COURSE INFORMATION

Class Days: Tuesdays and Thursdays
Class Times: 6:00-9:40pm
Class Location: EBA 441
Office Hours Times (and by appointment): 4:30-
5:30 (T)
Office Hours Location: SSE 3310
Office Hours Times (and by appointment): 4:30-
5:30 (T)
Units: 3

Course Overview

The main objective of this course is to provide students with an overview of contemporary strategic
management theory and practice and introduce them to modern analytical frameworks and techniques
used in industry analysis, strategy formulation and implementation. The course highlights the analysis
and solutions of managerial problems from the viewpoint of top managers and thus challenges students
to adopt a long-term and multifunctional perspective of organizations and their environments.

Student Learning Outcomes

1. Develop a disciplined and an integrative approach to analyzing a firm’s environment (including its industry, competitors and customers) and internal resources (stemming from its internal operations and functions) and to formulating and implementing long term strategy.
2. Identify and articulate options/solutions to strategic business problems and opportunities that cut across functions and relate to the formulation and implementation of business, corporate and international strategies.
3. Identify, describe and apply relevant strategic management concepts, frameworks, and techniques to formulating and implementing strategies.
4. Think critically and analytically in discussing strategic issues.

Prerequisites

Required:
- BA 624 Organizational Behavior and Leadership
- BA 625 Financial and Management Accounting
- BA 627 Marketing
- BA 628 Operations and Supply Chain Management

Recommended:
- BA 623 Statistical Analysis
- BA 626 Business Economics
- BA 629 Financial Management
Course Materials


Cases:
1) Southwest in 2011
   Andrew Inkpen (Thunderbird School of Global Management Case): TB0261
2) eHarmony
   Mikolaj Jan Piskorski; Hanna Halaburda; Troy Smith (Harvard Business Case): 709424
3) Samsung Electronics
   Jordan Siegel; James Jinho Chang (Harvard Case): 705508
4) Strategic Outsourcing at Bharti Airtel Ltd.
   F. Asis Martinez-Jerez; V.G. Narayanan; Michele Jurgens (Harvard Business Case): 107003
5) Newell Co.: Corporate Strategy
   Cynthia A. Montgomery; Elizabeth J. Gordon (Harvard Case): 799139
6) Wal-Mart Stores: "Everyday Low Prices" in China
   Ali F. Farhoomand; Iris Wang (University of Hong Kong Case): HKU590
7) GE’s Growth Strategy: The Immelt Initiative
   Christopher A. Bartlett (Harvard Business Case): 306087

Harvard Business Review articles:

Course Structure and Conduct

The class will emphasize active learning, which means that participants have a responsibility for the learning process that occurs during the term. For the class to work well, thorough preparation for each class meeting is essential. In class, you will be asked to apply the assigned material to business issues relating to your company, written cases, and offer and defend your recommendations. An added objective of this approach is to create a learning community that effectively leverages the experience of all participants.

Blackboard will be used to post course materials such as power point slides, video clips, hand-outs etc. Hard copies will not be distributed in class. Grades will also be posted on blackboard.

Computers and Cell phone use and/or browsing the Internet during class not permitted
**Students with Disabilities**

If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Student Disability Services at (619) 594-6473. To avoid any delay in the receipt of your accommodations, you should contact Student Disability Services as soon as possible. Please note that accommodations are not retroactive, and that accommodations based upon disability cannot be provided until you have presented your instructor with an accommodation letter from Student Disability Services. Your cooperation is appreciated.

**Academic Honesty**

The University adheres to a strict policy regarding cheating and plagiarism (http://www.sa.sdsu.edu/srr/conduct1.html). These activities will not be tolerated in this class. Become familiar with the policy. Examples of Plagiarism include but are not limited to:

- Using sources verbatim or paraphrasing without giving proper attribution (this can include phrases, sentences, paragraphs and/or pages of work)
- Copying and pasting work from an online or offline source directly and calling it your own
- Using information you find from an online or offline source without giving the author credit
- Replacing words or phrases from another source and inserting your own words or phrases
- Submitting a piece of work you did for one class to another class

If you have questions on what is plagiarism, please consult the policy and this helpful guide from the Library (http://library.sdsu.edu.guides/tutorial.php?id=28).

