BizX2200 Student Workbook

Innovation

Toshiba

Madison Y. Huff

Photo Credit: Bill Gurley
Welcome to BizX2200! Today we will be reviewing the syllabus, forming groups, and selecting companies. Unlike BizX1100, our focus will be on B2B product providers. You should expect that this course will go more in depth and challenge you to think critically about your products. The main focus of this course is innovation. Throughout all of the labs, you will find questions that relate to innovation. The more effort you spend on the labs throughout the semester is less time you will have to spend preparing your end-of-semester presentation.

Collaborative team work will be vital to the successful completion of this course and achieving the learning outcomes designed for these labs. There is also an individual portion of this course that is dependent upon completing pre-class assignments. Now that you are a college sophomore, you are responsible for your attendance. As in a career, missing a day of work puts you behind, affects your team, and can ultimately affect the company’s performance. You will have lab assignments that you must complete and you are responsible for turning in. In other words, you must be present when turning in work to receive participation and assignment points (a classmate cannot do it for you). If you have extenuating circumstances (death in the family, illness, etc.) and arrange previous to the time of the lab, a classmate is permitted to turn in any assignment for you.

The purpose of this class is for you to fully understand business processes and how to evaluate and to innovate a product and company. As many companies use presentations to effectively communicate information, your team will be presenting on your research and findings. This will consist of a 10-15 minute presentation to the class.

This year, since the material is more in depth, you will be assigned an alumni mentor at the company your team selects. You should maintain a professional and consistent relationship with this person.

Any questions or concerns throughout the course should be directed to one of the people at the top of this page. We all look very forward to a fun and successful semester!
This Business Experience course is second in a series of four lab-based courses and builds on your previous learning in BIZX 1100 (customer). Your focus for this lab will be on B2B products. The series also provides you with opportunities to integrate the knowledge and skills learned in other courses within the College of Business.

Course Materials
Required book: BizX2200 Student Workbook

Highly Recommended: Bring Laptop for use during labs. We’ll also have a limited number of iPads.

Other items:
Check your email messages and MyBGSU daily for any messages or announcements
Additional course information will be available on MyBGSU under My Courses (Blackboard)

BIZX 2200 Learning Outcomes: What You Can Expect to Learn
Inquiry – You will learn how to investigate a product, its customers, and the services that it provides to deeply understand how customer value is created.
Communication—You will learn about and be expected to prepare professional assignments, and presentations. You also will get to hone your presentation skills as part of a team.
Participation and Leadership—You will be engaged in activities that help you learn more about a specific product and its customers to help you develop leadership competencies. Also, you will be working on becoming better at collaborating with a group.

Personal and Social Responsibility—You will learn about some of the ethical questions that arise in business. You will develop skills that will help you become a globally-rounded addition to your future employer.

Innovative Thinking—You will learn methods of opportunity recognition that lead to innovation and will further develop those that have the most potential.

Business Knowledge—You will demonstrate your understanding of why customer value is the central concept of the BSBA Framework (circle or “pie” model), by demonstrating insight into how your organization solves the customer’s problems and how their service provides the value they are seeking.

Collect Evidence of Learning—You will collect evidence of your progress on the learning outcomes to date.

How We Will Evaluate What You Have Learned
Your grade reflects how well you demonstrate what you have learned. We make every effort to give you a solid foundation and coaching so you can do your best. Ultimately, the grade is about how well you have learned and how well you have demonstrated that learning in a team environment.

<table>
<thead>
<tr>
<th>Grade Component</th>
<th>Points</th>
<th>Percentage</th>
<th>Grades*</th>
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<tbody>
<tr>
<td>Team Project: Presentations, Peer Evaluation</td>
<td>120</td>
<td>52%</td>
<td>A = 208 - 230</td>
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<td>B = 185 - 207</td>
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<td>F = &lt;137</td>
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<td>Weekly Labs &amp; Team Participation (5 points @ 12 labs)</td>
<td>60</td>
<td>26%</td>
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<tr>
<td>Pre-Class Activities &amp; Miscellaneous (10 points * 5 activities)</td>
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<td>22%</td>
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<td>Total</td>
<td>230</td>
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*You must achieve the corresponding criteria in order to earn the corresponding grade. There is no “rounding up”, “extra credit” or “curve”.

