

Westminster College  
**Economics and Business Department**  
BA 601 – Strategic Management  
Spring, 2012

Professor: Jacque L. King, Ph.D.

Office: OM 229

- Office Hours: M: 3:00 pm – 5:00 pm; T, Th: 2:00 pm – 4:00pm; F – 10:00 am - noon

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### *Course Description*

This course is the capstone course in the Business Administration degree program at Westminster College and is based on Bloom's Taxonomy of recall/define information, describe, discuss and/or explain key concepts, solve problems and apply concepts, as well as critically exam all of the information available. It is a study of strategy, strategic planning, and the strategic management process from the senior executive level. This course requires you to draw on all of the skills, knowledge and mindsets you have developed in previous courses in pursuit of your Bachelor of Arts degree and use them in a real world, hands-on classroom environment. This course is designed to bridge the gap between the theory and the praxis of Strategic Management and give you the opportunity to be a corporate leader and make real decisions that impact the performance of your business, your peers and ultimately, yourself. This course is divided into two sections and will be administered according to the following paradigm: Good Strategy + Good Strategy Execution = Good Management. The first six (6) weeks of the semester will focus on the crafting good strategy and the second six (6) weeks of the semester will focus on executing good strategy. We will use the Thompson, Strickland textbook, case analysis, the Business Strategy Game simulation to secure an understanding of what strategy, strategic thinking, strategic planning, and many of the theories behind this area of study. The semester will go fast and will prove to be exciting to anyone who commits their time, talents and tolerance to this effort.

Unlike other business courses that concentrate narrowly on a particular function or piece of the business—accounting, finance, marketing, production, human resources, or information systems, strategic management is a big picture course. It cuts across the whole spectrum of business and management. The center of attention is the *total enterprise*--the industry and competitive environment in which it operates, its long-term direction and strategy, its resources and competitive capabilities, and its prospects for success.

Throughout the course, the spotlight will be trained on the foremost issue in running a business enterprise: "What must managers do, and do well, to make the company a winner in the game of business?" The answer that emerges, and which becomes the theme of the course, is that *good strategy-making* and *good strategy-execution* are the key

*ingredients of company success* and the most reliable signs of good management. The mission of the course is to explore why good strategic management leads to good business performance, to present the basic concepts and tools of strategic analysis, and to drill you in the methods of crafting a well-conceived strategy and executing it competently.

You'll be called on to probe, question, and evaluate all aspects of a company's external and internal situation. You'll grapple with sizing up a company's standing in the marketplace and its ability to go head-to-head with rivals, learn to tell the difference between winning strategies and mediocre strategies, and become more skilled in spotting ways to improve a company's strategy or its execution.

In the midst of all this, another purpose is accomplished: to help you synthesize what you have learned in prior business courses. Dealing with the grand sweep of how to manage all the pieces of a business makes strategic management an integrative, capstone course in which you reach back to use concepts and techniques covered in previous courses. For perhaps the first time you'll see how the various pieces of the business puzzle fit together and why the different parts of a business need to be managed in strategic harmony for the organization to operate in winning fashion.

**The Next Weeks Will Be Exciting, Fun, Challenging, and Filled with Learning Opportunities.** No matter what your major is, the content of this course has all the ingredients to be the best course you've taken—best in the sense of learning a lot about business, holding your interest from beginning to end, and enhancing your powers of business judgment. As you tackle the subject matter, ponder Ralph Waldo Emerson's observation, "Commerce is a game of skill which many people play, but which few play well." The overriding intent of the course is to help you become a savvier player and better prepare you for a successful business career. We sincerely hope this course will prove to be instrumental in making you "competitively superior", successful in your career, and much wiser about the secrets of first-rate management.

### *Required Texts and Materials*

Thompson, Strickland and Gamble, *Crafting and Executing Strategy: The Quest for Competitive Advantage*, 18th Edition.

Thompson, Stappenbeck, and Reidenbach, *The Business Strategy Game* (register to participate at [www.bsg-online.com](http://www.bsg-online.com))]. **To complete the registration, you will need (1) either a credit card or the Prepaid Access Code on the card that was shrink-wrapped with your copy of the text and (2) the company registration code provided by the instructor.**

### *Course Objectives*

1. To develop your capacity to think strategically about a company, its present business position, its long-term direction, its resources and competitive

capabilities, the caliber of its strategy, and its opportunities for gaining sustainable competitive advantage.

