than Tuesday, February 23rd, please submit a one page summary of those experiences. You must also include the names and full contact information (address, phone number, email) of the people you talked to or provide their business cards. You can earn up to 5 bonus points for this project.

7. **Speed Interviewing Review Workshop.**
This activity involves participating in a Speed Interviewing Workshop on April 5 or 7 from 6:00 to 8:15 p.m. sponsored by the ISU Career Center Workshops in DEDE 1. Earn up to 4 bonus points for your participation in this event when you submit a one page reflection paper. To qualify for participation, you must register at the Career Center for one of those evenings ASAP. The deadline for submitting your reflection paper is April 20.
TENTATIVE SCHEDULE

Jan. 12 Welcome, orientation, and discuss Chapter 1 “The Nature of Negotiation.”

19 Discuss Chapter 2 “Strategy and Tactics of Distributive Bargaining.”

26 Discuss Chapter 9 “Ethics in Negotiation” and view/discuss the video “Negotiation: Strategies and Tactics” from Business Advantage, Inc. (24 minutes). [An outline of the video is in the packet.]

Feb. 2 First conduct quiz, then discuss Scenario 1 “Know Your Enemy and Fight Back” [packet]. As you prepare for this class, please consider the following questions:

1. Please evaluate the quality of Jay Mitchell’s planning for the negotiation.
2. Based on the material provided on the first page of the case, what has Jay done well and what has he done poorly?
3. Generally, what are your options when an opponent uses dirty tricks during a negotiation?
4. Which of the three alternatives provided do you think Jay should select? Why?

Following this discussion, we will Conduct Skill Practice Exercise 1 “The Car Deal” [the final contract is in the packet; additional information will be distributed during class] in the Sales and Negotiations Lab CB106. After the role play, please return to the classroom for a debriefing.

9 Discuss Case 1 “A Power Play for Howard” [available in the Blackboard course documents]. Prior to today’s class, please prepare typewritten responses to each of the following questions and submit your paper during today’s class:

1. Please describe at least three ethical dilemmas that a majority of people in the Midwest would have with how these negotiations were conducted.
2. In 1994 during his negotiation with John Nash, the Washington Bullet’s general manager, what were Juwan Howard’s ATNAWAPs and what was the BATNAWAP to the deal that was offered by Nash? How did Howard’s options affect the outcome of the negotiation with Nash?
3. What tactical negotiation mistakes did the Griffey negotiation team make during this course of this case?
4. Please identify and discuss at least three general negotiation lessons that can be learned from this case.

Following the case discussion, we will talk about next week’s exam.

16 Test 1

23 Discuss Chapter 3 “Strategy and Tactics of Integrative Negotiation.”

Mar. 2 Chapter 5 “Perception, Cognition, and Emotion” [gold book.] Then Conduct Skill Practice Exercise 2 “BestBooks/Paige Turner” [preliminary information is available in the Blackboard course documents; the final contract is in the packet; and additional information will be distributed during class] in the Sales and Negotiations Lab CB106. After the role play, please return to the classroom for a debriefing.
Spring Break – No Class – Enjoy!

16 View and discuss a video titled “The Stanford Guide to Negotiations: The Sluggers Come Home” (59 minutes). [An outline of the video is in the packet.]

23 Discuss Chapter 7 “Finding and Using Negotiation Power.” Then, **Conduct Skill Practice Exercise 3** “Knight Engines/Excalibur Engine Parts,” [preliminary information is available in the Blackboard course documents; additional information will be distributed during class] in the Sales and Negotiations Lab CB 106. After the role play, please return to the classroom for debriefing.

30 Discuss **Case 3** “Frasier” [handout]. Prior to today’s class, please prepare typewritten responses to each of the following questions and submit your paper during today’s class:

1. Consider the factors listed on the slides at the end of Chapter 3 which are designed to help a negotiator size up a situation. Provide a written evaluation for each factor, develop a scorecard or chart summarizing your judgments, and ultimately draw an overall conclusion as to whether Marc Graboff should have approached the situation as a distributive or as an integrative negotiation.
2. Generally, how is a Zone of Potential Agreement defined? What is your estimate of those values in this case? Please explain your reasoning.
3. What metrics (benchmarks) can Marc Graboff use to evaluate his negotiation performance and what would they show?
4. How do you feel about the ethics of Marc Graboff having worked at CBS prior to NBC and then using knowledge to directly benefit NBC during this negotiation so soon after he left CBS?
5. Please identify and discuss at least three general lessons (or morals of the story) about negotiation that can be learned from this case.

Apr. 6 Begin class in CB 0301. Then, **Conduct Skill Practice Exercise 4** “Towers Market” in the Sales and Negotiations Lab CB 106 [preliminary information is available in the packet; additional information will be distributed during class]. After the role play, please return to the classroom for a debriefing.

