



## **BUAD 105 – The Business Experience**

### **Course Syllabus**

**Fall Semester 2014**

**Sections – 14498; Location – HOH 418  
14499; HOH 418**

**Class Sessions: M 2:00 to 3:50 pm (14498)  
W 2:00 to 3:50 pm (14499)**

**Professor: Bob Kiddoo  
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**Office Hours: M & W: 12:00 – 12:30 pm; 6:00 – 7:00 pm;  
and by appointment**

### **Course Description**

Business is all around you. In short, a business is an organized group of people and activities that supply goods and / or services to organizations and people across the globe. A business can be called many things: public, private, a corporation, a partnership, a proprietorship, family owned, etc. and can be set up for a variety of purposes: to earn profit, provide social services (e.g., government, education), or help those in need (i.e., charities).

During this 2-unit course we will go through the process of planning and performing a series of selected activities typically associated with the startup and / or management of a business. In addition, we will work toward understanding some basic processes associated with how a business: 1) gets what it needs to operate; 2) uses what it gets to produce goods and / or services; 3) sells its goods and / or services; and then 4) tells the world (e.g., its owners, people / organizations who helped it along the way, its suppliers, its customers, the government, and other interested parties) how well it is doing. By the end of this class, you will be able to tell your friends, family and other classmates what the major components of a business are, how a business works, and how every class you take at the Marshall School makes you a better / more successful business professional.

### **Learning Objectives**

Upon completion of this course, you should be able to:

- Identify, discuss and demonstrate understanding of key functional business areas and their interactions / dependencies by developing an overall business model showing how core business activities work together to help create a successful business organization. *(Marshall Learning Goal 1)*
- Identify, discuss and provide solutions for industry and regulatory compliance requirements by evaluating the key business processes of a major public company in relation to current industry and regulatory requirements and designing processes to achieve compliance and enable appropriate reporting. *(Marshall Learning Goal 3)*
- Identify, describe and provide solutions for industry and company data requirements, both at the operational and strategic levels, by designing a data model to support the information and analytical needs of a major public company. *(Marshall Learning Goal 3)*
- Demonstrate understanding of the usefulness of business tools, such as excel, by preparing a set of interrelated spreadsheet based budgets, forecasts and pro forma financial statements. *(Marshall Learning Goal 1 & 3)*
- Describe and demonstrate understanding of how the Marshall School's common body of knowledge (i.e., core classes) will make you a better business professional by identifying how the core subjects work together to support and improve the business concept your team develops over the course of this class. *(Marshall Learning Goals 1 & 3)*

To achieve these learning objectives, a combination of background reading, interactive discussion / lecture and example cases / problems will be utilized. Please note, the most important word in the sentence above is “interactive.” The reason is research on learning indicates it is difficult to gain anything more than a superficial understanding of material without practice and feedback. Therefore, you should expect our class sessions to incorporate a substantial amount of both. To prove you have achieved the learning objectives stated above, by the end of this course: 1) you will be required to demonstrate your knowledge by working problems and cases during exams; and 2) you will help your team complete a set of deliverables for a business concept of your choosing (with instructor approval).

### **Required Materials**

The following software is available in the bookstore. In addition, Microsoft Office (without Visio) can be obtained by students through the ITS website at <https://itservices.usc.edu/officestudents/>.

- Microsoft Corporation’s *Office Professional and Visio* (Other tools can be substituted as long as the instructor grants prior approval.)

Feel free to purchase virtually any versions of the software as it may result in cost savings.

### **Prerequisites and Recommended Preparation**

This course is open to business and accounting majors and cannot be used for upper division credit. There are no prerequisites.

In addition, regular reading of a general business periodical or newspaper’s financial section will aid in your business education. The Wall Street Journal can be purchased at a discounted student rate at [www.wsjstudent.com](http://www.wsjstudent.com).

Although not required, you will find it helpful to bring a computer / tablet / calculator (some kind of business useful technology -☺) to class to work in class assignments and provide input to discussions.

### **Course Notes**

Distributed materials and other class information will be available through your Blackboard account.

