



Executive MBA Program

MGT 589 Strategic Management
Trimesters 3a & 3b

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Class: Friday / Saturday - BA 199

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Educational Objectives

Strategic management uses the case method to examine how general managers seek to create and maintain competitive advantage for organizations. This course considers how managers determine strategic direction and manage the strategy process. Recognizing that most general management decisions are inherently multi-functional in nature, we employ explicit frameworks for strategic action while also integrating lessons from functional area courses to explore and reconcile the tensions that accompany decisions that involve the entire enterprise.

- 1) Understand the nature of strategic competitiveness and develop the ability to analyze the competitive environment facing a firm, assess the attractiveness of the industry and identify potential sources of competitive advantage and disadvantage in one's organization.
- 2) Integrate knowledge and apply analytical techniques from various disciplines, including finance, accounting, marketing, economics, operations, organization theory and organizational behavior. The goal is to identify and analyze strategic issues and develop solutions in the form of actionable plans to develop and sustain competitive advantage.
- 3) Discriminate among the types of data that general managers need to evaluate alternative scenarios. Develop logical, coherent and persuasive analyses for a desired course of action. Consider how to effectively implement plans within the constraints imposed by the complex behavior of individuals within organizations. Each student should be able to effectively communicate his or her conclusions in both oral and written form.
- 4) Develop the ability to view the corporation as a whole and to assess it in relation to business unit goals and objectives.

Textbook, Cases, & Readings

- Textbook:** Jay B. Barney and William Hesterly. 2011. Strategic Management and Competitive Advantage. Fourth Edition. Upper Saddle River, NJ: Prentice Hall.
- Course Packet:** Available from Xanadu
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Class Format

The Case Method: Why We Rely on Discussion Learning

Approximately three-fourths of our class time will be spent discussing business cases. Why do we rely on the case method so extensively? The case-study method brings a “real world” approach to business education in at least three important ways. First, case discussions generate a dynamic process of vigorous questioning and responding, examination and debate among students and discussion leader. Because strategy issues are often characterized by ambiguity, complexity or uncertainty, this course is more about *asking the right questions* than it is about knowing the right answers. Rather than simply lecture about the current state of “best practices,” we recognize that theories change over time while reasoning skills survive. The case method helps students to refine their skills as insightful questioners, rather than just good answer-finders. In this model of learning, it is the journey more than the destination that matters. In addition, discussion learning requires all students to participate *actively* in the learning experience. The MBA degree is about more than just acquiring a toolbox of analytical skills. It is also about developing the ability to contribute to the group so that we expand the boundaries of everyone’s learning. Just as in management, there is no formula that you can follow for every case. Nevertheless, over the course of the semester, students gradually build on the combination of theory and analysis, judgment and experience to develop for themselves the ideas that the teacher seeks to communicate. While the case method requires a high level of student commitment, it also causes students to personally engage the problem and “own” the solution, so that the case method is inherently a student-oriented process. Walter Wriston has said, “Good judgment comes from experience. Experience comes from bad judgment.” As in the “real world,” the case method replicates the trial-and-error experience of seasoned managers, thereby deepening judgment. It also does so in the low risk environment of the classroom where career casualties are not at stake.

Second, the case method trains students to think as administrators (rather than as scholars), so that they: (1) see a problem looking for solutions rather than a concept looking for applications, (2) focus on defining and prioritizing a maze of tangled problems and determining which one(s) to attack with the limited time available, (3) appreciate differing agendas and points of view, and (4) *take action*, not just report findings.

Third, by linking analysis with individual action taking, the case method encourages moral awareness by requiring students to *take a stand*. The give-and-take of case discussion often brings to the surface subtle ethical dilemmas that might otherwise be missed. The case method helps students learn to assess and embrace the tradeoffs among different stakeholders' interests. The case method requires students to use all of their knowledge, skills and experience to respond in real time to the questions raised in class and to effectively communicate their ideas to their classmates and help to lead them to a greater shared understanding of the problem at hand. Thus, the students become the teachers.

