GOALS

The purpose of "Competing in the Global Economy" (GLOBAL) is to provide you with a knowledge and understanding of the global environment for business and of the challenges facing managers in this environment. Markets have become global in scope, and companies and their leaders increasingly need a global perspective on their industry's trends, customers and competitors. Yet persistent differences exist among national business systems, forcing companies to adapt their strategies and tactics to different cultures and political pressures. Business leaders must simultaneously "think and act global and local" in formulating and implementing competitive strategies.

Students are expected to come away from GLOBAL with the ability to (1) analyze the forces driving the global competitiveness of firms and countries in particular industries, and (2) understand the important differences among countries in the rules of the game for business. Students who master the material in GLOBAL should have a good understanding of the global competitive environment and a "big picture" framework for thinking about situations they encounter in their business careers.

More generally, this course is designed to give students practice at analyzing business situations: identify the problem, analyze the current situation, develop and evaluate alternative solutions, and effectively communicate recommendations. These “strategic thinking” skills should help students in all jobs (particularly in consulting), and also in job interviews.

LEARNING APPROACH AND MATERIALS

GLOBAL will be highly interactive, based mostly on class discussions and on work in small groups. The professor will structure and organize the discussions and group work, but the quality of the class will depend in large part on the efforts and insights of the students.

Case discussions will be a principal method of learning, with readings and short lectures providing the conceptual framework to apply to the cases. Cases are drawn from
manufacturing industries (agbiotech, aircraft, apparel, autos, camera film, elevators, power generation equipment, semiconductor chips, and telecommunications equipment), service industries (investment banking, trade, retail), rich countries (U.S., Canada, Germany, the EU, and Japan) and emerging economies (Brazil, China, Hong Kong, India, Mexico). These industries and countries were chosen for their importance, diversity and usefulness in illustrating the application of general principles and concepts.

GLOBAL will make heavy use of the study groups. It is expected that the groups will prepare for class discussion by first discussing the case in group meetings. Each group will also prepare two case write-ups.

You will need to buy a course packet at the UW Bookstore. Other materials, such as lecture slides will be available on Canvas, or through the library on electronic reserve.

REQUIREMENTS AND GRADING

Your grade in this course will be based on the following:

- Participation in class discussion (individual and group)
- Group Case Write-up – Lada
- Group Case Write-up – One of three cases
- Final exam (individual)

Participation in Class Discussion is important in this class. You will find that you will understand and remember the material better if you participate in the discussions. Also, you will contribute to the learning of others in the class. The quality of your participation is more important than quantity, but you are expected to participate every day. Your grade will be based mostly on your own participation and partly on that of your group; your grade will go up when your group members participate in discussion, and you can help your group by contributing to the discussion. In order to assure that everyone is focused on the discussion, I do not allow laptops or other electronic devices to be on or open during class.

Case Write-ups Each group will do two written analyses: Lada do Brazil, and one of the three “industry” cases identified below. The description of each case’s assignment in the syllabus includes the questions to cover in a write up. The write-ups are due at the start of class on the case discussion day. The grade will depend on the quality of the analysis and the effectiveness with which you use the facts in the case to present your argument. A grading rubric for the case write-ups is included at the end of the syllabus.

1. Everyone: Lada do Brazil, Jan 28.
2. Choice of one of these cases: Walmart in China, Feb 11; Arcadia Biosciences, Feb 23; or Bombardier, Mar 2.
Final Examination. The final exam will be a take-home exam handed out at the end of the quarter. You will be allowed to discuss the exam with others, but written answers must be done individually.

A grading form is at the end of the syllabus. You should detach the form, fill it out, and return it on the second day of class. This form allows you to set the weight for each of the above 4 grading components, with a minimum of 15% and maximum of 40% for any individual component.

A final comment on intellectual integrity: Except for the final exam where I allow you to do research on the web, the ONLY materials you should consult for case preparation (for class discussion or the write-ups) are the case itself, any supplemental readings listed in the syllabus, and your class peers. I do NOT want you to search for solutions to the cases on the web, in your fraternity/sorority files, or from “friends and family.” These efforts shortchange both your and your peers’ learning process.

SCHEDULE AND ASSIGNMENTS

Part 1 - Introduction

The first session will lay out the course and the goals and expectations for both students and instructor. The next two sessions will serve as an introduction to the themes of the course.

1. Jan 5 - Course Introduction

   Today’s session lays out the structure of the course and expectations for both students and instructor.