### **Grading Policies**

Your grade in this class will be determined by your relative performance on two exams, the highest two score from two quizzes, and in-class exercises. The total class score will be weighted as follows:

	Points	Weight	
In-Class Business Cases	200	60%	(Individual)
Analysis Presentation	10	10%	(Group)
Analysis Documentation	10	10%	(Group)
Project Review	10	15%	(Group / Individual)
Participation	10	5%	(Individual)

After each student’s weighted total points are determined for the semester, letter grades will be assigned on a curve according to Marshall School of Business grading guidelines.

Final grades represent how you perform in the class relative to other students. Your grade will not be based on a mandated target, but on your performance. Historically, the average grade for undergraduate elective classes is approximately a 3.3 (i.e., B+). Three items are considered when assigning final grades:

1. Your score for each of the items above weighted by the appropriate factor and summed.
2. Your overall percentage score for the course.
3. Your ranking among all students in the course(s) taught by your instructor during the current semester.

The grade of “W” is allowed only if a student withdraws after the official add period and before the end of the drop period during the semester. The grade of incomplete (IN) can be assigned only if

there is work not completed because of a documented illness or unforeseen emergency occurring after the drop period of the semester that prevents the student from completing the semester. An “emergency” is defined as a serious documented illness, or an unforeseen situation that is beyond the student’s control, that prevents a student from completing the semester. Prior to the end of the drop period, the student still has the option of dropping the class so incompletes will not be considered. Arrangements for completing an IN must be initiated by the student and agreed to by the instructor prior to the final examination. All work required to replace the IN with a final grade must be completed within one calendar year from the date the IN was assigned. If the student does not complete the work within the year, the IN will automatically be converted to a grade of F.

### **Grading and Assignment Detail**

Expectations regarding your performance on exams, participation, the team presentation and project are as follows:

#### **In-Class Business Cases**

There will be two in-class cases. No makeups will be given and each must be taken at the scheduled time. For the cases, you will be responsible for the research questions, lectures, class discussions and your project progress at the point of the exam. After each case is returned there is a one-week reflection period after which you will have one week to discuss your grade. Please be aware this discussion may result in an increase, decrease or no change to your score. After this time, grades on cases become final.

The in-class case dates for this fall are as follows:

In-Class Case I (Wednesday Section)	Wednesday	October 7 <sup>th</sup>
In-Class Case I (Monday Section)	Monday	October 12 <sup>th</sup>
In-Class Case II (Monday Section)	Monday	November 30 <sup>th</sup>
In-Class Case II (Wednesday Section)	Wednesday	December 2 <sup>nd</sup>

The Marshall School of Business policy is exams should not be missed unless there is a very serious emergency AND it can be properly documented. Also, to the extent possible, you must inform the instructor of the emergency prior to the exam (it is understood this is not always possible). If you miss an exam for something other than a serious emergency and / or you cannot provide documentation, you will receive a zero grade for the exam. If there is a serious emergency, you can provide proper documentation and (when possible) have notified me before the exam, a substitute grade will be calculated based on the normalized average of your remaining future exams.

#### **Presentations & Written Deliverables**

Ultimately, there will be one semester-based set of company analysis documentation. This will be the result of several class discussions and incremental deliverables. Each must be completed in teams consisting of four to six members as smaller teams tend to be challenged in terms of getting the work done while larger teams tend to be challenged in terms of getting together. The semester project will be culminate in a team presentation and a team report that includes hard copies of the final set of business analysis documentation your team will develop over the course of the semester.

Although the final deliverables are not due until the last day of class, you are encouraged to turn in each deliverable as you complete them for feedback. Although the deliverables will not be graded, you will receive a set of review comments designed to provide your team with the ability to improve the deliverables before final submission.

You may select your own groups. However, people who are not in a group by the end of the second class will be assigned a group. Like any employment situation, these groups should not be considered permanent. If the group finds that it cannot be productive, the group may “fire” anyone not performing by providing one-week notice to the person and copying me on the personnel action. People who are fired will not be able to change groups, but instead will be required to complete all remaining course work on their own. All group work completed up to the date of termination will be shared equally by both parties.