In sum, we teach with case studies because the method embodies important values of professional education. The case method is not simply a technique; it is a rich philosophy about judgment, analysis, action and learning. *(Adapted from an article by Robert F. Bruner)*

While our applications will emphasize exercise of judgment, by no means is this course “theory free.” We will learn to break down complex problems into manageable analytical issues to which we can apply a rigorous set of theoretical tools. The analytical approaches in our “strategy tool kit” will be covered in the required readings prior to each case. These readings have been carefully selected to convey often complex topics in a concise, understandable manner. Since these readings articulate much of the theoretical content of the course, they will be crucial to your comprehension of our course concepts. It is extremely important that you read, study (and preferably discuss with each other) this material when assigned so that you will be able to apply it to our case discussions.

The key requirement of this course is that you THINK. This course requires that you synthesize material that you have learned in prior classes in your business education in conjunction with new concepts we will introduce. We will ask that you add a dose of common sense and filter these ideas through your own experiences and “world view.” We will reach consensus on *some* issues, yet many among you will have differing interpretations as we proceed through the course. This is the nature of strategy and policy issues. You may find yourself occasionally frustrated by the ambiguity and the difficulty of assimilating conflicting points of view. Welcome to real life.

Our readings and case discussions are designed to help you understand how firms formulate and implement strategies under the impetus of competition, technology, government action, and other important contextual forces. This, in turn, requires a deep understanding of the functional strategies associated with marketing, operations, finance and human resources. Our challenge in this course will be to integrate your learning from other courses in a synthesis with new material introduced here to see how general managers develop functional strategies into overall business and corporate strategies and to see how their chosen strategies are implemented. While this may not happen overnight, over the course of the semester, you can expect to begin to see how the “pieces fit together.” You will be better prepared to enhance your careers with a more comprehensive vision of the firm as a whole and your role in it.

Grading & Course Requirements

Requirement		Points
Class contribution	Individual	50
Case analyses	Individual – 125 per case x 4	500
Simulation: The Pharmaceutical Industry Faces AIDS in Africa	Team	125
Live Case Project	Team	300
Peer evaluation	Individual	25
Total Points		1000

Course grades are then assigned on the following basis: 980+ = A+; 930-979=A; 900-929=A-; 870-899=B+; 800-869=B; 770-799=C+; etc.

Final point scores for the course *are not* rounded up. So, for example, a final score of 899 would yield an overall course grade of B+ not an A-. There are no extra credit assignments or other supplementary options for improving a course grade. If you have concerns about your performance or course grade, these should be addressed with the instructor as soon as possible. No case assignments will be accepted after the beginning of class in which the case is taught; Live Case Project grades will drop one letter grade for each calendar day late. **Please be aware that you must earn a grade of “B” or higher to pass this course. All other grades are considered failing for this course and will result in taking the course over next spring.**

Grade disputes on specific assignments are handled in writing. Submit a memo describing the disputed item, and why you feel the grade was incorrect. Grading errors are possible, but please be aware that errors can be overly generous as well as overly harsh. Accordingly, the grade on your re-marked assignment may stay the same, be increased or lowered. Grade appeals must be submitted within one week of grade receipt.

Class Contribution

Most of your learning will occur in preparation for and participating in the case discussions. To enhance your preparation and learning, we strongly encourage you to form study groups to discuss the cases prior to class. To guide you in your preparation, this syllabus includes discussion questions for each case.

As noted earlier, the complexity of the course material relies heavily on discussion learning. This process allows the cumulative insights of your colleagues to contribute to the evolution of the class’s learning. Thus, the entire class learning experience relies on each of you taking responsibility for contributing to the discussion. In order to do so, it is imperative that each of you be present and fully prepared each day. Consequently, excessive absences or tardiness will result in a significantly lower grade for this component.

As is the case with real world work environments, you are judged not by what you know but by what you **contribute**. Even if you feel that you know the material, unless you share your insights with the class, we cannot adequately evaluate your preparedness and contribution. Students are never penalized for making comments that don't appear to be the "right answer." It is only through consideration of many diverse opinions and viewpoints that we will move toward a greater shared understanding of the multi-dimensional material that this course entails.

For some students, advocating or challenging a position during class is uncomfortable. However, research has shown that most of a manager's day-to-day duties require discussions with others and interactive problem solving in real time. The skills needed to contribute to the case discussion are the same as those needed to be an effective manager.

