

## Strategic Management (MGMT 4800-50) Course Syllabus Spring 2012

Instructor: Shandon D. Gubler, Ph.D.  
Office: UHB 338  
Telephone: 801-362-3999  
Email: gubler@dixie.edu  
Office Hours: M-12:00p-5:00p  
Course Fee Required : \$30.00

Course No.: MGMT 4800-50  
Course Title: Strategic Management  
Credit Hours: 3 Undergrad Semester Hours  
Prerequisites: Business School Senior  
Time: T 5:15 - 7:45pm  
Classroom: UHB (HAZY) 219

### COURSE DESCRIPTION

Strategic Management serves as a capstone course that integrates the knowledge and methods gained in other business courses--the last step before graduation and the real world of business. This course provides a strategic perspective, looking at the job of managing through strategic eyes and utilizing the tools and techniques of strategic analysis to craft and execute sound business strategies.

### COURSE OBJECTIVES

- Develop capacity to think strategically
- Build skills in conducting strategic analysis in competitive situations
- Strengthen understanding of the competitive challenges in a global market
- Provide hands-on experience in crafting and executing business strategy
- Build confidence in being able to perform the tasks of a strategy-maker and implementer
- Develop powers of managerial judgment and business risk assessment
- Increase awareness of the importance of ethical principles, personal and company values, and socially responsible management practices

### TEXT & OTHER MATERIALS

TEXT: Grant, Robert M., *Contemporary Strategy Analysis*, 7th Edition. John Wiley & Sons Ltd.  
ISBN: 9780470747100

CASES:

### COURSE COMPOSITION & ASSIGNMENTS:

- (18) Chapter Specific Visual Content Models—based on chapter content the class determines should be on the mid-term exam to prepare them to best apply the principles of Strategic Management in their careers
- Individual Presentation of chapter specific visual content model to the class—random selection
- Group Presentation of textbook chapters to the class
- Scholarly Paper—applying the business discipline of Strategic Management to become personally successful and to make a meaningful contribution to society as a citizen. Graded by the English Department of DSC.
- 1<sup>st</sup> Group teamwork—as assessed by team members using the Team Rubric
- Individual work: Comprehensive Visual Content Model displaying class determined mid-term exam content
- Mid-Term Exam—memory replication of individually prepared Comprehensive Visual Content Model
- Research Paper—How content of an assigned textbook chapter was applied by a real company in a real-world business setting. Extra credit for presenting this Research Paper to the class.
- Individual or Group Case Preparation—random selection
- Group Case Presentation
- 2<sup>nd</sup> Group teamwork—as assessed by team members using the Team Rubric
- Final Exam—Individual Comprehensive Case Analysis