Please note:

1. All deliverables will be assessed / graded based on professional standards. This includes grammar, spelling, organization, neatness, and presentation. Under all circumstances your

goal is to treat everything you do in this class as professionally oriented. This means that all deliverables should be prepared in a manner that would facilitate management review and acceptance (not just as a class assignment for your professor). I understand you are just starting your professional journey, but it is never too early to create good habits. ☺

2. You may turn in deliverables for review at the end of any class period. All deliverables will be returned during class within an 'academic' week. Those materials not picked up in class will be available for pickup in the instructor's office, during normal office hours, until the end of the semester. Any materials not picked up by the end of the semester will be discarded after the last class session of the semester.
3. The instructor will retain all in-class cases, final project documentation and other graded course materials for at least one semester following submission of the final course grade.
4. All work turned in or discussed during this class should be the work of the individual or team representing the work. In general, collaboration with students outside your team will be considered a violation of university policy unless the instructor gives prior approval. On the other hand, consultation with appropriate professionals outside the university is encouraged.

### **Project Review**

Your team will be expected to prepare a formal evaluation of another group's project at the end of the semester. This evaluation is a project review that should provide actionable suggestions to the group whose project is being reviewed. "Individual" points are earned as the team's score is 'factored' by your team members' assessment of your contribution. The information is obtained from peer evaluation forms that must be turned in to me by close of business on the day the final exam is scheduled. The ultimate outcome is your score can be significantly different from the team score depending upon your team's evaluation of your contributions throughout the semester.

Please note, this team evaluation process is a normal part of being a manager / business professional. Generally, your colleagues' evaluation of your work effort and results can impact your career advancement and salary (in this case your grade) both positively and negatively. Therefore, you will want to do great work at all times. ☺

The peer evaluation forms will be available via Blackboard after the last day of class. Any discussion about the form, except with your professor, will be considered a violation of the university's code of student conduct and may result in disciplinary action.

### **Participation**

In business, it is impossible to describe the importance of clear communication. On the other hand, signs of poor communication are easy to see: team members fail to speak up; team deliverables fail to meet expectations; business milestones fail to be achieved; products fail to meet customer standards; customers fail to provide good references to potential customers; business fails to continue... note the common theme. In short, active participation from each team member is essential for success in any venture. It is not enough to "make" every meeting and "help" with each deliverable. It is necessary for you to make things happen and for each group member to positively impact the overall result.

To help to facilitate participation, the first 10 to 15 minutes of each class will be set aside to discuss business strategies and / or general business news. These discussions can arise from current events or as off-shoots of topics discussed during the normal class flow. Students are expected to take the initiative and lead a number of these discussions throughout the semester. Note, these are not meant to be formal presentations but rather a matter of simply raising questions and being prepared to discuss any related issues as part of the overall class learning experience.

In terms of grading, class participation will basically fall into three categories (this is not to say there will be only three grades, but very few people will fall outside the following categories). Category one, people that come to every class session, sit attentively, take wonderful notes and absorb everything said... If this is you, then you will earn no participation points. Category two, people that come to class every day and contribute something every couple of classes that helps us all (including me) become more knowledgeable about our field of interest and / or career... If this is you, then you will earn half the total participation points. Category three, people that come to class every day and contribute positively during every session... If this is you, then you will earn the maximum participation score. Note, it does not say "talk" anywhere in this paragraph, it says "contribute."

In order for you get feedback on your participation at any point in the semester; please feel free to ask me how you are doing at any time. Just so you know, when you ask, my response will be to ask you how you think you are doing (accurate self-evaluation is extremely important to your long-term success). After you answer honestly, we can talk about my impressions and what you can do to improve your standing.

## **MARSHALL GUIDELINES**

### **Learning Goals**

In this class, emphasis will be placed on the USC Marshall School of Business learning goals as follows:

Goal	Description	Course Emphasis
1	Our graduates will understand types of markets and key business areas and their interaction <i>to effectively manage different types of enterprises</i>	Medium
2	Our graduates will develop a global business perspective. They will understand how local, regional, and international markets, and economic, social and cultural issues impact business decisions <i>so as to anticipate new opportunities in any marketplace</i>	Low
3	Our graduates will demonstrate critical thinking skills <i>so as to become future-oriented decision makers, problem solvers and innovators</i>	Medium
4	Our graduates will develop people and leadership skills to promote their effectiveness <i>as business managers and leaders</i>	Low
5	Our graduates will demonstrate ethical reasoning skills, understand social, civic, and professional responsibilities <i>and aspire to add value to society</i>	Low
6	Our graduates will be effective communicators <i>to facilitate information flow in organizational, social, and intercultural contexts</i>	Low

### **Add / Drop Process**

Students may drop via Web Registration at any time prior to Friday, November 13<sup>th</sup>. Please note that if you drop after September 11<sup>th</sup> your transcripts will show a W for the class. Students may add the class as space becomes available via Web Registration through Friday, September 11<sup>th</sup>.