It is expected that you will come to class each day fully prepared to share your views in the classroom discussion, whether voluntarily or when called upon. You have an obligation not only to learn the material but also to assist in the learning of your classmates. To do so, you must make a meaningful contribution when you have the floor. Blandly summarizing case facts, repeating prior points of discussion and/or simply agreeing with your classmate's arguments does not constitute a meaningful contribution. Focus on making comments that pass the "so-what" test. This can range from helping to sort out the salient facts in a complex case to providing insightful analysis that *builds upon the prior discussion* and moves our thinking forward.

Every student is important to the class discussion. It is equally important that we listen carefully to one another and attempt to build on or constructively critique prior comments. Try to resist the temptation to jump to topics that are not specifically open for discussion. Some of the specific things that will have an impact on effective class participation and on which you will be evaluated include:

- Are you a good listener?
- Are your contributions relevant to the discussion? Do your comments relate to the comments of others and to the themes that the class is exploring together?
- Do your comments add to our understanding of the situation? Are you incisive? Do you cut to the core of the problem?
- Are you willing to challenge the ideas that are being expressed?
- Are you willing to test new ideas, or are all comments "safe"? (For example, repetition of case facts without analysis or conclusions, or repeating comments already made by someone else.)
- Do you integrate material from past classes or the readings where appropriate? Do your comments reflect cumulative learning over the course and the MBA curriculum, or does the participant merely consider each case in isolation?

In grading class contribution, we will be assessing the extent to which you have established a meaningful presence in the classroom, over the course of the semester, by making solid contributions on a regular basis. Your friends in other programs or who have taken the course in previous years who have already discussed the case may offer to assist you with understanding the case, or you might be tempted to research what happened to the company after the case was written. Engaging in such activities is *strongly discouraged*. Not only does it impair your learning, but it will also disrupt your section's learning when you speak up in class. It is important for the class to work through the issues based on case facts. Collective reasoning and

discovery are critical to the success of the case method. **Please do not research the case company or situation beyond the case facts until after our class discussion.**

A few closing tips for meaningful class contribution:

- Trust your own experiences. The course is designed to give you a theoretical framework for making sense of your everyday work experiences. Draw on your experiences to interpret material and illustrate your arguments. Equally important, be prepared to reinterpret your experiences in light of new insights gained from the course.
- Be aware of your own values and biases. "Where you stand depends on where you sit." Your values inevitably influence how you perceive and interpret situations. Rather than deny or hide them, make them explicit (at least to yourself).
- Value the contributions of others. There is never a one-best-way to manage, and different people often come to different conclusions about how they would handle a problem. You can learn as much from listening to your classmates as you can from any book.
- Do not be satisfied with shallow analysis and pat answers of your own, your classmates, or your professor. In the interests of saving time and making a point, we often gloss over subtleties: if something does not sound right, then it probably is not right.

In-class Exercises

In addition to a case discussion, each day we will also engage in exercises, debates, negotiations, discussions and other activities. These exercises are meant to reinforce some of the key learning points for each class. They may include reading other articles from the business publications, experiential learning exercises and / or videos. Student involvement in these class activities is a very important part of the learning process. The learning process will typically involve some form of group discussion, analysis and informal presentation. The type of exercise will vary from class to class. Your contributions to these exercises and discussions are also a part of your class contribution.

Assignments

Analysis 1: Five forces in the soda industry (125 points)

Complete the provided worksheet, which asks you to evaluate the attractiveness of the soda industry by discussing the following for concentrate producers and bottlers, separately:

For each point, be specific, e.g., in discussing supplier power, identify the most important inputs, and provide evidence to support your assertion.

Analysis 2: Case analysis for Jetblue airlines (125 points)

In a memo of no more than two pages:

- 1) identify the most important strategic issues facing Jetblue as a result of both internal and external analyses,
- 2) identify and analyze the best alternative courses of action most relevant to the key issue(s),
- 3) recommend a specific course of action from the alternatives, and

4) justify that recommendation as the best given your analysis.