### COURSE SCHEDULE with ASSIGNMENTS and CLASS ACTIVITIES

Date	Assignment Due On This Date	Class Activity
January 10		<p><b>Common Understanding:</b> Course overview. Syllabus review. Discuss “Study to Teach; Teach to Learn.” Assign learning and teaching groups. Discuss visual content modeling. Groups engage in modeling content of Chapters 1,2. Class determines content for the <u>mid-term</u> exam from Chapters 1,2.</p>
January 17	<p>*Individual Exercise: Speed read the entire textbook and prepare a 8.5x11 visual model displaying your under-standing of the textbook’s content. Bring a copy for the instructor and each member of your learning and teaching group. *Study to teach- Chapters 3,4</p>	<p><b>Begin with the end in mind:</b> *Each group interacts &amp; agrees on one consolidated visual content model for the entire textbook, makes 5 min. presentation to class using visual technology. * Discuss one page scholarly paper: “How I can apply the business discipline of ‘Strategic Management’ as a profession in the real world to be successful as an individual and productive as a citizen.” This paper is to be prepared individually. *Group 1 teaches to learn Chpts. 3,4, exam content</p>
January 24	<p>*Turn in one page scholarly paper. Bring copies for each student in the class *Turn in exam content models, Chpts. 3,4 *Study to teach- Chapters 5,6</p>	<p><b>Strategic Management Principles:</b> *Random selections of students to present their scholarly paper. *Students teach Chpts. 3,4, exam content models *Group 2 teaches to learn Chpts. 5,6, exam content</p>
January 31	<p>*Turn in exam content models, Chpts. 5,6 *Study to teach- Chapters 7</p>	<p>*Students teach Chpts. 5,6, exam content models *Group 3 teaches to learn Chpts. 7, exam content</p>
February 7	<p>*Turn in exam content models, Chpts. 7 *Study to teach- Chapters 8,9,10</p>	<p>*Students teach Chpts. 7, exam content models *Group 4 teaches to learn Chpts.8,9,10, exam content</p>
February 14	<p>*Turn in exam content models, Chpts. 8,9,10 *Study to teach- Chapters 11,12,13</p>	<p>*Students teach Chpts. 8,9,10 exam content models *Group 5 teaches to learn Chpts11,12,13 exam content</p>
February 21	<p>*Turn in exam content models, Chpts.11,12,13 *Study to teach- Chapters 14,15,16</p>	<p>*Students teach Chpts. 11,12,13 exam content models *Group 6 teaches to learn Chpts14,15,16 exam content</p>
February 28	<p>*Turn in exam content models, Chpts.14,15,16 *Study to teach- Chpts. 17,18</p>	<p>*Students teach Chpts.14,15,16 exam content models *Random teaches to learn Chpts. 17,18, exam content *Discuss 1 pg. consolidated model of all exam content, with narratives, which will be the mid-term *Discuss 1 page Paper, due March 27<sup>th</sup>: “Research how a real company applied the strategy principles taught in an assigned chapter, 2-17, randomly assigned</p>
March 6	<p>*One page consolidated model of entire textbook, with narratives. Instructor will use as comparison to grade your mid-term</p>	<p>Mid-Term Exam--Memorized replication of one page consolidated model of <u>all</u> exam content,with narratives Grade members of 1<sup>st</sup> Teaching and Learning Group</p>
March 13	SPRING BREAK	SPRING BREAK

March 27	*1 page Research Paper due describing how a real company applied the strategy principles taught in an assigned chapter, 2-17. Include hotlinks to your information sources. Bring copies for each class member, be prepared to present your research to the class.	<b>Real-World Applications:</b> *Share real-world applications of Principles learned in Chapters 2-17, randomly chosen. *Discuss the case analysis study method *Create four new groups for teaching and learning *Class determines (3) cases of greatest value, +1 today *Assign one case to each of the four groups *Discuss learning objectives of Case 1 (text, Part II)
April 3	*Group 1 prepared to teach Case 1 *Class members prepared to be called on *Students bring thumb drive of real-world media highlighting application of content	*Group 1 teaches Case 1 *Watch student found media pertaining to text, Part II *Discuss book on ‘Competitive Analysis’ *Discuss learning objectives of Case 2 (text, Part III)
April 10	*Group 2 prepared to teach Case 2 *Class members prepared to be called on *Students bring thumb drive of real-world media highlighting application of content	*Group 2 teaches Case 2 *Watch student found media pertaining to text, Part III *Discuss book on ‘Differentiation Advantage’ *Discuss learning objectives of Case 3 (text, Part IV)
April 17	*Group 3 prepared to teach Case 3 *Class members prepared to be called on *Students bring thumb drive of real-world media highlighting application of content	*Group 3 teaches Case 3 *Watch student found media pertaining to text, Part IV *Discuss book on ‘Education Disruption’ *Discuss learning objectives of Case 4 (text, Part V)
April 24	*Group 4 prepared to teach Case 4 *Class members prepared to be called on *Students bring thumb drive of real-world media highlighting application of content	*Group 4 teaches Case 4 *Watch student found media pertaining to text, Part V *Grade members of 2 <sup>nd</sup> Teaching and Learning Group *Class Discussion: Final Exam Comprehensive Case
May 1		*Final Exam—Comprehensive Case Study Will be graded using the Case Study Performance rubric