To earn full credit (5-15 Points) for each meeting you must:
Arrive at meeting on-time and remain engaged for the entire meeting.
Be an active participant with your team while working on activities.
Assist your team in demonstrating your work to your supervisor, executives and others.

Due Dates and Conflict Issues Policy
Due Dates
Assignments are due before or during the specified meeting (in person). There is no credit for late submissions.
Conflicts
When schedule conflicts arise such as commitments to family, university, military, sports, job or other emergencies, it is your responsibility to have all assignments delivered before or during the meeting that it is due. For assignments that require you to be present at the meeting and one of the above situations arise, only written excuses will be accepted.

What We Expect of You:
Attendance
Attendance is not optional. There is a direct correlation between attendance and job performance. It is in your best interest to establish this predictor of success early in your business career. Because this is a simulated business project and team participation is a critical success factor, a failing grade will automatically take place for a student that misses 3 days of class.

Team Participation
You must actively participate within your team and share thoughts, input, and give and receive feedback. All work should be shared equally amongst the team. Non-participatory students will be penalized with a reduction of points. At the end of the course, you will evaluate your own participation, as well as your team members. Be honest and truthful in your evaluation. If your team has a member or members that did not contribute positively to the presentation, we want to know. This evaluation will be submitted in secrecy, so your teammates will not know the score you provided. If your team is experiencing issues that need to be discussed with urgency, please contact your instructor or graduate assistant.

Professional Correspondence
We welcome emails with your questions and comments. When you send an email, please identify your department, BIZX2200, and the day and time of our meetings to assist in facilitating a response.

Honesty and Integrity
Workforce ethics are modeled after the BGSU Code of Conduct. You are encouraged to review them at these links:
http://www.bgsu.edu/offices/sa/studentdiscipline/

Withdraw Policy
Your instructor follows the BGSU guidelines for withdrawing. If student chooses to withdraw, a “W” or “WF” will be assigned based upon performance at that time. An average grade of 60% or less at the time of withdraw will receive a “WF”.

Accommodations for Disabilities
Please speak to me privately during your first week of employment if you have a documented disability that requires modification of your workspace, or any other requirements, so that appropriate arrangements can be made.

Cell Phone Usage
Please get in the habit of silencing your cell phone before meetings start.
**Laptops:**
The use of laptop/notebook computers is encouraged as it relates to researching and organizing your material. Please do not abuse this privilege by displaying material on your screen that is not work-related and may be a distraction to your co-workers.

**What You Can Expect of Your Management Team**
A great way to comprehend material that you are unsure about is to meet one-on-one. We are here to coach you, answer your questions, and do whatever is in our power to make this a successful experience.

We promise prompt feedback, fairness, and responses to your questions and emails. If we do not know the answer, we will direct you to where you can find it.
Lab 1- Pre-Class Activity

Pick any product that is of interest to you. For the purpose of this exercise, it might be best to pick a tangible product with which you are familiar. Once you have selected your product, watch this short video: 3 Elements of a Product [http://www.youtube.com/watch?v=JbnTxo9CQDM]. Please pay close attention from the beginning through 1 minute and 32 seconds of the clip (1:32). It is not necessary to watch the full clip. You may find it helpful to pause the video and write a few notes. Following the clip, please look through the PowerPoint posted on BlackBoard.

Once you have viewed the clip and studied the PowerPoint, please answer the following questions to the best of your understanding about the product you have selected:

What is the name of your product?

What is the CORE PRODUCT?

What is the ACTUAL PRODUCT?

What is the AUGMENTED PRODUCT?
Lab 1- In-Class Assignment

Using the above chart with your group, you will answer questions about your group’s product. Conduct some generic research from the company’s website, Google, and other resources. Please prepare a 1-2 minute presentation to give toward the end of class about your group’s findings.