**Turnitin**

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. You may submit your papers in such a way that no identifying information about you is included. Another option is that you may request, in writing, that your papers not be submitted to Turnitin.com. However, if you choose this option you will be required to provide documentation to substantiate that the papers are your original work and do not include any plagiarized material.

**Assessments and Grading**

Course grades will be assigned in accordance with San Diego State University policy (see Graduate Bulletin, pp. 62-64). Graduate grades shall be: A (outstanding achievement, available for the highest accomplishment), B (average, awarded for satisfactory performance), C (minimally passing), D (unacceptable for graduate credit, course must be repeated), F (failing).
Table 1: Grading Component and Weight

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>20</td>
</tr>
<tr>
<td>Case write-up (Individual)</td>
<td>20</td>
</tr>
<tr>
<td>Group Case Analysis and Presentation</td>
<td>25</td>
</tr>
<tr>
<td>Final Project</td>
<td>35</td>
</tr>
</tbody>
</table>

Scale:
- 94 or higher       A
- 90 – 93            A-
- 86 – 89            B+
- 84 – 85            B
- 80 – 83            B-
- 76 – 79            C+
- 74 – 75            C
- 70 – 73            C-

Grade of Incomplete. A grade of Incomplete (I) indicates that a portion of required coursework has not been completed and evaluated in the prescribed time period due to unforeseen, but fully justified, reasons and that there is still a possibility of earning credit. It is your responsibility to bring pertinent information to the instructor and to reach agreement on the means by which the remaining course requirements will be satisfied. The conditions for removal of the Incomplete shall be reduced to writing by the instructor and given to you with a copy placed on file with the department chair until the Incomplete is removed or the time limit for removal has passed. A final grade is assigned when the work agreed upon has been completed and evaluated. An Incomplete shall not be assigned when the only way you could make up the work would be to attend a major portion of the class when it is next offered. Contract forms for Incomplete grades are available at the Office of the Registrar website (http://arweb.sdsu.edu/es/registrar/).

1. Class Participation (20%):
When grading class participation, I will look for the quantity, quality and frequency of contribution to class discussions. With regard to quality of participation, the criteria I apply include:
- Are your comments demonstrating concepts in the readings are being integrated with managerial experience, rather than solely one or the other?
- Are the points made relevant to the discussion?
- Do you go beyond a mere recitation of facts, and are implications clearly drawn?
- Is there evidence of analysis rather than expressions of opinions?
- Are your comments linked to those of others?
- Did your contribution further the understanding of issues?
- Are you a good listener?
Please keep in mind absences, arriving late, leaving early, disrespectful behavior to other students or the instructor, cell phone use, and/or browsing the Internet during class will have a significant negative effect on your grade.

To effectively participate in class discussion, you will need to read the assigned materials, prepare (makes notes) to discuss the questions associated with the case and the assigned chapters. These questions are listed at the end of the syllabus.

2. Case Write-up (20%): For ONE of the following cases (other than the one you present as a group): e-harmony, Samsung, Bharti Airtel; Newell; Walmart in China, Alibaba Group, GE Growth Strategy you are required to submit your analysis and recommendations (4-5 pages double-space, without attachments). Please note that this is an INDIVIDUAL assignment and should reflect your thinking and not that of your group. Closely follow the case questions when conducting your case analysis. The case write-up rubric is attached at the end of the syllabus.