## GRADING

Though your focus should be on learning rather than on grading, I am required to assign and post grades. Grades will be awarded as a percentage of the total available points earned, as follows:

Preparation of Chapter Specific Visual Content Models (18)	180 (10 points each model)
Presentation to class of (1) Chapter Specific Visual Content Model	50
Group Presentation to the class of an assigned textbook chapter	75
Scholarly Paper	50
1 <sup>st</sup> Group Teamwork—assessed by teams members using TEAM Rubric	75
Textbook Comprehensive Visual Content Model of Mid-term exam	100
Mid-term Exam—memory replication of Comprehensive Visual Model	75
Research Paper	50
Preparation of six cases	120 (20 points each case)
Group presentation of assigned case	75
2 <sup>nd</sup> Group Teamwork—assessed by team members using TEAM Rubric	75
Final Exam—Comprehensive Case Analysis	75
<b>Total Available Points</b>	<b>1,000 points</b>

0-59%	60-62%	63-66%	67-69%	70-72%	73-76%	77-79%	80-82%	83-86%	87-89%	90-92%	93-100%
F	D-	D	D+	C-	C	C+	B-	B	B+	A-	A

For poli

es regarding incomplete or withdrawal, please refer to the current university catalog.

## COURSE POLICIES:

**ADA Information**—If you are a student with a disability, or think you might have a disability, and would like accommodations, please contact the Disability Resource Center (phone# 435-652-7516, Baako Wahabu, <http://www.dixie.edu/drcenter/>). The Disability Resource Center will determine your eligibility for services based upon complete professional documentation. If you are deemed eligible, the Disability Resource Center will further evaluate the effectiveness of your accommodation requests and will authorize reasonable accommodations appropriate to your disability. This syllabus is also available in other formats.

**Academic Integrity**—I believe that most students are honest, and I don't want to punish everyone for the few that aren't. However, I will not tolerate cheating, and if I discover that it has occurred, a zero grade will be given for that assignment or exam, and you will not be allowed to make it up. Repeated or aggravated offenses will result in failing the course.

Any time you take credit for work you did not do, you are cheating. This includes getting the answers to homework problems from someone else, copying information from a library or internet source and presenting it as if it were your own words (plagiarism), looking at someone else's answers on an exam, and asking someone who has already taken a test about what questions it contains.

I have tried to design assignments and exams to minimize the temptation to cheat, but it is not my job to prevent you from cheating. If you cheat and are not caught, it doesn't mean that you "beat the system." It means you violated the student code of conduct and forfeited your integrity, whether or not you are caught. You will pay the price, sooner or later. Having served on the committee that disciplines students for academic dishonesty, I can promise you that it is better to fail an assignment or even a class than to cheat and lose the chance to continue your education. (See "Student Code" <http://library.dixie.edu/policies/studentcodesectionfour.pdf> page 8).

**Attendance, Etiquette, & Communication**—You are expected to keep up with class-work and are responsible for any information, materials, or assignments made in class, whether you happen to be in attendance or not. Cell phones and pagers should be turned off during class. If you leave any voicemail messages for me, be sure to speak slowly and distinctly (especially when saying your phone number). Say your full name and phone number at the beginning of your message and again at the end. If you send me an email, be sure to include a detailed subject line. I do not open email when I do not recognize the sender and/or the email does not have an appropriate subject line. All that said, I warmly encourage communication and office visits.

**Dmail**—Important class and college information will be sent to your Dmail email account. This information includes your DSC bill, financial aid/scholarship notices, notification of dropped classes, reminders of important dates and events, and other information critical to your success in this class and at DSC. All DSC students are automatically assigned a Dmail email account. If you don't know your user name and password, go to [www.dixie.edu](http://www.dixie.edu) and select "Dmail," for complete instructions. You will be held responsible for information sent to your Dmail email, so please check it often.