Identify as many core benefits as possible that come with purchasing and using this product.

Describe the actual product and the role each of the different components (including brand name, features, design, quality level, and packaging).

What could be done to the actual product to improve its attractiveness to consumers or to make the product more useful?

Explain each of the different kinds of augmented product benefits that are offered with this product (or your group believes could be offered). Then consider and evaluate how important your group believes these value-added services add to the usage of the product.

What other augmentations could be added to the product?
Lab 1 - Summary Paper

Take the last two minutes of the lab and jot down what you felt was most important from today’s lab. Include aspects that you may want to include in your presentation at the end of the semester.

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Lab 2- Pre-Class Activity

Pick any product that is of interest to you. You may choose to use the same product from the Lab 1 Pre-Class Activity. Please review the Chapter 2 PowerPoint slides. Use this information to answer the following questions to the best of your understanding about the product you have selected:

In what stage of the product life cycle does your product currently reside? Why?

What is the product?

Where is it available? Do you see any opportunities of where it could be made available?

What is the price of your product? Do you think this is a reasonable price? Should it be higher or lower?

What promotions or marketing activities are used to promote your product?
Above is the product life cycle that was introduced in your pre-class activity. Please conduct research on your given product with your team and answer the following questions:

When was your product introduced? What was its intended use?

If applicable, how has your product changed since its introduction? In your opinion, is it innovating quick enough to stay relevant?

Given your research, what stage of the product life cycle is your product in? What leads you to this conclusion?

If your product is in introduction: what would you do to encourage growth (promotions, innovations, business changes, etc.). If your product is in growth: would you rather your product remain in growth or continue to maturity? How would you push this process along or maintain the position? If your product is in maturity: What efforts would you be doing to keep your product from reaching the declining stage? Or do you want your product to move quicker into decline to bring out a new product in its place? If your product is in decline: would you let this product die out and bring in a new product, or would you rather try to revive this product with new promotions or marketing strategies or offer the product to another company who provides complementary products?
Lab 2 - Summary Paper

Take the last two minutes of the lab and jot down what you felt was most important from today’s lab. Include aspects that you may want to include in your presentation at the end of the semester.
Lab 2 - Mentor Outreach Assignment

Your team was given the name of an alumni contact within your organization. He or she will prove to be your most valuable asset in completing your project. You are responsible for reaching out to your mentor and maintaining professionalism throughout all communications. Have the following completed by the next class and CC your graduate student or instructor in the email:

Choose one team member to be a team liaison to contact your assigned mentor. Write the team member’s name here _____________________________.

Help your team liaison create a short, FORMAL, PROFESSIONAL email to send to your alumni mentor. Include all team member’s names, year, and specialization. You will also need to determine with your group and mentor which method of communication (email, phone call, Skype, face-to-face etc.) will be most conducive to you and your mentor’s needs. You may find it helpful to set up a weekly/bi-weekly meeting time.

If you have any questions from Lab 1 or 2 that your mentor might be able to answer, include this in the email.

All alumni mentors or a company representative are invited to come and watch your presentation at the end of the semester. Please inform them that the exact day and time is to be included in a following email.

Note: If your email does not appear or sound professional, your team will not get credit for completing this assignment. If you would like your graduate student, teaching assistant, or instructor to read over the email before it is sent, please do not hesitate to send a copy.
Lab 3 - In-Class Assignment

This assignment will focus on your product's history. In your final presentation, you are required to give background information regarding your product. You may find it helpful to research the company's history as this may provide insight into why your product was created. In addition to your company’s website, you must pull information from a library database and cite it at the bottom of this page. You can access the database through the bgsu.edu website.

When and where was the company founded? Who was the founder?

Why was the company founded? What consumer need were they trying to fulfill?

Is the product they introduced in the beginning similar to what is available now? If not, what changes and innovations have been made?

Are there other products available within your company? What product is your company known for?

What sets your product apart from competitors’ products?