   **Reading:**

2. Jan 7 - Global Strategy Issues And Tradeoffs

   The case today tells the story of a CEO's attempt to formulate and implement an ambitious global strategy after a merger. The strategy and organization are designed to respond to global economic pressures and national political pressures. Will the strategy and organization work?

   **Case:** Asea Brown Boveri, Harvard Case 9-192-139 (in course packet)

   **Discussion Questions:**
What is your evaluation of Barnevik's performance in the first few months after the merger? What do you think of his strategy? What is your evaluation of the new organization structure? Would you like to work as a front-line manager for ABB?

3. Jan 12 - Global Strategy Issues and Tradeoffs

This case continues our introduction to the issues we will look at for the rest of the quarter. Here, we look at some of the challenges of implementing a global strategy in a national context. We will examine how ABB's global strategy comes into conflict with Germany's traditions of consultation and consensus.

**Case:** ABB Deutschland (Abridged), Harvard Case N9-394-019 (in course packet)

**Reading:**
Debra Glassman, "The Cultural Context of International Business", September 1994 (on Canvas)

**Discussion Questions:**
What should the ABB German manager do?

Part 2 - National Business Systems

National business systems -- the relationships of businesses with each other, with governments and with other parts of society, as well as the way businesses are managed -- are products of national cultures and historical experiences. While all national systems have commonalities, there are also important differences. These differences shape business behavior, influence international competition and affect how foreign companies may operate. This section of the course looks at the business systems of several important countries.

4. Jan 14 - Japan - Change And Continuity

Japan was for 40 years one of the most dynamic economies in the world, and emerged as a potent global competitor. In the 1990s it faced a severe economic slowdown and has been forced to reexamine the basis of its previous success. Today we will analyze the Japanese business system and its historical and cultural roots. Then we will look at the pressures for change and for continuity in its system and speculate on the outlook for the future.

**Case:** Kinyuseisaku: Monetary Policy in Japan (A), Harvard Case 9-708-017 (in course packet)

Discussion Questions:
1. Reasons for Growth: The Economist articles describe three theories for Japan’s miracle growth over the 1950s through 80s. Link each theory to the pieces of the National Business System Framework. Which pieces of the NBSF does your theory point to?
   - Liberal (neoclassical) economic theory: 1, 2, 10
   - Trade and industrial policy theory: 4, 5, 6
   - Japan is different theory: 3, 7, 8, 9

2. Reasons for prolonged stagnation: Read the case focusing on your piece of the National Business System. How was this box responsible for the stagnation; and, will it help or hinder Japan’s movement back to steady, strong growth?
   - Ideology: 1, 2
   - Resources: 3, 9
   - Policies: 4, 7
   - Institutions: 5, 8
   - External: 6, 10

3. ALL: From Kin'yuseisaku: Step back – are there any lessons from the BOJ’s back and forth over the last 20 years? Should they raise interest rates (at the end of the case)?

Jan 19 – NO CLASS = HOLIDAY

5. Jan 21 - Japan - A Foreign Firm’s Perspective

Today we look at one of the most notable cases of a US company that tried to “crack” open the Japanese market. We will examine how successful they were.

Case: Kodak-Fujifilm Trade Dispute, Stanford Case P-17 (in course packet)

Discussion Questions:
Describe the current film distribution system in Japan: 4, 9
Assess Kodak’s pre-Fisher position in Japan: 2, 7
Describe Kodak’s market and non-market strategy: 1, 6
Assess alternative market and non-market strategies: 5, 8
Assess Fuji’s strategic response: 3, 10
All Groups: What specific remedies should Kodak seek? And, What do you think will happen?

6. Jan 26 - Brazil - Economy In Transition
The Brazilian economy provides a good case study of an economy moving from predominate state control to more open, free markets. We will look at how they are trying to carry out this transition and how their national business system is helping or hindering the process. At the end of class, I will give a mini-lecture on development policy. Please bring copies of the slides to class (file is on Blackboard).

**Case:** Brazil: Managing Structural Change in the ‘90s, Harvard Case 9-391-206 (in course packet)

**Discussion Questions:**
What were the major challenges facing Collor when he came into office? 3, 6
What did Collar do? 7, 10
What does the government think the private sector did (or is doing) wrong? 1, 9
What does the private sector think the government did (or is doing) wrong? 2, 8
What is the role of inflation, foreign debt, and domestic debt in the crisis? How are these three things linked together? 4, 5
Why isn’t the Collor Plan working? All

7. Jan 28 - Brazil - Dealing With And/Or Profiting From Transition

Economies in transition represent risky environments for multinational firms - potential losses, but also potentially huge rewards. Today’s case looks at a firm that tries to profit from Brazil’s import liberalization.