### **Student Resources**—

**Tutoring Center:** If you need help understanding the content of your courses, go to the Tutoring Center located in the Browning Learning Center, Room 105. There is a schedule of what courses have tutors at what times outside the door. You can also visit them online at <http://dsc.dixie.edu/tutoring/>

**Writing Center:** If you need help writing papers, go to the Writing Center in the Browning Learning Center, Room 105. You can also visit them online at [http://new.dixie.edu/english/dsc\\_writing\\_center.php](http://new.dixie.edu/english/dsc_writing_center.php)

**Computer Center:** If you need to use a computer to do schoolwork on campus, go to the Computer Center in the Smith Computer Center or the Library basement.

**Testing Center:** If you are assigned to take a test in the Testing Center, go to the first floor of the Career/Financial Aid Building. You can get information on their website at <http://new.dixie.edu/testing/>

**Library:** The Library has all kinds of information and resources. Visit the Val Browning Library or go to the library website at <http://library.dixie.edu/>

**College Approved Absences**—Dixie College Policy explains in detail what needs to happen if you anticipate being absent from class because of a college-sponsored activity (athletic events, club activities, field trips for other classes, etc. Please read this information and follow the instructions carefully! The policy can be found at: <http://www.dixie.edu/humanres/policy/sec5/523.html>

**Important links:**

Disability Resource Center - [dixie.edu/drcenter](https://dixie.edu/drcenter)

IT Student Help Desk - [dixie.edu/helpdesk](https://dixie.edu/helpdesk)

Library - [library.dixie.edu](https://library.dixie.edu)

Testing Center - [dixie.edu/testing](https://dixie.edu/testing)

Tutoring Center - [dixie.edu/tutoring](https://dixie.edu/tutoring)

Writing Center - [dixie.edu/english/dsc\\_writing\\_center.php](https://dixie.edu/english/dsc_writing_center.php)

Reference to "[Policy for Absences Related to College Functions](#)"

[Disruptive behavior policy](#) / addresses classroom expectations

Student Name: \_\_\_\_\_ Course: \_\_\_\_\_

Date: \_\_\_\_\_ Instructor/Evaluator: \_\_\_\_\_

**Dixie State College -Udvar-Hazy School of Business  
Writing Assignment Rubric**

In most cases, a writing assignment is allotted 100 total points. Fifty points will be awarded for on-time completion. Thirty points are available for collecting and producing accurate content. The final twenty (20) points available is based on writing presentation. I use the following rubric to grade the writing portion of an assignment.

<i>Thesis Statement</i>	<i>Structure</i>	<i>Support</i>	<i>Grammar, Spelling and Style</i>
Is it Conspicuous?	Does the opening paragraph present an outline?	Are the arguments supported in the body?	Are there minimal, egregious errors in spelling and grammar?
Is it Clear?	Does the body follow the outline?	Is the support logical?	Is the formality and tone appropriate for the target audience?
Does it state a position or make a recommendation?	Does the summary provide closure?	Is the support documented, referenced, and presented in order?	Is the language professional?
	Do the arguments flow?	Is the support objective?	Is the verb tense consistent?
	Are there transitions leading the reader through a sequence of arguments?	Does the support lead to a conclusion/recommendation?	

Each of the four categories is assigned a score from 1 to 5. The categories are orthogonal, meaning that it is possible to score very poorly in one and very well in another. A score of 2-4 indicates some success but improvement is possible. The following is a qualitative description of high and low scores, respectively.

**5 – Outstanding**

- The thesis statement is clear and concise.
- The argument structure is easily recognized.
- The arguments are supported by evidence that is clear, referenced and easily located in the body or appendix.
- The writing is void of significant errors in spelling and grammar. The language is professional and the tone is appropriate.

**1 – Inadequate**

- The thesis statement is hidden, poorly articulated, or non-existent.
- The arguments are void of structure and the language is rambling.
- The arguments that exist are weakly supported and poorly referenced.
- The writing is fraught with errors in spelling and grammar. The language is inappropriate and the tone is misguided.