2. To build your skills in conducting strategic analysis in a variety of industries and competitive situations and, especially, to provide you with a stronger understanding of the competitive challenges of a global market environment.
3. To give you hands-on experience in crafting business strategy, reasoning carefully about strategic options, using what-if analysis to evaluate action alternatives, and making sound strategic decisions.
4. To acquaint you with the managerial tasks associated with implementing and executing company strategies, drill you in the range of actions managers can take to promote competent strategy execution, and give you some confidence in being able to function effectively as part of a company's strategy-implementing team.
5. To integrate the knowledge gained in earlier core courses in the business school curriculum, show you how the various pieces of the business puzzle fit together, and demonstrate why the different parts of a business need to be managed in strategic harmony for the organization to operate in winning fashion.
6. To heighten your awareness of how and why ethical principles, core values, and socially responsible management practices matter greatly in the conduct of a company's business.
7. To develop your powers of managerial judgment, help you learn how to assess business risk, and improve your ability to make sound business decisions and achieve effective outcomes.

### *Grading Plan/Performance Evaluations*

This course is divided into two (2) sections according to the nature of strategy. The first section is crafting strategy and the second section is implementing strategy.

Your course grade will be based on the Grading Rubric provided to you in My Westminster. The percentage assigned to each assignment is listed below:

<b>Assignment</b>	<b>Percentage Ranking</b>	<b>Your Grade</b>
<b>6 Quizzes (4 Chapter Quizzes &amp; 2 Simulation Quizzes)</b>	18%	
Quiz 1		
Quiz 2		
Quiz 3		
Quiz 4		
Quiz 5		

Quiz 6		
<b>4 Written Case Assignments</b>	28%	
Case 1		
Case 2		
Case 3		
Case 4		
<b>In-class Participation</b>	23%	
<b>Ratio Analysis of BSG (1 PER WEEK for 11 weeks x 1% each)</b>	11%	
<b>Team BSG Presentation</b>	10%	
<b>Oral Team Presentation (Hot Seat)</b>	10%	
Total:	100%	

### *Required Participation In Class Discussions Of Assigned Cases*

Due to the fact that participation in class discussion of cases counts as a factor in determining your overall grade in the course, **each student MUST contribute significantly to in-class analysis and discussion of the cases.** Each student is expected to be **an active participant in case discussions** and to offer meaningful analysis and convincing arguments for the position you stake out. Your grade on class participation is something to be earned by contributing your assessments and judgments to the discussion. **Merely coming to class and listening to the discussion of assigned cases is not sufficient; attendance is not participation.** You should, therefore, make a conscientious effort to be sufficiently prepared to make intelligent, timely comments regarding the managerial issues raised in the cases.

**The bare minimum number of assigned cases on which you are expected to display your analytical skills by speaking out and making a meaningful contribution is six (multiple contributions to a single case are averaged into a single grade for participating on that case).** A contribution is defined as making a relevant and clearly articulated statement, either in response to a question by the instructor or in response/rebuttal to comments made by another class member. Merely saying “yes” or

“no” without any elaboration or without having the full attention of the class does not count as meaningful participation.

Satisfactory contributions on six assigned cases will be judged as a C–; and good-to-excellent contributions on six cases will be worth a B. To earn an A on class discussion typically requires contributing meaningfully on seven to nine cases and standing out as a class leader in the discussions of assigned cases. Satisfactory contributions on only two assigned cases will be judged as a low F; satisfactory contributions on just four cases will be judged as a high F—so failure to have the minimum six case participations will have a toll on your grade in the course.

### *Policies Regarding Class Attendance And Make-up Of Absences*

**Attendance at all class sessions is expected**, but **attendance is required** on those days an assigned case is discussed in class. **Absence from class on case discussion days requires make-up** and should be discussed with your instructor, since roll is taken on case discussion days.