Please note this assignment is not the same as answering the discussion questions, which are provided to help you prepare for class discussion. A guideline for case analysis is appended to this syllabus. **Despite the increasing depth of analysis needed, case analysis can be no longer than two pages (single-sided, single spaced, 12 point Times New Roman, 1" margins throughout).** You may attach up to two pages of supporting documentation, such as financial analysis.

Analysis 3: Synthes' market entry decision (125 points)

Synthes, a leader in the metal medical implant field, must decide whether or not to enter the emerging field of bioresorbable implants. Based on the information in the HBS case, provide a two page memo (1 inch margins, 12 point font, single spaced) to the top management of Synthes' addressing the question, "Should Synthes make bioresorbable implants?" You should certainly address the options presented in the HBS case, but feel free to offer others. You may attach up to two pages of supporting documentation, such as financial analysis.

Analysis 4: Case analysis for Harlequin Enterprises Limited (125 points)

In a memo of no more than two pages:

- 1) identify the most important strategic issues facing Harlequin as a result of both internal and external analyses,
- 2) identify and analyze the best alternative courses of action most relevant to the key issue(s),
- 3) recommend a specific course of action from the alternatives, and
- 4) justify that recommendation as the best given your analysis.

Please note this assignment is not the same as answering the discussion questions, which are provided to help you prepare for class discussion. A guideline for case analysis is appended to this syllabus. **Despite the increasing depth of analysis needed, case analysis can be no longer than two pages (single-sided, single spaced, 12 point Times New Roman, 1" margins throughout).** You may attach up to two pages of supporting documentation, such as financial analysis.

Simulation: The Pharmaceutical Industry and AIDS in Africa (Group project)

In this project, each team will represent a specific stakeholder, including

- Executives at a major pharmaceutical company
- The government of an African country with a substantial AIDS epidemic
- Representatives of an activist group or Non-Governmental Organization campaigning on behalf of AIDS victims in poor countries

Each team will prepare two memos of no more than two pages each. In addition to turning in these memos, each team should be prepared to orally present its position and engage in debate with the other groups.

Memo 1: For public distribution

In this memo, state your preferred strategy for delivering life-saving medication to AIDS victims in Africa. State your (public) rationale for this strategy and respond (preempt?) the criticisms you expect from the other two stakeholder groups. Assume this memo will be publically distributed and will be the basis for your publicity and public policy efforts on the topic.

Memo 2: For internal distribution only

In this memo, which will only be distributed to a small group of top executives/officials in your organization, provide the private rationale for the strategy you proposed in the public memo. This will probably include your prediction of outcomes if you win/lose the debate. Discuss strategies you could use to shape the outcome of the debate to your advantage.

An important point: This is a emotional issue, with very serious implications. We will assume at all times that all of the actors involved are sincere and acting according to their perceptions of what is right. Self-interest may shape actors' choices, but will assume that the pharmaceutical companies are not blood-sucking parasites who care more about money than human lives. Equally, we will assume that governments and activists are not clueless, latte-slurping anti-capitalists. Each side has called the other much worse than this, but we won't bring that into the classroom or these memos.

Live Case Project

In your team, you will be asked to complete on a live-case project. This project constitutes a significant portion of your final grade and is meant to be an integrative project across all functional areas. While the specifics of the project will vary along with the client firm, each project is slated at the overall strategy of the firm and how best to gain or sustain competitive advantage. The format of the project will include a kick-off presentation of the project during our first weekend, background reading on the firm and industry, and a visit to the focal firm. Teams will then have about 8 weeks to prepare their analysis of the firm and detailed recommendations.

A heavy emphasis will be placed on tangible action items to implement the recommendations you suggest. While you should provide evidence of a thorough analysis, your assignment should be directed at the company as your target audience, not thought of as an academic assignment. That means you do not need to repeat company history, etc. Get right to your analysis of the key issue(s) and what you propose the company do and why. Team deliverables are due to your professor no later than **1:00 p.m. on April 13**.

Your **written assignment** should contain a title page with all team members' names followed by a 1-page single-spaced executive summary of your analysis and recommendations. **No more than 15 double-spaced pages of text**, excluding tables and figures should follow in which you present your key analyses and recommendations taking care to cite all references fully. Finally, please include a videotape or cd/dvd of your team's **presentation** of your work (**no more than 20 minutes long**) to the executives of the firm. **Three** team proposals selected by your professor will make presentations to the executive team from our focal firm's management in class on the

last weekend of the course. The proposals will probably be selected on criteria in addition to overall quality. For example, variety in approach and recommendations will also be considered. Company executives will judge the best project and the winning team will be guaranteed an “A” for this assignment.