**Dixie State College -Udvar-Hazy School of Business  
Writing Resources**

- Definition - normative, adj
  1. implying, creating, or prescribing a norm or standard, as in language normative grammar
  2. expressing value judgments or prescriptions as contrasted with stating facts

Collins English Dictionary – Complete and Unabridged © HarperCollins Publishers 1991, 1994, 1998, 2000, 2003

- Formality - <http://owl.english.purdue.edu/owl/resource/608/02/>
- Tone – <http://owl.english.purdue.edu/owl/resource/652/1/>
- Passive Voice - <http://www.unc.edu/depts/wcweb/handouts/passivevoice.html>
- Sentence Structure - <http://www.eslbee.com/sentences.htm>
- Parts of a Memo - <http://owl.english.purdue.edu/owl/resource/590/02/>

Student Name: \_\_\_\_\_ Course: \_\_\_\_\_

Date: \_\_\_\_\_ Instructor/Evaluator: \_\_\_\_\_

Team Members: \_\_\_\_\_

**Dixie State College -Udvar-Hazy School of Business  
Team/Peer Evaluation Rubric**

**Objective:** Provide each of you with opportunities to:

- Work successfully with others who possess diverse abilities, personalities, strengths, and weaknesses toward a common goal.
- Participate in a peer evaluation process, providing constructive feedback.
- Identify the characteristics of and contribute to a successful team.

**Part A: RUBRIC FOR ASSESSING TEAM PARTICIPATION (Peer Evaluation)**

Scale 1 to 10 (1 = strongly disagree, 10 = strongly agree)

	Peers →	(SELF)					
1	Always manifested positive energy.						
2	Attended all scheduled meetings/Did not negatively distract from the progress of the group.						
3	Showed initiative.						
4	Timely completed all specific assignments from the group.						
5	Volunteered.						
6	Didn't cut corners/produced high quality work						
7	Contributed "out-of-the-box" ideas.						
8	Showed leadership.						
9	Was accommodating.						
10	Would want him or her to be in my group again.						
	<b>Total</b>						

How much time do you estimate that you spent on this team project/activity?

\_\_\_\_\_ Hours

How much time would you estimate that your peers spent on this team project/activity? (in hours)