**Case:** Lada do Brazil, Harvard Case 9-392-122 (in course packet)

**Discussion Questions:**
How would you evaluate Lada’s performance? What problems does Lada face in February 1992? Where are Lada’s biggest threats? What actions do you recommend? What lessons about the liberalization process do you draw from the Lada experience?

**Group Case Write-up**
At the beginning of the class, each group should turn in a write-up of their analysis of the case. Assume that you are an outside consultant hired by Lada to advise them on the best course of action for them to take in 1992. *What should they do now and why?* This report should be no more than 4 pages of double spaced text, with no more than 3 accompanying charts.

8. Feb 2 - China – Facing the 21st Century

Today’s case provides background on the Chinese economy and the transition that it is still trying to make from a centralized, command economy to a more open market economy.
Case: China “Unbalanced,” D. Comin, RHK Vietor. HBS Case 9-711-010, Revised 3/30/12 (in course packet).

Discussion Questions:
Summarize, characterise (10 words or less) and assess (pro/con) Chinese government strategy:
- During Deng Xiaoping’s period: 1, 5, 9
- Around WTO entry in 2001: 2, 6, 7, 10
- During and following the financial Crisis in 2008: 3, 4, 8

What aspects of this piece of the diamond are helping China’s progress today? What aspects are hindering?
- Factor Conditions: 1, 4, 10
- Demand Conditions: 2, 5
- Related and Supporting Industries: 3, 6
- Firm Strategy, Structure, and Rivalry: 7, 8, 9

Which of the problems facing China poses the most serious threat to China’s continued development? What should China do? (All)

9. Feb 4 - China – Making and recovering from a mistake

Today we will discuss how a firm could miscalculate political risk, what happens when a firm gets caught in a highly visible political fight, and possible avenues for recovery from the incident.

Case: CSFB’s China Unicom Incident, Center for Asia Business Cases, School of Business, The University of Hong Kong, HKU187 (in course packet)

Discussion Questions:
Why did the incident happen? Evaluate CSFB’s actions. What did they do right? What did they do wrong? What are the implications for CSFB? For Taiwan? For China?

Part 3 - The Economics Of Global Competition

In this part of the course we look at how the economics of an industry influence the key choices facing management, and how companies attempt to create value in a global context. We also examine how international institutions affect the pattern of winners and losers. In this part of the course we look at how politics at the industry level influences global competition. Why do countries regulate industries in particular ways and how does this influence international trade and investment? And how do companies influence government policy in the international context?

10. Feb 9 – Firms Respond to the Rules
Today we begin our section on industry competition. We will use a case on a trading firm in Hong Kong to look at how the trading regime affects the choices faced by an individual firm and by countries. At the end of class, I will give a mini-lecture on traditional trade theory and policy. Please bring copies of the slides to class (file is on Blackboard).

**Case:** Li and Fung (A): Beyond “Filling in the Mosaic” 1995-98, Harvard Case 398092. (in course packet)

**Reading:**

**Discussion Questions:**
All should consider: How is Li & Fung able to maintain margins three times those of the rest of the industry? What are its specific strengths and how does it differ from more traditional competitors? What attributes of Chinese business culture does the company exhibit? Are these strengths for the company? What are the challenges the company faces going ahead and what issues does it need to address in order to expand? How and where should it expand?

For class discussion, come prepared to:
Use Porter’s 5 forces to describe the structure of the trading firm industry: 1, 7, 10
Use Porter’s diamond to describe why the trading firm industry is so successful in Hong Kong: 2, 4, 5, 8
Use the value chain to describe Li & Fung: 3, 6, 9

11. Feb 11 - Textiles – Firms respond to the Rules (Cont.)

During today’s discussion we will examine Wal-Mart’s experience in China. The strategic model that Wal-Mart has used to achieve great success in the US doesn’t seem to be working so well in China. At the end of class, I will give a second mini-lecture on trade policy. Please bring copies of the slides to class (file is on Blackboard).