3. Case Analysis and Presentation (25%): You will form groups of 4-5 members and be responsible for analyzing and presenting one of the following cases: e-harmony, Samsung, Bharti Airtel; Newell; Walmart in China, Lego, Alibaba Group, and GE Growth Strategy. Each group will be responsible for preparing and making an oral presentation of a strategic analysis of the case. In preparing for this assignment, the presenting group should use the following guidelines:
   - The group will be responsible for identifying issues faced by the industry/company, analyzing the industry/company’s situation, suggesting options and making recommendations.
   - The presentation should be approximately 30-35 minutes in length
   - Questions will be provided to guide you to the key issues of the case
   - Use appropriate concepts/tools to analyze the case, but do not summarize the concepts
   - Use appropriate visual aids and graphics
   - Avoid rehashing case data. But, be sure to use case data to back your analysis and recommendations
   - Stick to the time-period of the case
   - Provide an update after our discussion of the case, not during your presentation
   - The presentation evaluation rubric is attached at the end of the syllabus

4. Individual Final Project (35%): For the final project you will put yourself in the position of “quasi-consultant” and critically analyze a recent strategic move (e.g., change of business strategy; diversification move; merger; acquisition; international expansion) of a firm of your choice (other than the cases we discussed in class). The project will consist of an 8-10, double-spaced page report (excluding tables, figures etc.) of your analysis and recommendation, due on the last session. You should also be prepared to present a brief summary of your assessment during this session.
Note: You will have to decide your topic, seek my approval and submit a short description of your project (2-3 paragraphs) by June 4.

The following issues should be addressed in the analysis:

- What is the rationale (or lack thereof) for the strategic move?
- Is it driven by environmental forces? If yes, what forces?
- How is the strategy related to the firm’s organizational resources and competencies?
- How is the strategic move related to competitors’ strategies/actions?
- Is the move consistent with the organization’s objectives, strategy, capabilities, and environmental threats and opportunities?
- What other viable options were available to the firm?
- What do you think will be the financial and non-financial implications of the strategic decision?
- Will it enhance or detract from the organization’s performance in the future?
- What specific recommendations would you make based on your assessment of this decision?

The report will be evaluated on the following:

- Application of strategy concepts/frameworks/tools
- Quality and thoroughness of research and analysis
- Effective integration and synthesis of information, including course materials
- Evidence of strategic thinking, integrating across functions
- Quality of arguments and support for recommendations
- Effective presentation of appropriate data, use of tables and charts
- Quality of writing
# Tentative Schedule of Topics

## Table 1: Course Schedule including Date, Topic, Readings, Case and Deliverables

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Case</th>
<th>Deliverables (Individual and team case assignment not included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 21 (Th)</td>
<td>Introduction; Strategic Management Process; Group &amp; case assignments</td>
<td>Chapter 1</td>
<td>N/A</td>
<td>-Read chapter 1</td>
</tr>
<tr>
<td>May 26 (Tu)</td>
<td>External Analysis</td>
<td>Chapter 3 and 4, HBR reading: Creating new market space</td>
<td>N/A</td>
<td>-Read chapters 3 and 4, -Read Creating New Market Space and prepare for question in the syllabus</td>
</tr>
<tr>
<td>May 28 (Th)</td>
<td>Internal Analysis</td>
<td>Chapter 5</td>
<td>Southwest</td>
<td>-Prepare for Southwest case discussion, -Read chapter 5 and prepare question on chapter in the syllabus</td>
</tr>
<tr>
<td>June 2 (Tu)</td>
<td>Competitive Advantage</td>
<td>Chapter 7</td>
<td>e-harmony (Team 1)</td>
<td>-Prepare for e-harmony discussion, -Read chapter 7 and prepare question on chapter in the syllabus</td>
</tr>
<tr>
<td>June 4 (Th)</td>
<td>Competitive Advantage</td>
<td>N/A</td>
<td>Samsung (Team 2)</td>
<td>-Prepare for Samsung discussion, -Final project topic proposal due</td>
</tr>
<tr>
<td>June 9 (Tu)</td>
<td>Corporate Strategy: Vertical Integration</td>
<td>Chapter 11</td>
<td>Strategic Outsourcing at Bharti Airtel (Team 3)</td>
<td>-Prepare for Bharti Airtel case discussion, -Read chapter 11 and prepare question on chapter in the syllabus</td>
</tr>
<tr>
<td>June 11 (Th)</td>
<td>Corporate Strategy: Diversification</td>
<td>Chapter 13</td>
<td>Newell: Corporate Strategy (Team 4)</td>
<td>-Prepare for Newell case discussion, -Read chapter 13 and prepare question on chapter in the syllabus</td>
</tr>
<tr>
<td>June 16 (Tu)</td>
<td>Global Strategies</td>
<td>Chapter 12</td>
<td>Walmart in China (Team 5)</td>
<td>-Prepare for Walmart case discussion, -Read chapter 12 and prepare question on chapter in the syllabus</td>
</tr>
<tr>
<td>June 18 (Th)</td>
<td>Strategy Implementation</td>
<td>Chapter 6</td>
<td>GE (Team 6)</td>
<td>-Prepare for GE discussion, -Read chapter 6 and prepare question on chapter in the syllabus</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Readings</td>
<td>Case</td>
<td>Deliverables (Individual and team case assignment not included)</td>
</tr>
<tr>
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<td>-----------------------------------------------------------------------------------------------------------------------------</td>
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</tbody>
</table>
| June 23 (Tu) | Competitive advantage and corporate social responsibility | Chapter 2 (p. 52-58)  
HBR reading: Strategy and Society: -The link between  
Competitive Advantage and Corporate Social Responsibility  
HBR reading: Serving the World’s Poor Profitably |                                                                      | -Prepare for Alibaba case discussion  
-Read and prepare to discuss each assigned article individually  
-Prepare for common question in the syllabus                                                                                      |
| June 25 (Th) | Work on Final Project                             |                                                                         |                                                                      |                                                                                                                             |
| July 2 (Tu) | Final Project Due                                 | Discussion/Presentations                                                 |                                                                      | -Be prepared to informally present your findings                                                                          |