--	--	--	--	--

**Comments:**



Student Name: \_\_\_\_\_

**Briefly summarize the strengths and weaknesses of each team member:**

**Name:** \_\_\_\_\_

**Strengths:** \_\_\_\_\_

**Weaknesses:** \_\_\_\_\_

**Name:** \_\_\_\_\_

**Strengths:** \_\_\_\_\_

**Weaknesses:** \_\_\_\_\_

**Name:** \_\_\_\_\_

**Strengths:** \_\_\_\_\_

**Weaknesses:** \_\_\_\_\_

**Name:** \_\_\_\_\_

**Strengths:** \_\_\_\_\_

**Weaknesses:** \_\_\_\_\_

**Name:** \_\_\_\_\_

**Strengths:** \_\_\_\_\_

**Weaknesses:** \_\_\_\_\_

**Name:** \_\_\_\_\_

**Strengths:** \_\_\_\_\_

**Weaknesses:** \_\_\_\_\_

Student Name: \_\_\_\_\_

**Part B: RUBRIC FOR ASSESSING TEAM FUNCTIONING (Team Evaluation)**

	<b>[Possible POINTS: 8-10]</b>	<b>[Possible POINTS: 5-7]</b>	<b>[Possible POINTS Below 5]</b>
<b>Participation</b>  <b>Points ____</b>	<ul style="list-style-type: none"> <li>Group agrees on a clear definition of all tasks.</li> <li>All members take an active role.</li> <li>Team engages in follow-up activities to monitor progress.</li> </ul>	<ul style="list-style-type: none"> <li>Tasks are defined informally and most but not all members understand them.</li> <li>Most members contribute.</li> <li>Follow-up is sporadic</li> </ul>	<ul style="list-style-type: none"> <li>Tasks are undefined.</li> <li>Few members participate or project completed by one person.</li> <li>There is no follow-up</li> </ul>
<b>Role Definition</b>  <b>Points ____</b>	<ul style="list-style-type: none"> <li>Every member's role is defined and understood by all.</li> <li>Each member can explain the role of others.</li> </ul>	<ul style="list-style-type: none"> <li>Roles are defined informally and may not be understood by all.</li> <li>Some members may not be able to describe the role of all other members.</li> </ul>	<ul style="list-style-type: none"> <li>There is little understanding of who does what.</li> </ul>
<b>Collective Decision-Making</b>  <b>Points ____</b>	<ul style="list-style-type: none"> <li>Clear procedures for making decisions are established and documented.</li> <li>Decisions, process and member participation are all documented and acknowledged.</li> </ul>	<ul style="list-style-type: none"> <li>Decision-making is done informally leading to inconsistency in implementation and failure to involve all group members.</li> </ul>	<ul style="list-style-type: none"> <li>Due to lack of decision-making process, decisions are made by individuals and do not reflect the thinking or desires of the group.</li> </ul>
<b>Team Member Support</b>  <b>Points ____</b>	<ul style="list-style-type: none"> <li>All team members are treated with respect.</li> <li>All members listen to and acknowledge all ideas presented by other members.</li> <li>All members feel free to ask questions or for help from the other members.</li> </ul>	<ul style="list-style-type: none"> <li>There is a general atmosphere of respect for team members but some members may not be heard as much.</li> <li>Acknowledgements are sporadic.</li> <li>Not all members feel comfortable asking questions or for help from other group members.</li> </ul>	<ul style="list-style-type: none"> <li>The team atmosphere is competitive and individualistic rather than cooperative and supportive.</li> </ul>
<b>Communication Skills</b>  <b>Points ____</b>	<ul style="list-style-type: none"> <li>Effectively exchanged ideas.</li> <li>Used brainstorming for creative solutions to issues.</li> <li>Had group buy-in and commitment to a common goal.</li> <li>Effectively planned a course of action.</li> </ul>	<ul style="list-style-type: none"> <li>Exchanged ideas but with some difficulty.</li> <li>Used brainstorming to a limited degree.</li> <li>Had commitment to a common goal by most members.</li> <li>Team had a small degree of difficulty planning a course of action.</li> </ul>	<ul style="list-style-type: none"> <li>Failed to exchange ideas.</li> <li>Did not use brainstorming.</li> <li>Had difficulty getting a commitment to a common goal.</li> <li>Team had difficulty planning a course of action at all.</li> </ul>
<b>Quality of Work</b>	<ul style="list-style-type: none"> <li>Professional Appearance.</li> <li>On Time.</li> <li>Thorough.</li> <li>Exceeded the requirements of the assignment.</li> </ul>	<ul style="list-style-type: none"> <li>Less professional in appearance.</li> <li>Not timely.</li> <li>Needed more content.</li> <li>Met minimum requirements of the assignment.</li> </ul>	<ul style="list-style-type: none"> <li>Messy w/spelling errors, etc.</li> <li>Not completed prior to group presentation or assignment completion deadline.</li> <li>Incomplete.</li> </ul>

Student Name: \_\_\_\_\_ Course: \_\_\_\_\_

Date: \_\_\_\_\_ Instructor/Evaluator: \_\_\_\_\_

**Dixie State College -Udvar-Hazy School of Business  
Oral Presentation Rubric**

Students will possess the interpersonal and communication skills necessary to succeed in business.