**Case:** Wal-Mart Stores: “Every Day Low Prices” in China, Asia Case Research Centre, The University of Hong Kong, HKU590 (in course packet)

**Discussion Questions:**
Why is Wal-Mart successful in the US? What are Wal-Mart’s competitive advantages and its sources? Should Wal-Mart replicate its domestic model in its original form in China? Why? If they decided to just “tweak” the current business model, then what changes should they make? What are the costs and
benefits of adopting a totally different model? Which model should they adopt? What are the costs and benefits of pulling out? What do you think they should do in China?

**Group Case Write-up**

At the beginning of the class, group’s who have chosen to write up this case should turn in a write-up of their analysis. Assume that you are an outside consultant hired by Wal-Mart to advise them on the best course of action for them to take. *What should they do now and why?* This report should be no more than 4 pages of double spaced text, with no more than 3 accompanying charts.

Feb 16 – NO CLASS = HOLIDAY


In this session we will examine the semiconductor chip industry. We will look at the economics of competition and then discuss the role of government policies in the U.S. and Japan. What is the logic behind cries for protection?

**Case:** R. Moxon, “The Chip War: US - Japan Trade Conflict in Semiconductors” (on Canvas)

**Reading:**


**Discussion Questions:**

For all groups to ponder: What does it take for a company to be successful in the semiconductor manufacturing industry? How are these competitive requirements changing? Do we agree with Ferguson’s assessment and recommendations? What should U.S. government policy be on Japanese chip imports?

For the class discussion, groups should come prepared to describe the industry using these frameworks and/or focusing on these topics:

Value Chain: 1, 2, 10
Porter’s Diamond:
- US 3
- Japan 4
- Europe 5
According to the US firms, what is the logic for protection? That is, finish this statement: “The US government needs to step in and protect us from Japanese imports because….” 6, 7 (Hint: question is harder than it looks. I want more than just “we will go out of business.” What is the sequence of events that they think will happen if the US government does NOT offer protection?)

Which US firms are for US government protection? Which firms are against? Why? 8, 9

13. Feb 23 – High technology industry: How much should strategy depend on outside rule makers?

Today we consider strategy at Arcadia Biosciences, a small agbiotech firm that has developed several new technologies. At the time of the case, the CEO is trying to decide how they can capture the value added from their main innovation, NUE rice. They could focus on the farmers, touting the benefits from reduced fertilizer purchases. Alternatively, they could use provisions in the Kyoto Protocol to get NUE rice certified as a Clean Development Mechanism (CDM) project and earn money through the Protocol’s technology transfer mechanism. In addition, the CEO is trying to decide how to allocate his time and the firm’s focus across three areas: oils and functional foods; gene technologies; and environment technologies and permit trading.


Discussion Questions:
1. Odd numbered groups:
   a. Provide a rough valuation for the private value of NUE rice in China.
      i. Use this formula to get the annual value: Annual private value = % land used for rice x N2 fertilizer used x fertilizer savings x price of fertilizer. Assume NUE rice allows them to reduce fertilizer use by 50%. Focus on numbers provided in Exhibits 5 and 6.
      ii. Calculate the NPV of total private value created and give to Kathy before class starts.
   b. Do a Porter 5 forces analysis for this market.
   c. Also, assess the pros and cons of focusing on GLA Oil.
2. Even numbered groups:
   a. Provide a rough valuation for the public value of NUE rice in China.
      i. Use this formula to get the annual value: Annual public value = N2O emissions from rice x emission reduction x 310 conversion factor from N2O to CO2eq x price per metric ton CO2eq.
ii. N2O emissions from rice = % land used for rice x total tons nitrogen fertilizer used x percent that volatizes. Assume % that volatizes = 27.5%

iii. Assume NUE rice allows them to reduce fertilizer use by 50%.

iv. Calculate the NPV of total public value created and give to Kathy before class starts.

b. Do a Porter 5 forces analysis for this market.

c. Also, assess the pros and cons of focusing on product development and licensing of their low nitrogen use, water use efficiency, salt tolerance and herbicide tolerance genes.

3. All: It’s Monday morning, what’s on Eric Rey’s to do list?

**Group Case Write-up**

At the beginning of the class, groups who have chosen to write up this case should turn in a write-up of their analysis. Assume that you are an outside consultant hired by Eric Rey. *What should he do with NUE Rice in China?* This report should be no more than 4 pages of double spaced text, with no more than 3 accompanying charts.

**14. Feb 25 - Global Competition In Commercial Aircraft**

Today we look at a very different industry, one that is characterized by advanced technology, large investments and scale economies.