Changes to the schedule will be announced in class
Case Questions

1. Southwest Airlines in 2011
   a) Is the US Airline industry attractive?
   b) Describe Southwest’s strategy? Why is it successful?
   c) How easy would it be to imitate this strategy? Is it sustainable?
   d) Should Southwest become an international airline?

2. E-Harmony
   a) How structurally attractive is the online personals market?
   b) Does e-harmony have a competitive advantage? If so, where does it come from?
   c) How serious is the competitive threat to e-harmony?
   d) Which of the four options should Waldorf pursue? Why?

3. Samsung
   a) What is Samsung’s strategy? Did Samsung have a cost advantage? If so, what were the sources of this advantage?
   b) What were the sources of the price premium in DRAMS in 2003?
   c) What advantage are the Chinese entrants seeking? How close are they to achieving this advantage?
   d) What recommendations would you make to Chairman Lee regarding Samsung’s response to the threat of large-scale Chinese entry?

4. Strategic Outsourcing at Bharti Airtel Ltd.
   a) What must Bharti do to succeed in the Indian mobile phone market? What are Bharti’s core competencies?
   b) Do you think that Bharti should enter the outsourcing agreements outline by Gupta? What are the advantages and disadvantages of such agreements?
   c) If you were Bharti what major concerns would you have about entering an outsourcing agreement with IBM? With Ericsson, Nokia, or Siemens?
   a) Assume the role of IBM or Nokia. What major concerns would you have about entering an agreement with Bharti? How would you structure the agreement and the governance mechanisms?

5. Newell
   a) Does Newell have a successful corporate strategy? Does the company add value to the businesses in its portfolio?
   b) What are Newell's distinctive resources?
   c) What challenges does the company face in the 1990s?
d) In this context, does the Calphalon and Rubbermaid acquisition make sense?

6. Walmart in China
   a) Why is Walmart successful in the US? What is its competitive advantage and the sources of this advantage?
   b) Should it replicate its domestic model in its original form in China? Why? Can it build its competitive advantage in China through its successful domestic model?
   c) Provide potential suggestions that Walmart China should consider moving forward.