If you must miss class discussion of an assigned case, you are **required** to turn in a **completed case preparation exercise for the assigned case (as contained on the Case-TUTOR software) or answers to the assignment questions for those cases where there’s no case preparation exercise on the software. The make-up work for the missed case discussions is due no later than the following class period (except by prearranged consent of the instructor).**

**Failure to satisfactorily complete and hand in the “make-up” work at the next class meeting will result in a 2-point penalty deduction from your overall course average for each case discussion absence without a satisfactorily-completed written make-up** (thus if your final average is an 80 and you have three unmade-up absences from case discussions, your final average will be reduced to 74).

**More than one absence on case discussion and oral team presentation days,** even if made up by turning in completed Case-TUTOR exercises or written answers to the assignment questions, will be penalized at the discretion of the instructor.

### *Preparation Of Written Case Assignment*

The written case assignment is to be prepared on an individual basis. It is expected that the content of your written case will reflect your thoughts and analysis rather than the work of others. The nature of the written assignment will be handed out in class about a week prior to the due date.

Suggestions regarding the preparation of written case assignments are discussed in “A Guide to Case Analysis” posted in the “Student Center” at [www.mhhe.com/thompson2e](http://www.mhhe.com/thompson2e) and in MyWestminster. The criteria for grading written case presentations include:

1. Identification of key problems/strategic issues.

2. **Use of appropriate analytical tools techniques**, including the use of charts and tables where appropriate. You are expected to demonstrate that you can use the tools and techniques of strategic analysis presented in the chapters and in class. Both breadth and depth of analysis will be evaluated.
3. Presenting realistic, workable, well-supported recommendations for action.
4. Use of good communication skills—failure to use good grammar, spelling, and other written communication skills will result in a full one-letter grade reduction.
5. Evidence of adequate preparation, pride of workmanship, and display of professional attitude and approach.

Written case assignments are due on the day the case is scheduled for class discussion (see the Schedule of Class Activities) and should be turned in to your instructor at the end of the class period. **All written case assignments are to be prepared individually; group work is “out of bounds.”**

Cases turned in after the scheduled class period are eligible for a grade no higher than a C (and that only if the paper is otherwise an A or B+ paper). **No late papers will be accepted if submitted more than 2 class days past the scheduled due date** (except by prearranged consent of the instructor).

All written cases are to be typed, single-spaced, and should incorporate correct form, spelling, grammar, sentence structure, and communication skills. All cases are to include a problem section, analysis section and recommendation section. Only two (2) pages are allowed for the identification of the problem(s), analysis, and recommendations, however, there is no limit on the number of attachments you can add to support your analysis and recommendations. Cases are to be turned in hardcopy, 12-pitch font, either Times New Roman or Arial, with all attachments at the same time. Any attachments handed in after the due date and/or handed in after the assignment has been submitted will not be considered.

Papers which, in the opinion of the instructor, employ disproportionately poor grammar and poor quality written communication skills will be assigned a grade that is a full one-letter lower than would otherwise be assigned.

#### *Oral Team Presentations*

Oral presentations consist of a 10-minute presentation followed by a 5-minute question-answer session. The nature of the presentation is indicated on the schedule of class activities. **You and your team members should assume the role of consultants employed to present your analysis and recommendations to the assigned company’s senior management — (you do NOT have the option of ignoring this assigned role).**

**All team members are expected to make roughly equal contributions to the presentation**, both the formal 10-minute presentation and the 5-minute Q&A portion.

All presentations should incorporate the use of attractive, effective PowerPoint slides.

**Your grade on the presentation will be based on six factors:**

1. The clarity and thoroughness with which your team identifies and articulates the problems facing the company and the issues which management needs to address—**12%**,
2. The caliber (depth and breadth) of your team's analysis of the company's situation and demonstrated ability to use the concepts and tools of strategic analysis in a competent fashion—**30%**,
3. The breadth, depth, and practicality of your team's recommendations, degree of detail and specificity of recommended actions, caliber of supporting arguments—**20%**,
4. The caliber of your PowerPoint slides—**15%**,
5. The degree of preparation, professionalism, energy, enthusiasm, and skills demonstrated in delivering your part of the presentation—**15%**, and
6. Your personal contributions to your team's answers to the questions posed by the class—how well you defend and support your team's analysis and recommendations during the Q&A period—**8%**. Every team member is expected to answer at least one question posed by the class (or else there is no individual contribution for the instructor to grade!!!!!!).