13 Begin class in CB 0301. Then, **Conduct Skill Practice Exercise 5** “Bacchus Winery” in the Sales and Negotiations Lab CB 106 [preliminary information is available in the Blackboard course documents; the final contract is in the packet; and additional information will be distributed during class]. After the role play, please return to the classroom for a debriefing.

20 Optional Attendance: Watch “The Late Shift” video, a depiction of the business negotiations to replace the host of NBC’s Tonight Show.

27 Discuss Chapter 20 “Best Practices in Negotiations.” Complete Reputation Index [Note: there will be a substantial penalty for not completing this form during this class.] Then, we will talk about the test to be conducted next week.

May 4 **Test 2**
Part 2: 30% of Overall Grade

Course: Strategic Marketing Management: MBA 624 Indiana State
Semester–Spring 10, MW, 2:00 p.m. to 3:15 p.m. Room CB 303
Instructor: Dr. Dale Varble
Office: CB621, for an appointment call 237-2086
Email: dale.varble@indstate.edu

Course Objectives Part 2:

The course is a comprehensive study of marketing strategies and their implementation giving the student a solid foundation for applying the concepts and theories learned in previous marketing courses and other business classes. The course is designed to help students understand how marketing is integrated into management of the total organization. The course includes problem solving, planning, managing and controlling the organization to achieve the objectives within the context of the organization’s mission statement. Class activities will primarily focus on how the concepts can be applied in a variety of different settings but most specifically by using a simulation.

Specific Course Objectives:

1. To study and understand the elements of market analysis.
2. To study and understand the integration and application of marketing with other functional areas of business.
3. To identify and apply principles of brand management.
4. To identify and utilize activities associated with product promotion.
5. To identify and utilize activities associated with product sales and distribution.
6. To list components of competitor intelligence and practice competitor analysis.
7. To identify and describe the marketing role in new product development and release.
8. To establish goals, objectives, plans, strategy and tactics.
9. To measure and determine if the goals and objectives have been achieved in the specified time period and make adjustments to tactics, plans and strategies based on the outcomes.

To be a leader, serve others. To serve others, take action.

Conduct and Academic Policy: All students are expected to abide by the “Code of Student Conduct and Disciplinary Procedures of the Indiana State University Student Handbook” See the website: http://www1.indstate.edu/sjp/docs/code.pdf. The following are addressed in the handbook: Cheating on examinations

- Plagiarism
- Turnitin.com software to detect plagiarism is used in this course

- Falsification, forgery, and obstruction
- Multiple submission
- Facilitating academic dishonesty
• Misconduct in research and creative endeavors
• Misuse of academic resources
• Misuse of intellectual property
• Violation of ethical and professional standards

Violation of any of the above can result in a failing grade in the class and/or dismissal from the program, college and university.

Class Policies:
1. Syllabus Modifications—the instructor reserves the right to change the course syllabus as circumstances may require and any changes will be announced in class with sufficient notice. All students are responsible for obtaining information on changes.
2. Attendance—You can attend the Marketing 448 class if you wish but one hour a week meeting with the four of you as a group would also work.
3. Assignments are not accepted after the deadline date and time.
4. Special or Extra Assignments—there will not be any special or extra assignments given to any student to improve their grade.

Course Material:
- Capstone Business Simulation “Team Member Guide 2010” and associated student software.
- Various articles available from the ISU library
- Other material as needed.

Class Materials Costs:
- Capstone Business Simulation On-line Registration $45.00
- Capstone Business Simulation Student Guide 2009 Free

Required Computer Elements:
- Every student must have an e-mail address accessible from ISU computers.
- Every student should have access to Excel and Word.

Grading Requirements and Procedures.

Projects:

Determination of Final Grades for this 30 percent:

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<thead>
<tr>
<th>Simulation</th>
<th>Weight %</th>
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<tr>
<td>Strategic Plan including marketing plan</td>
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<tr>
<td>Half way (after round 4)*</td>
<td>10</td>
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<tr>
<td>End (after round 8)*</td>
<td>10</td>
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<tr>
<td>Presentation oral and written stakeholder report (Capstone)**</td>
<td>5</td>
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*One half of your score will be calculated by taking the weight of the success measure by the percentage of points achieved by the team out of the total available. For example assume that the success measure of weighted profit is 12% out of 100% in importance and that your team has earned 10% of the profit earned in the industry, your score at the end of the halfway point would be .12 X .1 X 15 points plus the points the team has achieved on the other factors it has given a weighting and
calculated in the same way. The other one half of your score will be calculated in the same way but using the factors in the balanced score card.

**The Capstone presentation requires a team write-up and PowerPoint presentation by ALL team members of their team’s strategy, methodology, accomplishments and failures. (See the assignment section of Blackboard for more information)

Grading Scale:

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<tr>
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<th>Percentage</th>
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