7. GE Growth Strategy
   a) How difficult was the task facing Immelt assuming the CEO role in 2001? What are the imperatives to change? What are the incentives to maintain the past?
   b) What do you think of the broad objectives Immelt has set for GE? Can a giant global conglomerate hope to outperform the overall market growth? Can size and diversity be made an asset rather than a liability?
   c) What is your evaluation of the growth strategy Immelt has articulated? Is he betting on the right things to drive growth?
   d) Is Immelt succeeding in his objectives? How well is he implementing his strategy? What are his greatest achievements and what is most worrying to you?
   e) What advice would you offer to Immelt as he faces the next stage of his leadership at GE?

Chapter/ Reading Questions

- May 26: Creating New Market Space (HBR article)
  o Use the ideas expressed in the HBR article and describe how new market space can be created in your firm’s industry? Delineate how value to customers can be created by thinking across boundaries.
- May 28: Chapter 5
  o Many brick-and-mortar retailers have been devastated by competition from internet retailers—book retailers and travel agents in particular. Advise either a travel agent or a traditional book retailer how it might redeploy its existing resources and capabilities to build a viable business either by repositioning within its existing industry or moving into a new area of business.
- June 2: Chapter 7
  o Advice a chain of movie theaters on a differentiation strategy to restore its flagging profitability. Use the value chain framework outlined in Strategy Capsule 10.2 (p. 200) to identify potential linkages between the company’s value chain and that of its customers in order to identify differentiation opportunities.
- June 9: Chapter 11
For its Zara brand, Inditex manufactures the majority of the garments it sells and undertakes all of its own distribution from manufacturing plants to its directly managed retail outlets, Benetton outsources most of its production, and most of its retail outlets are owned and operated by franchisees. Which is the superior system?

June 11: Chapter 13
- An ice-cream manufacturer is proposing to acquire a soup manufacturer on the basis that, first, its sales and profits will be more seasonally balanced and, second, from year to year, sales and profits will be less affected by variations in weather. Will this risk spreading create value for shareholders? Under what circumstances could this acquisition create value for shareholders?

June 16: Chapter 12
- Has McDonald’s got the balance right between global standardization and national differentiation (Strategy Capsule 12.2)? Should it offer its franchisees in overseas countries greater initiative in introducing products that meet national preferences? Should it also allow greater flexibility for its overseas franchisees to adapt store layout, operating practices, and marketing? What aspects of the McDonald’s system should McDonald’s top management insist on keeping globally standardized?

June 18: Chapter 6
- Referring to Strategy Capsule 6.1, as DuPont expanded its product range (from explosives into paints, dyes, plastics, and synthetic fibers) why do you think the functional structure became unwieldy? Why did the multidivisional structure based on product groups improve management effectiveness?

June 23: Strategy and Social Value (Ch. 2 p. 49-52; and HBR readings: Link between Strategy and Society; Serving the World’s Poor Profitably)
- The CEO of your company is interested in initiating a program of corporate social responsibility to be funded by a 5% levy on the company’s operating profits. How can the company think strategically about its CSR program? What CSR initiatives would you suggest that are in the interests of stockholders?
# Case Presentation Rubric