Does your company use any sustainability efforts in the creation of your product?

What do you find interesting about your product’s history?
Lab 3- Summary Paper

Take the last two minutes of the lab and jot down what you felt was most important from today’s lab. Include aspects that you may want to include in your presentation at the end of the semester.
Lab 4- In-Class Assignment

This lab is designed to help you understand the supply chain of your company. Some companies do not publicly reveal their suppliers to keep competitors away, so you may find it beneficial to get in contact with your alumni mentor to find what kind of materials are used in your product’s creation. If your contact cannot give you all of the information, do your best to create a rational logical supply chain and logistics process for your product.

What materials are necessary to create your product? You may find it helpful to search YouTube for this.

Where are these materials found?

How do they get from a raw state or supplier to manufacturing facilities? What modes of transportation are used?

How expensive are these products? What is the current market trend for prices?

What would happen to your supply chain if there was a shortage of your key resource? State how it would affect the company, the industry, the consumer, and possibly the economy as a whole.

Starting with the CUSTOMER, use the whiteboards to create a supply chain diagram. You may want to take a picture once completed for future reference.
Lab 4- Summary Paper

Take the last two minutes of the lab and jot down what you felt was most important from today’s lab. Include aspects that you may want to include in your presentation at the end of the semester.

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Lab 5- In-Class Assignment

Answer the following questions regarding production processes for your assigned product. You may find it helpful to refer to the Lab 5 PowerPoint slides. Many companies also post tours and videos of their production process on YouTube. If you cannot find your specific company, research how comparable products are created. The show, How It’s Made, is another good tool.

Outline the conversion product that transforms raw materials, labor, and other resources into finished goods.

Is this process more labor or capital intensive?

Does your company use a make-to-order, make-to-stock/mass production, or mass customization process? Can the process be adapted to other methods?

Does your company use a process line (batches), product line (assembly line), or cellular line (fixed assembly) facility layout? Will location and appearance of your facility affect productivity (services are provided when and where the customer desires)?

Discuss how purchasing (raw materials-supplies), inventory control (services can’t be stored typically), scheduling (labor), and quality control affect production at your company? If a service, how will you forecast demand for your service?

Discuss how technology advances (such as computer-aided or flexible manufacturing systems) can relate to better production of your product?
Would a focus on employee motivation and participation improve productivity at your company?

Would reducing costs through supplier selection improve productivity at your company?

Would more investment in facilities, equipment, technology and automation, and employee training improve productivity at your company?

What innovations could your team make to your product or company to improve the production process? Think about whether you would want to increase capacity, improve efficiency, allow for more customization, or anything your team thinks could improve the product itself, or the company as a whole. Given that your presentation is heavily weighted towards innovation, you may want to speak with your alumni mentor for suggestions or feasibility of a suggestion.
Lab 5- Summary Paper

Take the last two minutes of the lab and jot down what you felt was most important from today’s lab. Include aspects that you may want to include in your presentation at the end of the semester.

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Lab 6- In-Class Assignment

This lab is designed to help you learn about distribution channels. You will need to review the next page, and use the information to help you answer the following questions:

What are the types of distribution channels used in your company?

Who is involved in the channels?

Do you think these channels are efficient? How could you improve them?

Would increasing the number of distribution centers assist in getting products to the end user faster? Or would increasing the number of channels be more effective? Why?

Does your company use an agent or broker? If so, do you think it’s a positive aspect of the distribution channel?

What would you need to do if you added another channel? What effects would the company see if a channel was subtracted?

What does your team suggest to improve the channels? If you think that the channels are already well-established and efficient, how could the company cut costs?
Lab 6 - In-Class Assignment Accompanying Information

Types of Channels:

**Consumer Goods**

Channel A – Producer Directly to Consumer

Channel B – Producer to Retailer to Consumer

Channel C – Producer to Wholesaler to Retailer to Consumer

Channel D – Producer to Agent to Wholesaler to Retailer to Consumer

**Business Goods**

Channel A – Producer Directly to Business User

Channel B – Producer to Agents to Business User

Channel C – Producer to Wholesaler to Business User

Channel D – Producer to Agent to Wholesaler to Business User
Lab 6- Summary Paper

Take the last two minutes of the lab and jot down what you felt was most important from today’s lab. Include aspects that you may want to include in your presentation at the end of the semester.