**Appropriate dress for presenters is business attire. Dress for class is business casual.**

### *Time Requirements*

Anyway you look at it, the workload in this course is quite heavy for the 14-week period. The time requirements are demanding and the daily activities are fast-paced (with almost no let-up during the term):

- ⌚ There are 13 chapters of text material (about 425 pages) to master and use in case analysis. There no exams in this course. The self-scoring Concept-TUTOR chapter tests contain 20 questions. You should plan on taking each of these tests to gauge your command of the material and prepare yourself for in-class discussions, the BSG and case analysis based on the 13 chapters.
- ⌚ Expect to spend 2 to 3 hours per decision participating in the strategy simulation (BSG) and doing all the analysis and calculations needed to win the competitive battle in the global athletic footwear market. A few more hours might be needed the first 2-3 decisions to grasp what the simulation is all about and how the software and website work; the 3-year strategic plan due in Year 16 will probably entail 1-2 hours. You will probably spend 25-30 hours outside of class working with your co-managers on the BSG exercise.
- ⌚ Expect to spend 1 1/2 to 3 hours preparing a case for class discussion (you will need either your Case-TUTOR printouts of the case preparation exercises or 2-3 pages of notes/answers to the study questions in front of you each day to sparkle and shine in the class discussions!). Trying to wing it by just quickly reading through an assigned case prior to class is ill-advised! On those assigned cases

where there are case preparation exercises on Case-TUTOR, you may find it useful to spend some of your case preparation time on the computer, so that the calculation assists programmed into the Case-TUTOR software can be utilized.

- ⌚ Expect to spend 10 to 15 hours preparing for the oral team presentation.

It all adds up to a bunch of hours (probably more than for most other courses) and will constitute a very strenuous 14-week workout. **You will have to dedicate a considerable amount of your time during the term to this course.**

But don't let the hours/time requirements intimidate you. All of the assignments that comprise the course aim at (a) improving your grasp of important tools and concepts, (b) enhancing your ability to use and apply them correctly, and (c) sharpening your business decision-making judgment. The course has been deliberately designed to push you to do your best under pressure and to be very real-world in terms of what you learn and what you can take with you of practical value as you launch your business career. In a very real way, the entire course is your "final exam" for business school and for being cleared to become a "licensed practitioner of business."

### *Electronic Mail Submissions and Communication*

The primary method of communication with the class outside of our classroom time will be through electronic mail. It is your responsibility to stay current with the messages delivered to your Westminster College email account. Communications regarding the simulation will typically occur within the simulation's e-mail messaging system. No assignments are to be sent to me for review via email.

### *Special Advising:*

Any student who needs special learning accommodations should make an appointment with the instructor within the first week of class to discuss his/her learning needs. Special advising is available for students who need academic assistance.

### *Professor Expectations:*

As your professor, I have certain expectations for each of you throughout your time in my classroom. Though not overly restrictive or burdensome, these expectations can be considered high and I require that you adhere to these expectations throughout the semester:

- I expect you to attend all classes and participate in all class discussions. See Grading Rubric for details.
- Please turn off or set to vibrate all cell phones prior to the start of class. If you need to make a call, please step out of class and return when you are finished.
- No text messages will be tolerated during class and especially during exams.

- MP3 players are to be turned off prior to the start of class. Please remove all earphones (both ears) until after class has finished.
- Please limit your personal conversations during class time. Excessive talking will not be tolerated and anyone continuing to talk after two warnings will be asked to leave. Only a request from the dean will allow re-admittance into the classroom.
- Please read the assigned readings prior to the start of the discussion. Books are not optional and all lectures and assignments will come from the textbooks and personal experience.
- Please dress appropriately. For ALL presentations, business attire is required. Business casual is expected on a daily basis. Please do not wear clothes that will distract others and are unacceptable in a business environment. If you have any questions about what is acceptable please ask me, Professor Talbert, and/or Career Services. What you do in practice you will do in your professional life. Success in your career starts here!
- This course is about you and your future. It is about you learning all that you will need to be a contributing member of society and for success in your future role as a professional. I will treat you the way you will be as opposed to the way you are right now. I plan to learn from you as much as you learn from me. Let's make this a beneficial time for both of us by coming to class, doing your assignments, and participating in all in-class and out-of-class activities.