**Case:** _________________________  **Presenters:** ________________________________________________________

<table>
<thead>
<tr>
<th>Task</th>
<th>Poor</th>
<th>Average</th>
<th>Good</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issues/Problem definition</td>
<td>Vague and limited understanding of the central issues of the case.</td>
<td>Reasonable understanding of the central issues of the case.</td>
<td>Sound understanding of all the central issues of the case. A clear statement and articulation of the central issues. Issues are explicitly and clearly linked to the analysis.</td>
<td>10</td>
</tr>
<tr>
<td>Analysis: Application of Concepts</td>
<td>Failed to successfully apply appropriate analytic tools to issue diagnosis, analysis and recommendations.</td>
<td>Reasonable application of some analytic tools to issue diagnosis, analysis and recommendations.</td>
<td>Sound application of appropriate tools to issue diagnosis, analysis and recommendations.</td>
<td>20</td>
</tr>
<tr>
<td>Analysis: Use of Case Data</td>
<td>Limited use of quantitative and qualitative case data to support issue diagnosis and alternatives; limited use of supporting logic; limited financial and statistical analysis.</td>
<td>In-depth use of selective quantitative and qualitative case data to support issue diagnosis and alternatives; sound supporting logic. Reasonable financial and statistical analysis.</td>
<td>Comprehensive and in-depth use of appropriate quantitative and qualitative case data to support issue diagnosis and alternatives; sound and persuasive logic. In-depth financial and statistical analysis</td>
<td>20</td>
</tr>
<tr>
<td>Alternative Solutions/Course of Action</td>
<td>Alternatives do not relate to the issues or analysis. No pros and cons on the alternatives.</td>
<td>Alternatives are somewhat linked to the issues and analysis. Some alternatives are presented along with their pros and cons.</td>
<td>Alternatives are directly linked to the issues and analyses. Comprehensive set of relevant alternatives and an in-depth analysis of pros and cons are</td>
<td>15</td>
</tr>
<tr>
<td>Recommendation and Implementation</td>
<td>Recommendation does not follow from the analysis, and no explanation of the criteria used to choose the course of action. Method and/or cost of implementing the recommendation not presented.</td>
<td>Recommendation has some relationship to the analysis; criteria used to choose the course of action not explicit. Method and/or the cost of implementing the recommendation not completely covered.</td>
<td>Selected recommendation flows directly from the analysis; criteria used to choose course of action clearly articulated; contains a cost analysis, identification of personnel responsible for implementation, and a schedule.</td>
<td>20</td>
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</tr>
<tr>
<td>Oral Presentation Techniques</td>
<td>Series of individual segments by presenters that are not well connected nor well presented (reading from cards); poor use of time—too short or over time.</td>
<td>Uneven presentation with varying levels of presentation skills; adhering to time limit.</td>
<td>Seamless presentation with all presenters confidently contributing to the discussion of the issues keeping the interests of the audience; very good use of time appropriately divided across issue diagnosis, analysis and recommendations</td>
<td>10</td>
</tr>
<tr>
<td>Graphics and Media in Presentation</td>
<td>Media and/or AV aids do not contribute to understanding the concept</td>
<td>Media and AV contribute somewhat to understanding the concept</td>
<td>Media and presentation software enhance understanding of the concept</td>
<td>5</td>
</tr>
</tbody>
</table>

Grade: ________________  
Comments:
**Case Write-up Rubric**

Name: ____________________________ Case: ____________________________

Table 3: Case Write-up Rubric including Task "Poor," "Average," and "Good"

<table>
<thead>
<tr>
<th>Task</th>
<th>Poor</th>
<th>Average</th>
<th>Good</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issues/Problem definition</td>
<td>Vague and limited understanding of the central issues of the case.</td>
<td>Reasonable understanding of the central issues of the case.</td>
<td>Sound understanding of all the central issues of the case. A clear statement and articulation of the central issues. Issues are explicitly and clearly linked to the analysis.</td>
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</tr>
<tr>
<td>Analysis: Application of Concepts</td>
<td>Failed to successfully apply appropriate analytic tools to issue diagnosis, analysis and recommendations.</td>
<td>Reasonable application of some analytic tools to issue diagnosis, analysis and recommendations.</td>
<td>Sound application of appropriate tools to issue diagnosis, analysis and recommendations.</td>
<td>20</td>
</tr>
<tr>
<td>Analysis: Use of Case Data</td>
<td>Limited use of quantitative and qualitative case data to support issue diagnosis and alternatives; limited use of supporting logic; limited financial and statistical analysis.</td>
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<td>20</td>
</tr>
<tr>
<td>Alternative Solutions/Course of Action</td>
<td>Alternatives do not relate to the issues or analysis. No pros and cons on the alternatives.</td>
<td>Alternatives are somewhat linked to the issues and analysis. Some alternatives are presented along with their pros and cons.</td>
<td>Alternatives are directly linked to the issues and analyses. Comprehensive set of relevant alternatives and an in-depth analysis of pros and cons are presented.</td>
<td>15</td>
</tr>
<tr>
<td>Recommendation and Implementation</td>
<td>Recommendation does not follow from the analysis, and no explanation of the criteria used to choose the course of action. Method and/or cost of implementing the recommendation not presented.</td>
<td>Recommendation has some relationship to the analysis; criteria used to choose the course of action not explicit. Method and/or the cost of implementing the recommendation not completely covered.</td>
<td>Selected recommendation flows directly from the analysis; criteria used to choose course of action clearly articulated; contains a cost analysis, identification of personnel responsible for implementation, and a schedule.</td>
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<td></td>
</tr>
<tr>
<td>Written Paper</td>
<td>Series of individual sections that are not well connected nor well presented; sloppy paper with numerous spelling and grammatical error</td>
<td>Individual sections that are reasonably well connected and cogent; Generally competent paper marred with a few spelling, punctuation and grammatical errors</td>
<td>Very well organized paper with inter-connected sections. Craftsmanship and style exhibited throughout the entire report. Includes bibliography if required</td>
<td></td>
</tr>
</tbody>
</table>