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Lab 7- In-Class Assignment

It seems that every company today is making an effort to be more socially or environmentally responsible. Research what your company is doing in these areas. Review the information on the next page to help you get a basic understanding of each concept:

What is your company doing to be more socially responsible? How much does your company spend to take these actions?

Does your team think this is a proper amount of money? If not, explain what other social responsibility initiatives your company should partake in to improve their community and/or their corporate image.

Is your company making efforts to go “green”? What are they?

What else could your company do to promote environmental wellness?

How is your company spreading the word that they are taking these initiatives? What other channels could be used? Is it important to your team that the company seeks recognition for their actions?

What are the benefits of being a socially and environmentally – responsible company?
Social Responsibility & Environmental Responsibility

The idea that companies should embrace its social responsibilities and not be solely focused on maximizing profits. Social responsibility entails developing businesses with a positive relationship to the society which they operate in. According to the International Organization for Standardization (ISO), this relationship to the society and environment in which they operate is "a critical factor in their ability to continue to operate effectively. It is also increasingly being used as a measure of their overall performance."

Many companies, particularly "green" companies have made social responsibility an integral part of their business models. What's more, some investors use a company's social responsibility - or lack thereof - as an investment criterion. For example, one who has a moral (or other) objection to smoking, may not want to invest in a tobacco company.

That said, not everybody believes that business should have a social conscience. Noted economist Milton Friedman noted that the "social responsibilities of business are notable for their analytical looseness and lack of rigor." Friedman believed that only people could have social responsibilities. Businesses, by their very nature, cannot.

Credit: Investopedia.com
Lab 7 - Summary Paper

Take the last two minutes of the lab and jot down what you felt was most important from today’s lab. Include aspects that you may want to include in your presentation at the end of the semester.
Lab 8 In-Class Assignment

This course is not only designed to help you learn about a product and a company, it’s designed to help you think creatively about how to make it better! This lab is all about innovation. As previously stated, the presentation should be designed around innovations to the company. You may find it helpful to look back at the previous pages, as some of the questions are designed to promote innovative thinking. Begin with a problem, suggest multiple possible solutions, evaluate the options, and implement a solution. You may also begin with something your product or company does well and expand to make it even better! Think about time, effort, labor costs, research and design costs, and other aspects of the company that may be effected. Look at a competitor’s model if they do something better than your company. How can you take what they’re doing and make it better?

What would your team suggest to innovate an element of the Marketing Mix (Product, Place, Price, Promotion)? You may choose more than 1 if you desire.

What would your team suggest to innovate the supply chain?

What would your team suggest to innovate the logistics process?

Does your team see a way to innovate the production process?

What would your team do to innovate your company’s distribution process?

What could you do to innovate your company’s social and environmental responsibility?
What new offerings could be included in the product? Is there a service or additional product that could be bundled with the product?

Any other creative ideas your team has for innovations:

Okay, now choose what your team feels to be the best potential innovations, and build around it. Be sure to reach out to your alumni mentor for assistance.

What is the innovation? What is the goal? Who would be involved? How much do you think it would cost? How long would it take to implement? Would new markets be reached? How will this innovation affect labor? If you have to cut costs to implement the innovation, how would you do it? How would it affect your company in the long run?
Lab 8 - Summary Paper

Take the last two minutes of the lab and jot down what you felt was most important from today’s lab. Include aspects that you may want to include in your presentation at the end of the semester.
Lab 9- Pre-Class Activity

Being able to read and interpret a 10-K and other financial statements is a crucial skill for any business major. Pick a public company of interest to you. Search your company’s name and 10-K in Google. Some companies may have their 10-K available on their website. Using the 10-K, answer the following questions:

What is the name of the company?