## Course Chronology

Day/Date	Assignment	BSG Activity
Day 1- Tuesday, January 17, 2012	Orientation and course preview; Read Porter's "What is Strategy?" and Chapter 1, 2, and 3 for Quiz 1 on January 24, 2012. Read "Guide to Case Analysis" for January 19, 2012.	
Day 2- Thursday, January 19, 2012	Discuss "Guide to Case Analysis" and tools for case analysis in-class. Discuss Porter's "What is Strategy?" and Chapters 1 and 2.	Read Business Strategy Game Manual.
Day 3- Tuesday, January 24, 2012	Discuss Chapter 3 in -class. Quiz 1 on Chapters 1-3. Discuss tools for case analysis. Read Chapters 4, 5 and 6 for Quiz 2 on January 31, 2012.	Announce BSG Teams for SP 12
Day 4- Thursday, January 26, 2012	Discuss Chapters 4 and 5. Introduce the Business Strategy Game. Discuss tools for case analysis. Read Case #3 for in-class discussion on January 31, 2012. Read Case #1 for write-up due February 7, 2012.	Introduction to <i>The Business Strategy Game</i> ; explanation of procedures.
Day 5- Tuesday, January 31, 2012	Discuss Chapter 6. Quiz on Chapter 4, 5, and 6. Discuss Case #3. Read Chapters 7, 8 and 9 for Quiz 3 on February 7, 2012. Discuss BSG. Read Case #5 for discussion on February 2, 2012.	Take BSG Quiz 1 online.
Day 6- Thursday, February 2, 2012	In class case discussion of Case #5. Read Case #8 for class discussion on February 7, 2012 following Quiz 3. Discuss BSG results.	<i>Business Strategy Game</i> decision for Practice Year 11 due at 6:00 a.m. In class assessment.
Day 7- Tuesday, February 7, 2012	Submit Write-Up #1 on Case #1. Discuss Case #8. Read Chapters 10, 11 and 12 for Quiz 4 on February 14, 2012. Read Case #11 for in class discussion February 9, 2012.	
Day 8- Thursday, February 9, 2012	In class discussion of Case #11. Read Case #15 for class discussion on February 14, 2012 following Quiz 4. Read Case #16 for case write-up #2 due February 21, 2012. Discuss BSG results.	<i>Business Strategy Game</i> decision for Practice Year 12 due at 6:00 a.m. In class assessment. Data reset on February 11, 2012 at midnight.
Day 9- Tuesday, February 14, 2012	Quiz 4. Discuss Case #15. Read Case #17 for class discussion on February 16, 2012.	
Day 10- Thursday, February 16, 2012	In class discussion of Case 17. Discuss BSG results.	<i>Business Strategy Game</i> decision for Year 11 due at 6:00 a.m. In class assessment.