**Cases:**


R. Moxon, The Commercial Aircraft Industry in 1997 -- Competitive Upheaval and Strategic Change. (on Canvas)

**Reading:** You are expected to consult materials on the Boeing and Airbus web sites at [www.boeing.com](http://www.boeing.com) and [www.airbus.com](http://www.airbus.com). Suggestions of useful information to be found on these sites will be provided in class.

**Discussion Questions:**

1. Groups: 5, 2, 8
   What drives (influences) airplane sales and how do Boeing and Airbus try to forecast sales? What are the key variables and how are they related (how about a diagram/flow chart here)? You should also think about how an airline decides on a particular plane, what are the market risks for the plane manufacturers, and how
do they manage or reduce these risks? (In the Boeing web site, look for Current Market Outlook, in Airbus, look for Global Market Forecast.)

2. Groups: 1, 3, 4, 10
What drives competitiveness in airplane manufacturing? What are the key cost elements and what influences a particular manufacturer’s costs relative to the competition? What is the role of technology in competitiveness? What barriers will new entrants face? (Value chain, Porter may help out here.)

3. Groups: 6, 7, 9
How does a company make a decision to launch or not launch a new aircraft model? Focus here on decisions by Boeing and Airbus with respect to a Superjumbo aircraft. Can you draw out the decision tree that they might have used? Hint: begin your decision tree with the decision. Why did Boeing and Airbus come to different conclusions?

15. Mar 2 - The Politics Of Commercial Aircraft – Bombardier and Embraer

Today we continue our look at how international organizations can help shape strategy in the aircraft manufacturing industry by examining a WTO dispute between two regional jet manufacturers: Canada’s Bombardier and Brazil’s Embraer. These two fierce competitors have both relied on WTO filings to help achieve their strategic objectives. At the end of class, I will give a mini-lecture on globalization and offshoring policy. Please bring copies of the slides to class (file is on Blackboard).

Case: Bombardier: Canada versus Brazil at the WTO, Harvard Case 9-703-022 (in course packet)

Discussion Questions:
What are the pros and cons (cost/benefit) of the three options that Robert Brown is considering (ie, WTO-authorized retaliatory trade sanctions, engage in further negotiations, persuade the Canadian government to “match” any Brazilian offer). Add a fourth option: do nothing, just keep focusing on your business and not respond to Embraer. Consider the pros/cons for all of the major players in this drama. Be able to attach some numbers to back up your claims. Which one or combination of these options should Brown chose?

Group Case Write-up
At the beginning of the class, groups who have chosen to write up this case should turn in a write-up of their analysis. Assume that you are an outside consultant hired by Bombardier to advise them on the best course of action for them to take. What should they do now and why? This report should be no more than 4 pages of double spaced text, with no more than 3 accompanying charts.
Part 4: Going Global

In this final section of the course we will begin to explore some of the issues that face companies when they do decide to go global: structure, culture, and mode of entry. All of these issues get at how companies balance the opposing forces to be both global and local.

16. Mar 4 – Global Strategy And Organization

Today we return to some of the issues we studied in the ABB cases -- how to build an effective global strategy and organization.

Case: Firstwell Corporation and the Production Mandate Question Ivey Case W12761 (in course packet)

Discussion Questions:
1. What are the pros and cons for Firstwell Canada and Firstwell Corporation Worldwide of the two possible structures (miniature replica structure vs regional product mandate)?
2. What are the strengths and weaknesses of the process that subsidiaries use for moving a mandate proposal forward within Firstwell Corporation?
3. As the head of Firstwell’s global operating committee, would you choose the Kingston or the Buffalo proposal? Why?

17. Mar 9 - Transferring Corporate Culture And Values

Today’s case is about an Italian manager for a European firm who tries to enter the Indian market. It should help demonstrate some of the conflicts that might arise when cultures diverge. In addition, it should help us further explore options for the division of power and decision authority making across an international firm.

Case: Silvio Napoli at Schindler India (A), Harvard Business School Case, 9-303-086. (in course packet)

Reading:

Discussion Questions:
What should Silvio do? Be specific: It’s Monday morning – what is on his To Do list?

18. Mar 11 - Assessing Strategic Position and Partners and Final Wrap Up

In this session we examine the modes of entry by looking at a proposed joint venture between a Malaysian and a Finnish company. At the end of the discussion we will conclude the class by revisiting the statement “Think Global, Act Local.”