Where did you find their 10-K?

What was the company’s most recent Net Sales? How does this compare with the past 3 years?

What is the company’s total assets? Liabilities? Shareholder’s equity?

What was the company’s Cost of Sales?

What was the Gross Margin?
Lab 9- In-Class Activity

After completing the pre-class activity, you should be familiar with a 10-K. Pull up your company’s 10-K and analyze your company’s financials.

What was your company’s Net Sales? Net Income? How does the most recent years compare to the past 3 years? Is there an explanation for the changes?

Calculate Profit Margin (Net Income / Sales)
Compare your number to the industry average or of a competitor. Is your result a good number?

What are the total assets? Total liabilities?

Calculate Debt Ratio (Total Debt / Total Assets)
Do you think this is a good number? Why do you think this?

What are the total current assets? Total current liabilities? Total Shareholder’s Equity?

Calculate the Current Ratio (Current Assets / Current Liabilities)
Do you think this is a good number? Why do you think this?
Calculate Return on Assets (Net Income / Average Total Assets**)  

**Average Total Assets = (Current Year Total Assets + Prior Year Total Assets) / 2  

Do you want this number to be higher or lower?

Calculate the Inventory Turnover Ratio (Cost of Goods Sold / Average Inventory**)  

**Average Inventory = (Current Year Inventory + Prior Year Inventory) / 2  

Do you want the inventory turnover to be higher or lower?

What was your company’s Gross Margin? Do you want this number to be higher or lower?

Now that you have a basis of your company’s financials, think about how your innovation would affect these financials?
Lab 9- Summary Paper

Take the last two minutes of the lab and jot down what you felt was most important from today’s lab. Include aspects that you may want to include in your presentation at the end of the semester.

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Lab 10- In-Class Activity

Marketing and sales are extremely vital to the success of a company. Marketing is how consumers know about your products. Marketing and sales teams generally work very closely to create goals and strategy for promoting the products. Because this course focuses on B2B products, it’s less common that you will find companies advertising with television or radio ads. However, companies still need a way to get the word out about their product. Work with your team to create a marketing strategy to promote your products. Be creative! You can create discounts, bundles, volume discounts, use sales reps, etc.

What is your product’s unique selling proposition? What does it offer the customer that a competitor can’t?

Define your target market. Are you looking to pitch your product to a large Fortune 500 corporation or a small Mom and Pop shop? How would your strategies differ?

What channels are you going to use to spread the word (face-to-face, internet, phone, etc...)? What are you going to say to grab their attention?

How are you going to follow up? How will you retain customers?

Are you willing to adjust prices to work with potential consumers? Why or why not?

Would you find it beneficial to attend trade shows or workshops to promote your product?

What would you do if you hear that a long term customer is now using another supplier? How would you go about marketing your product to get them back?
Lab 10 - Summary Paper

Take the last two minutes of the lab and jot down what you felt was most important from today’s lab. Include aspects that you may want to include in your presentation at the end of the semester.

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Lab 11- In-Class Activity

This lab time is devoted to allowing you to work on your project with your team, and having access to the instructors to assist at your convenience. This would be an excellent time to begin going through the presentation rubric and outline below. The times don’t need to be an exact, but are a representation of the proportion of time you should be spending on each section. The following is an outline of how your presentation should be designed:

**Intro and Background Information**

1. Introduction of team members (30 seconds)
2. Introduction of the company and basic product history (30 seconds)
3. Basic financials of your company (20 seconds)
4. The market and need served by your product (30 seconds)
5. How your product is created and distributed (supply chain, logistics, production process, and distribution channels used) (60 seconds)
6. Marketing techniques and strategies used (30 seconds)
7. Social and sustainability efforts (30 seconds)