Day 11- Tuesday, February 21, 2012	Discuss Chapter 9 and Chapter 10. Read Case 7: Apple, Inc. in 2008 for write-up due on March 1, 2012. Read Chapters 11 and 12 for discussion on March 1, 2012.	
Day 12- Thursday, February 23, 2012	In class discussion of three year strategic plan for BSG rounds 16-17-18 due in year 16 on March 31, 2012. Read Case 9: Rogers' Chocolates for in class discussion on March 3, 2012.	<i>Business Strategy Game</i> decision for Year 12 due at 6:00 a.m. In class assessment.
Day 13- Tuesday, February 28, 2012	Discuss Chapter 11 and Chapter 12. Quiz on Chapters 9, 10, 11 and 12. Read Case 10: Nucor Corp – Competing Against Low Cost Foreign Imports for in class discussion on March 8, 2012.	
Day 14- Thursday, March 1, 2012	Discuss Case 9: Rogers' Chocolates. Read Case 12: Nintendo's Strategy for the Wii-Good Enough to Beat Xbox 360 and Play Station 3? for case write-up due on March 10, 2012 at 5:00 pm. Read Case 15: The Challenges Facing eBay in 2008 – Time for Changes in Strategy? For in class discussion on March 10, 2012.	<i>Business Strategy Game</i> decision for Year 13 due at 6:00 a.m. In class assessment.
<b><i>Spring Break: March 3-11, 2012</i></b>		
Day 15- Tuesday, March 13, 2012	Discuss Case 10: Nucor Corp – Competing Against Low Cost Foreign Imports. Read Case 14: Google's Strategy in 2008 for in class discussion on March 22, 2012.	
Day 16 – Thursday, March 15, 2012	In class discussion of Case 15: The Challenges Facing eBay in 2008 – Time for Changes in Strategy? Read Case 16: Loblaw Companies Limited: Preparing for WalMart Supercenters for in class discussion on March 24, 2012.	<i>Business Strategy Game</i> decision for Year 14 due at 6:00 a.m. In class assessment.
Day 17- Tuesday, March 20, 2012	In class discussion of Case 14: Google's Strategy in 2008. Read Case 18: Adidas in 2008: Has Corporate Restructuring Increased Shareholder Value? For in class discussion on March 29, 2012.	
Day 18- Thursday, March 22, 2012	In class discussion of Case 16: Loblaw Companies Limited: Preparing for WalMart Supercenters. Read PepsiCo's Diversification Strategy in 2008 for case write-up due on March 31, 2012 at 5:00 pm. Read	<i>Business Strategy Game</i> decision for Year 15 due at 6:00 a.m. In class assessment.

	Case 17: Research in Motion: Managing Explosive Growth for in class discussion on April 5, 2012.	
Day 19- Tuesday, March 27, 2012	In class discussion of Case 18: Adidas in 2008: Has Corporate Restructuring Increased Shareholder Value? Read Case 22: Wal-Mart Stores, Inc. in 2008 – Management’s Initiatives to Transform the Company and Curtail Wal Mart Bashing for in class discussion on April 7, 2012 by 5:00 pm. Read Case 20: Robin Hood for write-up due April 7, 2012.	Mid game peer reviews due by midnight.
Day 20- Thursday, March 29, 2012	In class activity To Be Announced	<i>Business Strategy Game</i> decision for Year 16 due at 6:00 a.m. In class assessment. Three-year strategic plan due by 6:00 am.
Day 21- Tuesday, April 3, 2012	In class discussion of Case 17: Research in Motion: Managing Explosive Growth. Read Case 21: Dilemma at Devil’s Den for in class discussion on April 12, 2012.	
<b><i>Easter Break April 5 -9, 2012</i></b>		
Day 22- Thursday, April 12, 2012	In class discussion of Case 22: Wal-Mart Stores, Inc. in 2008 – Management’s Initiatives to Transform the Company and Curtail Wal-Mart Bashing. Read Case 23: Southwest Airlines in 2008: Culture, Values, and Operating Practices for in class discussion on April 14, 2012.	<i>Business Strategy Game</i> decision for Year 17 due at 6:00 a.m. In class assessment.
Day 23- Tuesday, April 17, 2012	In class discussion of Case 21: Dilemma at Devil’s Den. Read Case 24: Shangri-La Hotels for in class discussion on April 19, 2012.	
Day 24- Thursday, April 19, 2012	In class discussion of Case 23: Southwest Airlines in 2008: Culture, Values, and Operating Practices. Read Case 26: Detecting Unethical Practices at Supplier Factories: The Monitoring and Remediation Challenges for final case write-up due April 21, 2012. Read Case 25: E&J Gallo for in class discussion on April 21, 2012.	<i>Business Strategy Game</i> decision for Year 18 due at 6:00 a.m. In class assessment.
Day 25- Tuesday, April 24, 2012	In class discussion of Case 24: Shangri-La Hotels.	