Grade: ____________________________

Comments: 
## Final Project Rubric

Table 4: Final Project Rubric including Task, "Below Expectations," "Meets Expectations," "Exceeds Expectations" and Points.

<table>
<thead>
<tr>
<th>Task</th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of the Strategic Decision</td>
<td>Provides a vague description of the strategic decision; The description is not adequately framed within the context of relevant key conceptual frameworks. Does not demonstrate a clear understanding of the key internal organizational and external contextual elements underpinning the strategic decision. Superficial research of a limited variety of data sources. Limited relevance of the data to describing the strategic decision. (1-6)</td>
<td>Provides a good description of the strategic move; The description is well framed within the context of mostly relevant key conceptual frameworks. Has a reasonably good understanding of the key internal organizational and external contextual elements underpinning the strategic decision. Reasonably good understanding of the rationale (or lack of) for the decision. Good research of a variety of data sources. Most of the data is relevant to describing the strategic decision. (7-8)</td>
<td>Excellent and insightful description of the strategic move; The description is very adeptly framed within the context of key relevant conceptual frameworks. Demonstrates a very insightful and keen understanding of the key internal organizational and external contextual elements underpinning the strategic decision. Excellent discussion of the rationale (or lack of) for the decision. Excellent, thorough research of a wide variety of data sources. All of the information is directly relevant to describing the strategic decision. (9-10)</td>
<td></td>
</tr>
<tr>
<td>Analysis of the Strategic Decision: Alignment with the Environment (20% of total)</td>
<td>Superficial, ad hoc assessment of the decision’s alignment to some key elements of the firm’s external environment (e.g., industry conditions, competitive dynamics). Analysis and evaluation of the strategic decision are not informed directly by relevant concepts, frameworks and tools. Weak comprehension and application of concepts. Superficial research of a limited variety of data sources. Limited relevance of the data to analyzing or evaluating the strategic decision. (1-13)</td>
<td>Good, reasonably comprehensive assessment of the decision’s alignment to key elements of the firm’s external environment (e.g., industry conditions, competitive dynamics); Analysis and evaluation of the strategic decision are informed by some relevant concepts, frameworks and tools. Reasonably sound comprehension and application of relevant concepts. Good research of a variety of data sources. Most of the data is relevant to analyzing and evaluating the strategic decision. (14-17)</td>
<td>Excellent, comprehensive and thorough assessment of the decision’s alignment to all the key elements of the firm’s external environment (e.g., industry conditions, competitive dynamics); Analysis and evaluation of the strategic decision are informed directly by relevant concepts; Excellent comprehension and application of relevant concepts. Excellent, thorough research of a wide variety of data sources. All of the information is directly relevant to analyzing and evaluating the strategic decision. (18-20)</td>
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<td>Analysis of the Strategic Decision: Alignment with the Organization (20% of total)</td>
<td>Superficial, ad hoc assessment of the decision’s alignment to some key organizational elements of the firm: vision, resources, capabilities, business and corporate strategies, and structure. Analysis and evaluation of the strategic decision are not informed directly by relevant concepts, frameworks and tools. Superficial research of a limited variety of data sources. Limited relevance of the data to analyzing or evaluating the strategic decision. (1-13)</td>
<td>Good, reasonably comprehensive assessment of the decision’s alignment to some key organizational elements of the firm: vision, resources, capabilities, business and corporate strategies and structure. Analysis and evaluation of the strategic decision are informed by some relevant concepts, frameworks and tools. Reasonably good application of concepts. Good research of a variety of data sources. Most of the data is relevant to analyzing and evaluating the strategic decision. (14-17)</td>