Dates to Remember:

Last day to add classes or drop without a "W"	Friday – September 11 <sup>th</sup>
Last day to change enrollment from P/NP to Letter Grade	Friday – October 9 <sup>th</sup>
Last day to drop with "W"	Friday – November 13 <sup>th</sup>

### **Retention of Graded Coursework**

Graded work that has not been returned to you will be retained for one year after the end of the semester. Any other materials not picked up by the end of the semester will be discarded after final grades have been submitted.

### **Technology Policy**

Laptop and Internet usage is not permitted during academic or professional sessions unless otherwise stated by the professor. Use of other personal communication devices, such as cell phones, is considered unprofessional and is not permitted during academic or professional sessions. Upon request, all electronic devices in your possession (e.g., cell / smart phones, tablets, laptops, etc.) must be completely turned off and / or put face down on the desk in front of you. In addition, at certain times (i.e., during exams), you might also be asked to deposit your devices in a designated area in the classroom. Video recording of faculty lectures is not permitted due to copyright infringement regulations. Audio recording is only permitted if approved in advance

by the professor. Use of any recorded or distributed material is reserved exclusively for the USC students registered in this class.

### **Recordings**

No student may record any lecture, class discussion or meeting with the professor without the professor's prior express written permission. The word "record" or the act of recording includes, but is not limited to, any and all means by which sound or visual images can be stored, duplicated or retransmitted whether by an electro-mechanical, analog, digital, wire, electronic or other device or any other means of signal encoding. The professor reserves all rights, including copyright, to lectures, course syllabi and related materials, including summaries, PowerPoints, prior exams, answer keys, and all supplementary course materials available to the students enrolled in this class whether posted on Blackboard or otherwise. They may not be reproduced, distributed, copied, or disseminated in any media or in any form, including but not limited to all course note-sharing websites. Exceptions are made for students who have made prior arrangements with DSP and the professor.

### **Statement for Students with Disabilities**

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me or the TA as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m. – 5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. For more information visit [www.usc.edu/disability](http://www.usc.edu/disability).

### **Statement on Academic Conduct and Support Systems**

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. *SCampus*, the Student Guidebook, ([www.usc.edu/scampus](http://www.usc.edu/scampus) or <http://scampus.usc.edu>) contains the University Student Conduct Code (see University Governance, Section 11.00), while the recommended sanctions are located in Appendix A.

Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: <http://www.usc.edu/student-affairs/SJACS/>. Failure to adhere to the academic conduct standards set forth by these guidelines and our programs will not be tolerated by the USC Marshall community and can lead to dismissal.

### **Academic Conduct**

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, Behavior Violating University Standards (<https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/>). Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct (<http://policy.usc.edu/scientific-misconduct/>).

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the Office of Equity and Diversity (<http://equity.usc.edu/>) or to the Department of Public Safety (<http://capsnet.usc.edu/department/departement-public-safety/online-forms/contact-us>). This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. The Center for Women and Men (<http://www.usc.edu/student-affairs/cwm/>) provides 24/7 confidential support, and the sexual assault resource center webpage ([sarc@usc.edu](mailto:sarc@usc.edu)) describes reporting options and other resources.

### **Support Systems**

A number of USC's schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the American Language Institute (<http://dornsife.usc.edu/ali>), which

sponsors courses and workshops specifically for international graduate students. The Office of Disability Services and Programs ([http://sait.usc.edu/academicsupport/centerprograms/dsp/home\\_index.html](http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html)) provides certification for students with disabilities and helps arrange the relevant accommodations.

### **Emergency Preparedness / Course Continuity**

If an officially declared emergency makes travel to campus infeasible, USC Emergency Information (<http://emergency.usc.edu/>) will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology. USC's Blackboard learning management system and support information is available at [blackboard.usc.edu](http://blackboard.usc.edu).