Day 26- Thursday, April 26, 2012	In class discussion of Case 25: E&J Gallo.	<i>Business Strategy Game</i> decision for Year 19 due at 6:00 a.m. In class assessment.
Day 27- Tuesday, May 1, 2012	Oral team presentations of BSG results.	
Day 28- Thursday, May 3, 2012	Oral team presentations of BSG results.	<i>Business Strategy Game</i> decision for Year 20 due at 6:00 a.m. In class assessment.
Day 30 – May 5, 2012	Wrap-up and Final Preparation	<i>Business Strategy Game</i> peer evaluations due at midnight.
Final Exam TBA	Hot Seat Discussions order and cases will be based on BSG performance and final results	

## Case Analysis Template

The format for the case analysis and write-ups is threefold. The write-up can only be two (2) pages at most with unlimited supporting documentation in the form of appendices. Section 1 includes your three best recommendations in order of importance. Section 2 is your identification and articulation of the problem(s). Section 3 is your analysis of the case that lead you to the problem(s).

Section headings and sub headings for each case write-up are as follows:

Section 1: Recommendations (recommendations are your solutions to the problem you have identified. Keep them short, clear and concise)

Recommendation 1: Your very best recommendation

Recommendation 2: Your second best recommendation

Recommendation 3: Your third best recommendation

Section 2: Problem(s)

Do not regurgitate the facts of the case. I have read the case and you have read the case. Use this limited space to clearly identify the problem or problems you have found in the case.

Section 3: Analysis

Use this limited space to analyze the case and show how you arrived at your recommendations given the problem or problems you have identified. Support your claims with attachments in the form of appendices or exhibits. Number each attachment and clearly show how each attachment supports your analysis in the write-up. Points will be deducted for attachments that have no purpose and have no reference in the write-up.

Attachments in the form of appendices or exhibits can be unlimited. However, please use only those attachments pertinent to the case and your analysis. Highlight specific points in each attachment that emphasize your points.

Use the appropriate analytical tool as discussed in class and attach it as an appendix or exhibit. Little to no credit will be given for superficial analysis. Only well thought out, detailed analysis get full points.

### Grading Rubric

Criteria	Grade
<p>Student shows a proficient understanding of case analysis techniques as provided in class and applies the appropriate techniques to case write-ups to achieve 90% or higher on all written cases - (4); Student participates in class discussions of assigned case (non-written) and furthers class understanding of pertinent aspects of the case; Achieves a 90% or higher on the in class quizzes (12 chapters = 4 quizzes x 3 chapters)- (4); Achieves a 90% or higher on Business Strategy Game quizzes (BSG) - (2); Actively participates in weekly Business Strategy Game (BSG) group activities that result in team achievement of Top 10 out of the Top 100 in any one metric in any of the scheduled rounds (Year 11-Year 20). Attends class regularly, is prompt (does not come in late), and is dressed appropriately.</p>	A
<p>Student shows an acceptable understanding of the case analysis techniques as provided in class and applies the appropriate techniques to case write-ups to achieve between an 80% - 90% on all written cases - (4); Student participates in class discussions of assigned case (non-written) and discusses pertinent points of the case but does not advance class discussion; Achieves an 80% - 90% on in class quizzes (12 chapters = 4 quizzes x 3 chapters)- (4); Achieves an 80% - 90% on Business Strategy Game quizzes - (2); Actively participates in weekly Business Strategy Game (BSG) group activities that result in team achievement between Top 20 to Top 100 in any one metric in any of the scheduled rounds (Year 11-Year 20). Attends class regularly, is prompt (does not come in late), and is dressed appropriately.</p>	B
<p>Student shows a basic understanding of the case analysis techniques and uses some of these techniques to case write-ups to achieve between a 70% - 80% on all written cases (4); Student participates in class discussions of assigned case (non-written) and but fails to further class understanding of pertinent aspects of the case; Achieves between an 70% - 80% on the in class quizzes (12 chapters = 4 quizzes x 3 chapters)- (4); Achieves between a 70% - 80% on Business Strategy Game quizzes (2); Participates in weekly Business Strategy Game (BSG) group activities that result in team achievement that keeps the team out of bankruptcy. Attends class regularly, is prompt (does not come in late), and is dressed appropriately.</p>	C
<p>Student shows a limited understanding of the case issues but fails to use analysis techniques properly. Student does not participate in class discussions of assigned case (non-written). Achieves less than 70% on the in class and BSG quizzes. Doesn't participate in weekly BSG group activities. Attends class but is not prepared for discussions and/or dressed appropriately.</p>	D