Case: Nora-Sakari: A Proposed Joint Venture in Malaysia, Ivey Case, through Harvard 906M06 (in course packet)

Discussion Questions:
Case (All):
- Why have the negotiations so far failed to result in an agreement?
- Is formation of the joint venture between Nora and Sakari the best option for both companies to achieve their respective objectives?
- What are the implications of cultural differences for the negotiation process with the table below in mind? This table provides the ratings for the two countries along the 4 ideology dimensions we discussed earlier.

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Nora (Malaysia)</th>
<th>Sakari (Finland)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individualism</td>
<td>Low</td>
<td>High</td>
</tr>
<tr>
<td>Power Distance</td>
<td>Strong</td>
<td>Weak</td>
</tr>
<tr>
<td>Uncertainty avoidance</td>
<td>Weak</td>
<td>Medium</td>
</tr>
<tr>
<td>Live to work</td>
<td>Medium</td>
<td>Low</td>
</tr>
</tbody>
</table>

- The even numbered teams should prepare recommended terms for a new round of negotiations, filling out the table below, from the perspective of Sakari. The odd numbered teams should prepare recommendations from the perspective of Nora.

<table>
<thead>
<tr>
<th>Issues</th>
<th>Sakari</th>
<th>Recommendation</th>
<th>Nora</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equity</td>
<td>51% Nora 49% Sakari</td>
<td></td>
<td>70% Nora 30% Sakari</td>
</tr>
<tr>
<td>Technology</td>
<td>JV assembles switch</td>
<td>JV develops switch</td>
<td></td>
</tr>
<tr>
<td>Royalty</td>
<td>5% of gross sales</td>
<td>2% of net sales</td>
<td></td>
</tr>
<tr>
<td>Discount on parts</td>
<td>25% of market price</td>
<td>65% of market price</td>
<td></td>
</tr>
<tr>
<td>Expat Salaries</td>
<td>S.T. US$1,260/day</td>
<td></td>
<td>S.T. RM1,260/day</td>
</tr>
<tr>
<td></td>
<td>L.T. US$20K/month</td>
<td></td>
<td>L.T. and RM20-28,000/month</td>
</tr>
<tr>
<td>Arbitration location</td>
<td>Helsinki</td>
<td></td>
<td>KL</td>
</tr>
</tbody>
</table>

Course Material (All):
- Do you agree with the phrase “think global, act local”?
- How would you change it?
COMPETING IN THE GLOBAL ECONOMY: Case Write-up Grading Rubric

Case: ______________________
Team/Class: ____________________

<table>
<thead>
<tr>
<th>Rating Category</th>
<th>Comments</th>
<th>Rating: 1 (low) to 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quality of the Analysis:</strong> Was</td>
<td>(were) the fundamental problem(s) well defined? Were the major issues well articulated? Were appropriate analytical techniques used to assess the situation? Were arguments convincing?</td>
<td>=30%</td>
</tr>
<tr>
<td>(were) the fundamental problem(s) well defined?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>major issues well articulated?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Were appropriate analytical techniques used to assess the situation?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Were arguments convincing?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Evaluation of Alternatives:</strong></td>
<td>Did the team creatively generate more than one possible course of action? Did the team miss important or obvious categories of alternatives? Did the team develop concrete criteria to compare the alternatives? Was the impact of each feasible alternative evaluated with respect to the firm’s objectives? Was the best alternative selected?</td>
<td>=25%</td>
</tr>
<tr>
<td><strong>Quality of Recommendations:</strong></td>
<td>Did the recommendations clearly follow from the prior analysis? Did the recommendation adequately address the problem? Were the recommendations feasible (in terms of costs, skills, timing, etc)? Were the major implementation hurdles addressed?</td>
<td>=20%</td>
</tr>
<tr>
<td><strong>Presentation Style and Clarity:</strong></td>
<td>Was the progression of ideas logical and easy to follow? Were there any grammatical or spelling errors? Did the team use the allotted space for charts effectively? Were the charts easy to understand as well as effective in conveying a message that supported the story and conclusions?</td>
<td>= 25%</td>
</tr>
</tbody>
</table>

TOTAL
You can give each item anywhere between 15 and 40% of the total weight, as long as the sum across the 4 components equals 100.

These are the weights I would like you to apply to my performance:

Lada Case Write Up: ___________________

Industry Case Write UP: ___________________

Participation: ___________________

Take Home Final: ___________________

Total: 100%