<td>Excellent, comprehensive and thorough assessment of the decision’s alignment to all the key organizational elements of the firm: vision, resources, capabilities, business and corporate strategies and structure. Analysis and evaluation of the strategic decision are informed directly by relevant concepts; Excellent comprehension and application of relevant concepts. Excellent, thorough research of a wide variety of data sources. All of the information is directly relevant to analyzing and evaluating the strategic decision. (18-20)</td>
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<td>Integration and Recommendations (40% of total)</td>
<td>Ad hoc assessment of the pros and cons of the current decision relative to other viable options. Superficial discussion of the financial, operational and strategic implications of the decision. No clear discussion of the potential success (or failure) of the decision. Limited discussion of the factors that will influence the potential success (failure) of the decision. The report does not arrive at logical conclusions and inferences. Conclusions are vaguely linked to the analysis. Statements are made and no supporting data and conceptual logic is offered. Inferences do not demonstrate an ability to think holistically; Does not integrate internal and external factors and strategy; does not take a parsimonious, organizational perspective; considers functional areas or external elements in isolation. (1-28)</td>
<td>Reasonable assessment of the pros and cons of the current decision relative other viable options. Sound discussion of some the financial, operational and strategic implications of the decision. Good discussion of the potential success (or failure) of the decision. Good discussion of some factors that will influence the potential success (failure) of the decision. The report mostly arrives at logical conclusions and inferences. Conclusions are reasonably well linked to the analysis. Statements are made and no supporting data and conceptual logic is offered in most instances. Inferences demonstrate some ability to think holistically; Integrates some key internal and external factors and strategy; takes a reasonably parsimonious, organizational perspective integrating internal and external factors. (27-35)</td>
<td>Thorough, in-depth assessment of the pros and cons of the current decision in comparison to other viable options. Excellent, comprehensive, thorough and insightful discussion of the financial, operational and strategic implications of the decision. Excellent, insightful, comprehensive discussion of factors that will influence the potential success (failure) of the decision. The report arrives at very logical conclusions and inferences. Conclusions flow directly from the analysis and evaluation. Position is well argued and tightly presented with supporting data and conceptual logic. Inferences demonstrate a clear ability to think holistically; integrate several key internal and external factors, integrates across multiple functions; clear evidence of an organizational perspective with an integrated understanding of key internal and external factors. (36-40)</td>
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<td>Ability to Communicate Effectively (10% of total)</td>
<td>Series of individual paragraphs that are not well connected nor well presented; paragraphs do not have strong lead sentences; sloppy paper with numerous spelling and grammatical errors.</td>
<td>Individual paragraphs that are reasonably well connected and cogent; reasonably strong lead sentences; generally competent paper marred with a few spelling, punctuation and grammatical errors.</td>
<td>Very well organized response with inter-connected paragraphs. Strong lead sentences; craftsmanship and style exhibited throughout the entire report. Excellent presentation of relevant qualitative and quantitative data with a variety of modes, tables, graphs and charts. Data sources referenced.</td>
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<td>Weak presentation of data, use of tables, graphs and charts</td>
<td>Effective presentation of quantitative and qualitative data through graphics, tables, charts. Data sources referenced.</td>
<td>Data sources referenced.</td>
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<td>Data sources not referenced. (1-6)</td>
<td>(7-8)</td>
<td>(9-10)</td>
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**Total:**