The Live Case project is a program and course innovation and with innovations comes risk. It is our hope that this project will add value to you as a class and to our client firm. Please remember that our focal firm is our client here and as such, all interactions with them should be done in a professional manner.

Readings and Cases

For each class, you will be required to read several identified book chapters, and /or article(s) presenting an analytical technique or framework and a case study for each class. As you read these you should ask yourself “What types of problems or opportunities do these readings help address?” and “How could I apply these insights to this case?” Be prepared to discuss both when you come to class.

W. P. Carey School of Business Honor Code

Unethical behavior by corporations has been linked with negative performance outcomes; the same is true of unethical student behavior. It is expected that students will neither participate in nor condone activities such as cheating or plagiarism. You are expected to do your own work on all individual exercises and the exams. I encourage you to speak to other students about the issues, but do not share work or answers. Failure to follow this policy may result in zero points for both the receiver and provider (if involved). Also, the instructor may take any other action described in the current academic dishonesty policy. By placing their names on assignments, students are affirming that the contents are their original work. Consulting work done by students in this course in other platforms or in previous years is a violation of academic integrity. This policy will be vigorously enforced. Sharing work you do in this course with others, whether in the course with you or not, can tempt others to violate this academic integrity policy and can result in that student’s failure in the course and dismissal from his/her program.

Detailed Assignments

Class 1 Introduction: What is Strategy? (8:00-10:00) / Live Case Briefing (10:00 - 12:00)

Friday, March 01 (8:00-12:00 **)

Read

"What Is Strategy?" Porter, Michael E. In Harvard Business Review, Case No. 96608.
Published 11/01/1996

Barney, Chapter 1

Case

"Patagonia." Case No. 9-711-020.

Submit

None

Discussion questions

1. Briefly define Patagonia's strategy. Is there good fit among its activities? (See Porter article from Harvard Business Review.)
2. Briefly describe strategic leadership in your own words. Have Patagonia's executives effectively exhibited strategic leadership? Why or why not?
3. Nobel prize-winning economist Milton Friedman has argued that effective business leaders should have the single focus of increasing firm profits for stockholders. Do you think that Patagonia's leaders have been wise to pass up growth opportunities because of environmental or other stakeholder concerns? How has Patagonia done at meeting the demands of its various stakeholders? Which stakeholders (if any) should they pay more (or less) attention to, and why?

Class 2 External Analysis
Saturday, March 02 (1:00-5:00)

Read

Barney, Chapters 2

Case

"Cola Wars Continue: Coke and Pepsi in 2010." Case No. 9-711-462

Submit

Analysis 1 -- Five Forces report

Discussion questions

1. Evaluate the industry by completing a 5-forces worksheet for both the concentrate producers and bottlers. Is this an attractive or unattractive industry overall for the concentrate producers and bottlers?
2. Which of the 5 forces is the most important threat for each?

**Class 3 Internal Analysis
Friday, March 15 (1:00-5:00)****Read**

Barney, Chapter 3

Case

"Starbucks." Case No. 9A98M006.

Submit

None

Discussion questions

1. What are the important elements of Starbucks external environment?
2. What resources and capabilities does Starbucks possess that meet the VRIO criteria?

3. How can Starbucks use those resources and capabilities to compete, given its external environment?

Class 4 Competitive Advantage and Generic Strategies
Saturday, March 16 (1:00-5:00)

Read

Barney, Chapters 4 & 5

Case

"JetBlue Airways: Starting from Scratch." Case No. 9-801-354.

Submit

Analysis 2 - General case analysis

Discussion questions

1. What generic strategy is Jet Blue pursuing? Be sure to provide evidence for your assertion.
2. What are the two or three most important reasons Jet Blue has chosen this strategy?