For additional information, you may use any of the following:

**USC Emergency – (213) 740-4321**  
**USC Emergency Information – (213) 740-9233**  
**USC Information – (213) 740-2311**  
**KUSC Radio – 91.5 FM**

**SCHEDULE OF CLASSES**

<i>Session</i>	<i>Date</i>	<i>Topic</i>	<i>Research Question(s) Preparation</i>	<i>Target Deliverable</i>
1	M: 8/24 W: 8/26	Business Overview	1) Why does a business exist? (i.e., what are its objectives) 2) How does it work? (i.e., what does it do) 3) How do 'we' help? (i.e., why are you here)	Conceptual Business Model
2	M: 8/31 W: 9/2	Industry Overview	1) What is an industry and how do you measure it? 2) How do industry requirements impact an organization's activities and behavior?	Industry Models & External Factors <b>Deliverable 1*</b>
3	W: 9/9 M: 9/14	Company Presentations	1) Tell us about the company you are working on. 2) Explain the business functions the company leverages. 3) Tell us about its industry / regulatory environment.	<b>Deliverable 2*</b>
4	W: 9/16 M: 9/21	Order-to-Cash Activities	1) How does it sell things? 2) What is the overall sales process? 3) How do we record our sales activities?	Business Analysis – Revenue Cycle <b>Deliverable 3*</b>
5	W: 9/23 M: 9/28	Procure-to-Pay Activities	1) How does it spend money? 2) What is the overall expenditure process? 3) How do we record our purchasing activities?	Business Analysis – Expenditure Cycle <b>Deliverable 4*</b>
6	W: 9/30 M: 10/5	Enterprise Technologies	1) What technologies support core business activities? 2) What other kinds of technologies do managers use?	System Architecture & Data Modeling <b>Deliverable 5*</b>
7	W: 10/7 M: 10/12	<b>In-Class Case I</b>		
8	W: 10/14 M: 10/19	Financial Score Keeping	1) What is the difference between financing and operations? 2) How do we measure financial performance? 3) How do we measure operational performance?	Financial Reporting <b>Deliverable 6*</b>
9	W: 10/21 M: 10/26	General Modeling	1) What is Excel and how do businesses leverage it? 2) What some best practices for Excel models?	Excel Introduction <b>Deliverable 7*</b>
10	W: 10/28 M: 11/2	Revenue Planning	1) What is a sales budget? 2) What assumptions would you make about sales over the next year? 3) What assumptions would you make about sales over the next three years?	Sales Budget Development <b>Deliverable 8*</b>
11	W: 11/4 M: 11/9	Expenditure Planning	1) What are OpEx and CapEx budgets? 2) What assumptions would you make about operating expenditures over the next year? 3) What assumptions would you make about total expenditures over the next three years?	Expenditure Budget Development <b>Deliverable 9*</b>
12	W: 11/11 M: 11/16	Financial Analysis	1) How do we analyze a business's performance? 2) What are some basic financial measures? 3) What are some basic operational measures?	Trends, Ratios & Data Analysis <b>Deliverable 10*</b>
13	W: 11/18 M: 11/23	Analysis Presentation*		
14	M: 11/30 W: 12/2	<b>In-Class Case II</b>		<b>Analysis Documentation*</b>
<b>Final</b>	<b>12/11</b>			<b>Project Review*</b>

\* Description on following pages

## **Deliverables**

Component deliverables are:

1. Industry Outline – No more than a three-page outline done in PowerPoint and performed on a group basis (no more than three to a group). The overall objective is to identify an industry that you would like to study over the course of this semester. In general, you should research, outline and be prepared to discuss how businesses within your chosen industry define success and the kinds of core activities (i.e., how company's make and spend money) commonly leveraged as part of their overall business model. Eligible for study are the following industries: consumer products (e.g., retail stores), financial services (e.g., banks), healthcare (e.g., hospitals / clinics), or public sector (e.g., governments / nonprofits). The idea is to pick the industry you are interested in and learn something about how it operates on a daily basis. Generally, those best prepared are most likely to 'earn' their industry for the semester.
2. Initial Company Presentation – No more than ten minutes addressing the company you want to focus on for your semester project. The target company should be a U.S. based public company, or one with equally available public information, that you are familiar with and can research via websites, news feeds, or other general information sources. The presentation should discuss (at a minimum): 1) a brief background of the company; 2) a discussion of what the company evaluates to define its success; 3) a high-level conceptual model showing how the business might break up its operational activities into functional groups; 4) identification of the most important / critical business functions; and 5) any significant regulatory or industry requirements that you will need to exploring as part of your project.
3. Company Overview – No more than a four-page summary in PowerPoint and single-page conceptual model of your target company's business. Included in the write-up should be: a brief overview of the company's industry standing; three key reasons for its success or difficulties over the last three years; two current issues / opportunities that it faces as a business; and a comment on the regulatory environment the company is facing along with identification of any key regulations that impact the company. In addition, an updated draft of the high-level conceptual business model (i.e., picture) of the business you are developing as part of your analysis. Any additional documentation you consider appropriate can be submitted in the form of appendices.
4. Company Revenue Cycle Analysis – High-level process map (developed in Visio) detailing the order-to-cash cycle your company most likely uses. Included should be all activities the company must perform in order to: identify / create market opportunities, completing the sales negotiation; executing the sale; billing the customer; and managing the cash collections. In addition to the end-to-end business process, you should also consider where the company experiences the greatest risk to its short and long-term success within the overall process.
5. Company Expenditure Cycle Analysis – High-level process map (developed in Visio) detailing the procure-to-pay cycle your company most likely uses. Included should be all activities the company must perform to: identify its purchasing requirements, identify who it wants to buy from, complete the purchase negotiation; execute the purchase; verify is got what it wanted; and pay for what it received. In addition to the end-to-end business processes, you should also consider where the company experiences the greatest risk to its short and long-term success within the overall process.
6. Company Data Model – Identification of the kinds of critical data the company might collect to support the business at both a transactional and analytical level. Identified within the model should be the key data items and attributes management will need to understand and evaluate its current and potential customers and suppliers.
7. Company Financial Statement Review – A horizontal and vertical analysis of your company's financial statements over the last five year. Included in your analysis should be appropriate trends in the company's operating results, financial position and cash flow.
8. Basic Company Operating Model – A 'best practices' based operating model (developed in Excel) that extends the income statement out over the next five years. Included in the model should be: the base facts you are working from; the ability for management to make changes to critical assumptions leveraged within the model; and a model that shows the company's

anticipated results and sensitivity to changes in business, industry and general economic factors.

9. Company Sales Forecast – A ‘best practices’ based sales model (developed in Excel) that details the anticipated revenue the company expects to achieve over the next five years. Included in the model should be: the base facts you are working from; the ability for management to make changes to critical assumptions leveraged within the model; and a model that shows the company’s anticipated results and sensitivity to changes in business, industry and general economic factors.
10. Company Expenditure Forecast – A ‘best practices’ based expenditure model (developed in Excel) that details the anticipated expenditures the company expects to incur over the next five years. Included in the model should be: the base facts you are working from; the ability for management to make changes to critical assumptions leveraged within the model; and a model that shows the company’s anticipated results and sensitivity to changes in business, industry and general economic factors.

Project deliverables are:

Analysis Presentation – A ten minute presentation that highlights the important and unique deliverables resulting from your project. Of particular interest are: the company’s overall business model; unique details associated with the order-to-cash and procure-to-pay business processes you have documented; key data items you feel will aid in management reporting and data analytics; and the overall and detailed forecasts you have created for the business.

The presentation will be evaluated based on the following criteria: introduction, overall organization, specific content (i.e., more specific is better), appropriate use of visual aids, overall conclusion, team delivery, and audience discussion (i.e., a question and answer session that should follow each presentation). Each of the seven criteria will be scored on a scale from 1 to 5 (where: 1 = ‘below expectations’; 3 = ‘meets expectations’; and 5 = ‘significantly exceeds expectations’) and weighted based on overall value to the company being studied (e.g., do we have good business processes, are we in good financial shape over the next five years). No criterion will be worth less than five-percent or more than thirty-percent of the total assignment grade.