**Innovation Suggestions**

1. Introduction for innovations to the product or company (30 seconds)
2. Goals desired to be achieved by the innovation (30 seconds)
3. In-depth description of efforts and resources necessary to implement the innovations (90 seconds)
4. Estimated cost of innovation implementation (30 seconds)
5. Why there is a need or benefit to the suggested innovation (30 seconds)
6. What effects will take place on the company (30 seconds)
7. What changes you hope to see in customer relationships, financials, etc. (30 seconds)

**Conclusion and Wrap Up**

1. Conclude the innovations section (20 seconds)
2. Thank your alumni mentor and the company in the audience if they are present (10 seconds), if he or she is not present, conclude, thank the audience, and proceed to ask if there are any questions (10 seconds)
3. Question and Answer session (Until all questions are answered or time is up)
**BizX2200 – Team Project: Team Presentation Guidelines and Rubric**

**Introduction (10 Points)**
Briefly introduces team, product, and company and the purpose of the presentation

**Background (30 Points)**
Provides audience with the sufficient background knowledge necessary to understand recommendations

**Recommendations (40 Points)**
Suggests three specific recommendations for improvement to team’s product for consideration
Defends recommendations through use quantitative and qualitative data, from the result of substantial, in-depth analysis, with detailed explanations and application to research
Offers fully developed, and logical ideas that result in a complex, persuasive justification

**Other Components (10 Points)**
Presentation timing between 10 and 15 minutes

**Mechanics (10 Points)**

<table>
<thead>
<tr>
<th></th>
<th>Advanced (10-8 Points)</th>
<th>Intermediate (8-5 Points)</th>
<th>Basic (5-2 Points)</th>
<th>Beginning (2-0 Points)</th>
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<tbody>
<tr>
<td><strong>Organization</strong></td>
<td>Team presents information in a clear, logical sequence that is very easy to follow</td>
<td>Team presents most of the information in a logical sequence; relatively easy to follow</td>
<td>Team presents information in a way that is difficult to follow; jumps around</td>
<td>Team presents information with little or no logical sequencing; very hard to follow</td>
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<tr>
<td><strong>Eye Contact</strong></td>
<td>Holds attention of audience with direct eye contact; refers to notes only occasionally or not at all</td>
<td>Consistent eye contact with audience; some referring to notes or slides</td>
<td>Inconsistent eye contact with audience; refers to notes frequently and/or depends on slides for notes</td>
<td>No or minimal eye contact with audience; reads from notes</td>
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<tr>
<td><strong>Voice and Pacing</strong></td>
<td>Team’s voice was clear, articulate. Positive tone, non-defensive, confident, energetic. Well paced, using pauses or other moderations to hold attention or emphasize points.</td>
<td>Team’s voice was reasonably clear and articulate, with light use of fillers. Tone was positive and non-defensive; moderate energy. Well paced.</td>
<td>Team’s voice was low with some inflection; used repetitive fillers (“um”, “like”, “you know”). Delivery in bursts, poorly paced, low energy.</td>
<td>Team mumbled, spoke too quietly to be heard; monotone voice. Spoke too fast to be understood or too slow to hold attention.</td>
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<td><strong>Body Language</strong></td>
<td>Movements seemed fluid and helped the audience visualize.</td>
<td>Made movements or gestures that enhanced articulation</td>
<td>Very little movement or descriptive gestures</td>
<td>No movement or descriptive gestures</td>
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<tr>
<td><strong>Poise</strong></td>
<td>Displays strong self-confidence, makes no mistakes</td>
<td>Makes minor mistakes, little or no tension</td>
<td>Displays mild tension or nervousness; has trouble recovering from mistakes</td>
<td>Tension and nervousness is obvious; has trouble recovering from mistakes</td>
</tr>
<tr>
<td><strong>Professional Appearance</strong></td>
<td>Team’s appearance reflected excellent grooming and appropriate business style. Overall effect was one of confidence and credibility.</td>
<td>Team was well-groomed and dressed in appropriate business style (pressed clothing, appropriate fit/cut, minimal jewelry)</td>
<td>Team was well-groomed, but clothing detracted from credible, business like appearance</td>
<td>Team lacked business grooming and clothing</td>
</tr>
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