Class 5 Uncertainty, Flexibility and Real Options
Friday, March 29 (1:00-5:00)

Read

"Strategy Under Uncertainty." Courtney, Hugh; Kirkland, Jane; Viguerie, Patrick.
Harvard Business Review, 1997

"Introduction to Real Options." Busaba, Walid; Khokher, Zeigham; Grimshaw, Jaclyn.
Case No. 9B05N015.

"Scenario Planning: A tool for strategic thinking." Paul J.H. Schoemaker. Sloan
Management Review, 1995.

Case

"Synthes." Case No. 9-502-008.

Submit

Analysis 3 - Memo on market entry decision

Discussion questions

1. If the bio-reabsorbables segment is so promising, why is growth so slow?
2. What are the dangers to Synthes of letting others take the lead with this new technology?
3. What if Synthes enters bio-reabsorbables and gets it wrong?

Class 6 Vertical Integration Saturday, March 30 (1:00-5:00)

Read

Barney, Chapter 6

Case

"ZARA: Fast Fashion." Case No. 9-703-497.

Submit

None

Discussion questions

1. What are the costs and benefits of Zara's vertical integration strategy?
2. What should Zara do in the future?

**Class 7 Corporate Strategy: Diversification
Friday, April 12 (1:00-5:00)**

Read

Barney, Chapters 7 & 8

Case

"Harlequin Enterprises Limited - 1979." Case No. 9A87M002.

Submit

Analysis 4 - General case analysis

Discussion questions

1. Why is Harlequin so successful?
2. How far can Harlequin go with the same strategy and business model?
3. What growth/diversification options would you recommend Harlequin pursue?

**Class 8 Strategic Alliances and Mergers & Acquisitions
Saturday, April 13 (1:00-5:00)**

Read

Barney, Chapters 9 & 10

Case

"PepsiCo's Restaurants." Case No. 9-794-078.

Submit

Live Case report and presentation

Discussion questions

1. Discuss whether PepsiCo should acquire California Pizza Kitchen.
2. Discuss whether PepsiCo should acquire Carts of Colorado

Class 9 Live case presentations Friday, April 26 (9:00 - 12:00 **)

Read

Case

Submit

Discussion questions

Class 10 Stakeholders and social responsibility Saturday, April 27 (1:00-5:00)

Read

"The Social Responsibility of Business is to Increase Its Profits." Friedman, Milton. In New York Times Magazine***, pp. 32-33, 122, 124, 126. Published September 13, 1970, 1970.

"Serving the world's poor, profitably." Prahalad, C. K. & Hammond, A. 2002. Harvard Business Review, 80(9): 48+.

Case

"Life, Death, and Property Rights: The Pharmaceutical Industry Faces AIDS in Africa."
Case No. 9-702-049.

Submit

AIDS in Africa: Public memo

AIDS in Africa: Private memo

Discussion questions

1. What are your organization's goals in your negotiations?
2. Who are your natural allies in the negotiations?
3. Who do you expect to oppose your efforts and how can you respond?

MGT 589 Strategic Management Case Analysis Guidelines

- 1) Identify the strategic issues in this case through internal and external analysis**
 - a) A strategic issue is any issue that has the potential to fundamentally affect the company's competitive position, its strategy, its operations and its prospects. Typically, it is the issue addressing which resolves all other issues. More importantly, the number of strategic issues facing an organization is limited in number - at the most there are two or three such issues. Prioritize. Look not at the symptoms but the underlying cause.
 - b) To identify the strategic issues one needs to examine the firm's competitive positioning. The firm's competitive positioning is arrived at after an analysis of the firm's environment (industry analysis), the firm's resources and capabilities (internal analysis) and the firm's strategies and its outcome. The strategic issue is something that has the potential to affect the firm's competitive positioning and may be due to changes in the environment, internal resources and capabilities, questionable strategies and the like.
 - c) Third, to examine the competitive position you need to consider all relevant information in the case. Question any hidden assumptions. Make explicit all assumptions you make in order to arrive at your conclusions. Assess your logic and arguments for coherence and consistency.