Objectives:

- A. Students will be able to deliver professional quality oral presentations  
Measurement: Assessment of a presentation using a rubric for quality oral presentations  
When: Required Senior Management Course, MGMT

<b>ASSESSMENT CRITERIA</b>	<b>Likert Score 1 to 5X Weight</b>
<b>Content:</b> valuable, clear understanding of topic, reliable sources, able to apply, goes deep, current, insight into future	<b>Weighted - X3</b>
<b>Presentation Skills:</b> clarity of message and voice, responsive to audience, good listening, eye contact, professional, appropriate dress, effective use of time	<b>Weighted – X2</b>
<b>Level of Persuasion/Learning:</b> persuasive, enthusiastic, motivational, confident, knowledgeable, supported with research and facts	<b>Weighted – X1</b>
<b>Audience Attention &amp; Participation:</b> engage audience, assess audience absorption, maintain interest, ask good questions, give good answers	<b>Weighted – X1</b>
<b>Presentation Support:</b> appropriate format & organization, effective presentation tools, professional quality handout, good teamwork, relevant and clarifying activity	<b>Weighted – X1</b>
<b>TOTAL (40 possible points)</b>	

**Likert Score: 1 = very poor; 2 = poor; 3 = fair; 4 = good; 5 = excellent**

**Strengths of the presentation:**

---

---

---

**Weaknesses or ways to improve the presentation:**

---

---

---

Student Name: \_\_\_\_\_ Course: \_\_\_\_\_

Date: \_\_\_\_\_ Instructor/Evaluator: \_\_\_\_\_

**Dixie State College -Udvar-Hazy School of Business  
Case Study Performance Rubric**

	<b>Exceeds Standards</b>	<b>Meets Standards</b>	<b>Does not Meet Standards</b>
<p><b>Identification</b> Business opportunities / problems are identified within the case.</p>	<p><b>Higher levels of critical thinking</b> are clearly present. The <b>business opportunities and/or problems</b> are not only <b>clearly identified</b>, but they are presented in a fashion that is <b>actionable</b> by a firm's executives or managers.</p>	<p>The case presentation / write-up <b>succinctly identifies the fundamental business opportunities and/ or problems</b> addressed within the case. This is demonstrated via a <b>clear and concise summary</b> of the topic. The case provides appropriate supporting evidence of the business opportunity / problem.</p>	<p>The case presentation / write-up either <b>incompletely or inaccurately identifies the fundamental business opportunities and/ or problems</b> addressed within the case. <b>Insufficient support</b> has been provided to identify the core opportunities or problems which are central to the case.</p>
<p><b>Analysis</b> Identification and use of proper analytical techniques to dissect business opportunities / problems</p>	<p><b>Proper methodologies</b> are utilized to analyze the case's opportunities or problems. The student(s) <b>demonstrates a fundamental understanding</b> of the selected methodologies and applies them correctly to the business topic. <b>Methodologies from multiple business disciplines</b> (e.g. finance, accounting, operations, strategy, marketing, etc.) are used as appropriate to provide support for conclusions reached.</p>	<p>Utilizes <b>proper methodologies</b> to analyze the case's opportunities or problems. The student(s) demonstrates a <b>fundamental understanding</b> of the selected methodologies and applies them correctly to the business topic with proper support.</p>	<p><b>Methodologies selected</b> to analyze the case's opportunities or problems are <b>applied incorrectly or without logical support</b>. The student(s) are unable to exhibit a fundamental understanding of the selected analytical methodologies and their application to the case.</p>
<p><b>Synthesis</b> Clear statement of alternatives to address business opportunities / problems</p>	<p><b>Alternatives or solutions</b> to the business opportunity / problem are <b>clearly stated</b>, using analytical results to support alternatives. The advantages / disadvantages of pursuing given alternatives should be discussed with a clear <b>recommendation</b> provided for each topic or problem. Alternatives or solutions are <b>synthesized with a clear call to action</b> which could be implemented by the firm's executives or managers.</p>	<p><b>Alternatives or solutions</b> to the business opportunity / problem are <b>clearly stated</b>, using analytical results to support alternatives. The advantages / disadvantages of pursuing given alternatives should be discussed with a <b>clear recommendation</b> provided for each topic or problem.</p>	<p><b>Alternatives or solutions</b> to the business opportunity / problem are <b>not clearly stated</b>, using analytical results to support alternatives. There is <b>insufficient linkage between analytical results and recommendations</b>. Managers or executives are left with no clear recommended course of action.</p>