Analysis Documentation – All documentation for the deliverables above in a professional format (e.g., properly branded, appropriate grammar / spelling, edited for a ‘single’ voice, etc.). You will receive extensive feedback on your work throughout the semester. This feedback should be considered and your deliverables modified for inclusion in the final design documentation binder. In addition to the above, you should provide an executive summary and supplementary narratives that both explain the choices and assumptions you made throughout the project. In short, the final documentation should explain not only what you did, but why you did it and how will believe it help. The result should be a comprehensive set of documentation that demonstrates competent use of the techniques you practiced throughout the semester.

The written report will be evaluated based on the following criteria: overall organization, executive summary, completeness / accuracy / thoughtfulness of content (including calculations), graphical support for analysis, ultimate conclusions about the organization (i.e., good, bad, no change), demonstrated industry understanding, and professionalism. Each of the seven criteria will be scored on a scale from 1 to 5 (where: 1 = ‘below expectations’; 3 = ‘meets expectations’; and 5 = ‘significantly exceeds expectations’) and weighted according to their overall importance to the decision being made. No criterion will be worth less than five-percent or more than thirty-percent of the total assignment grade.

Project Review – A thorough review and evaluation of another group’s project resulting in a professional set of review notes and executive report / memo. Although this will be done as a group, you will be asked to rate your peers on their performance during the semester. Remember, these ratings will have a direct impact on the final grade of the students in your group.

Evaluation criteria will include: detailed error identification in the deliverables, detailed recommends for improving the deliverables, the executive summary, any strategic / executive recommendations you make, your group’s demonstrated understanding of the target company and its industry, your overall conclusion on project quality, and the professionalism displayed in your review deliverables.

**GRADING AND ACADEMIC STANDARDS  
FOR UNDERGRADUATE STUDENTS**

*BUAD 105*

This class adheres strictly to the grading standards of the University and the USC Marshall School of Business. Additionally, this class has supplemented those standards with certain others. For students' convenience, and to prevent misunderstanding, these additional standards are summarized below.

**GRADING STANDARDS**

The following grades are used: A - excellent; B - good; C - fair; D - minimum passing; F - failure. The grade of F is awarded for failing work at the end of the semester. The assignment of minuses and pluses when earned is required.

The grade of W (Withdraw) is assigned if the student officially withdraws after the third week but before the end of the twelfth week of the semester. No withdrawals will be permitted after the end of the twelfth week except by student petition to the University's Committee on Academic Policies and Procedures.

The grade of IN (Incomplete, i.e., work not completed because of documented illness or some other emergency occurring after the twelfth week of the semester) is reserved for those highly unusual cases where, due to circumstances judged fit by the Dean of the Marshall School of Business, the student is unable to complete a specified single item of the course requirements by the time final grades are submitted.

IN grades can be removed only by the student completing the missing requirements of the course to the satisfaction of the instructor.

Marks of IN in courses numbered below 500 must be removed by the end of the semester following the one in which the mark of IN was assigned. If not removed within the specified time limit, marks of IN automatically become marks of IX (expired incomplete) and compute in the GPA as an F. A student may remove the IN only by completing the work not finished as a result of illness or emergency. It is not possible to remove an incomplete by re-registering for the course. Previously graded work may not be repeated for credit.

**GRADING AND ACADEMIC STANDARDS  
FOR UNDERGRADUATE STUDENTS**

*BUAD 105*

**OTHER ACADEMIC STANDARDS**

1. The ability of students to write clearly and concisely is a necessary prerequisite to success in business. Accordingly, students will be required to demonstrate writing capability in all business courses. This may be accomplished primarily through the inclusion of essay-type questions on course examinations.
  
2. No unregistered students are permitted to attend accounting classes regularly.

**Important Dates for Fall 2015**

First Day of Class	Monday, August 24
Labor Day, University Holiday	Monday, September 7
Last Day to Add or Drop without a "W"	Friday, September 11
Evening Football Game (scheduled classes must meet)	Thursday, October 8
Last Day to change P/NP to letter grade	Friday, October 9
Last Day to Drop with a "W"	Friday, November 13
Thanksgiving Break	Wednesday, November 25 - Friday, November 27
Last Class Meeting	Friday, December 4
Final Examinations	Wednesday, December 9 - Wednesday, December 16