- 2) Identify the most important alternative courses of action**
 - a) The relevant alternatives are those that most directly address the strategic issues that you have identified in the first step. The relevant alternatives should be based on the analysis that you have performed earlier. In other words they must be consistent with the industry analysis, the internal analysis and the firm's strategies that you have identified.
 - b) Second, examine whether these alternatives are really alternatives. In other words, can the firm simultaneously undertake one or two or all of the alternatives? Some decisions like a Make or Buy decision are truly mutually exclusive. On the other hand, in some other cases a firm may not be able to pursue all alternatives because the firm does not have the resources and capabilities.

- 3) Evaluate the alternatives and recommend a course of action. Justify your decision.**
 - a) To recommend any one of the alternatives that you identified in the earlier step you need to evaluate all the alternatives. What are the pros and cons of each alternative? Why are some alternatives not feasible options for the firm? It is this analysis that enables you to identify and recommend the alternative that you think best addresses the strategic issue that you have identified.
 - b) Present your recommendations with specific implementation details and support your decision by arguing its merits vis-à-vis the alternatives.

- 4) Evaluate your analysis in terms of consistency, coherence, brevity and logic.**
 - a) Does it make any assumptions that you have not made explicit?

- b) Is the information used factually correct?
- c) Are the conclusions justifiable?
- d) Are they based on opinions, personal beliefs or logic and facts?

MGT589 Strategic Management Case Analysis Grading Sheet

Name: _____

Overall Assessment

	Points
Outstanding - extremely thorough and insightful analysis, outstanding recommendations	125
Excellent – very thorough and insightful analysis, excellent recommendations	120
Strong – thorough and insightful analysis, strong recommendations	115
Average - analysis and recommendations are competent, but not overly thorough or insightful	110
Marginal – limited analysis and/or recommendations	105
Deficient – insufficient analysis and/or inappropriate recommendations	100

Identification of a significant strategic issue

<input type="checkbox"/> Issue clearly identified	<input type="checkbox"/> Issue is strategic (not tactical)	<input type="checkbox"/> Other:
<input type="checkbox"/> Issue is significant/ most important	<input type="checkbox"/> Identified issue overlooked by many	

Analysis

<input type="checkbox"/> Internal Analysis	<input type="checkbox"/> Tool sufficiently applied given information in the case	<input type="checkbox"/> Other:
<input type="checkbox"/> External Analysis	<input type="checkbox"/> Tie between internal & external analyses	
<input type="checkbox"/> Appropriate tool(s) selected	<input type="checkbox"/> Proper unit of analysis	
<input type="checkbox"/> Tool applied correctly		
<input type="checkbox"/> Tool in the weeks readings		

Identification and evaluation of alternative courses of action

<input type="checkbox"/> Alts presented	<input type="checkbox"/> Alts insightful	<input type="checkbox"/> Alts have relationship to strategic issue
<input type="checkbox"/> Alts well developed & explained	<input type="checkbox"/> Pros & cons of alts considered	<input type="checkbox"/> Alts are the most viable given the analysis
<input type="checkbox"/> Alts evaluated in the context of the tool applied	<input type="checkbox"/> Financial implications of alts considered	<input type="checkbox"/> Other:
<input type="checkbox"/> Alts not already being done		

Critical thinking: Recommendation and justification for a specific recommended course of action

<input type="checkbox"/> Clear rec. decision presented	<input type="checkbox"/> Rec. supported by the analysis presented	<input type="checkbox"/> Financial implications of recs. considered
<input type="checkbox"/> Rec. is feasible	<input type="checkbox"/> Limitations of the rec. presented	<input type="checkbox"/> Rec. support very insightful
<input type="checkbox"/> Justification for rec. is presented and fully developed	<input type="checkbox"/> Discussed how to overcome these limitations	<input type="checkbox"/> Other:
<input type="checkbox"/> Rec. is the best choice given the analysis or overall case		
<input type="checkbox"/> Rec. has relationship to the strategic issue		

Communication: Professionalism of presentation (writing, format, etc.).

<input type="checkbox"/> Well written and easy to read	<input type="checkbox"/> Depth vs. Breadth	<input type="checkbox"/> Other:
<input type="checkbox"/> Logic clearly presented	<input type="checkbox"/> Consistency of argument	
<input type="checkbox"/> Factual errors	<input type="checkbox"/> No typo's and/or misspellings	

(for items marked, ✓ indicates strength, × indicates weakness)